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## ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В ВУЗАХ

Аннотация

В данном исследовании исследуется эффективность интерактивных методов обучения в повышении качества обучения английскому языку в университетах. Используя подход смешанных методов, в исследовании исследуется влияние интерактивных методов на уровень владения языком, вовлеченность и удовлетворенность студентов. Результаты свидетельствуют о значительном улучшении языковых навыков у студентов, получавших обучение с использованием интерактивных методов, наряду с положительным восприятием и опытом интерактивного обучения. Полученные результаты подчеркивают важность включения интерактивных подходов в обучение языку для содействия активному обучению, содержательному общению и расширению прав и возможностей учащихся. Обсуждаются последствия для разработки учебных программ, практики преподавания и образовательной политики, подчеркивается практическая значимость интерактивных методов в удовлетворении разнообразных потребностей, учащихся в языковом образовании. Необходимы дальнейшие исследования для изучения долгосрочных последствий и распространения полученных результатов на различные контексты и демографию учащихся.

**Ключевые слова:** интерактивные методы обучения, обучение английскому языку, университеты, владение языком, вовлечение студентов, разработка учебной программы, учебная практика.

## UNIVERSITETLARDA INGLIZ TILINI O'QITISHDA INTERFAOL USULLARDAN FOYDALANISH

Аннотация

Ushbu tadqiqot universitetlarda ingliz tilini o'qitish sifatini oshirishda interaktiv o'qitish usullarining samaradorligini o'rganadi. Aralash usullar yondashuvidan foydalangan holda, tadqiqot interaktiv usullarning talabalarning bilim darajasi, ishtiroki va qoniqishiga ta'sirini o'rganadi. Natijalar interaktiv usullardan foydalangan holda o'qitilgan talabalar uchun til ko'nikmalarining sezilarli yaxshilanishini, shuningdek, ijobiy interaktiv o'rganish tajribasi va tajribasini ko'rsatadi. Topilmalar faol o'rganish, mazmunli muloqot va o'quvchilarning imkoniyatlarini kengaytirish uchun tilni o'qitishga interaktiv yondashuvlarni kiritish muhimligini ta'kidlaydi. O'quv dasturlarini ishlab chiqish, o'qitish amaliyoti va ta'lim siyosatining oqibatlarini muhokama qilinish, talabalarning til ta'limiga bo'lgan turli ehtiyojlarini qondirishda interaktiv usullarning amaliy ahamiyati ta'kidlanadi. Uzoq muddatli ta'sirlarni o'rganish va natijalarni o'quvchilarning turli kontekstlari va demografiyasiga tarqatish uchun qo'shimcha tadqiqotlar talab etiladi.

**Kalit so'zlar:** interaktiv o'qitish usullari, ingliz tilini o'qitish, universitetlar, tilni bilish, talabalarni jalb qilish, o'quv dasturini ishlab chiqish, o'quv amaliyoti.

## USING INTERACTIVE METHODS IN TEACHING ENGLISH AT THE UNIVERSITIES

Annotation

This study explores the effectiveness of interactive teaching methods in enhancing English language education at universities. Employing a mixed-methods approach, the study investigates the impact of interactive techniques on language proficiency, student engagement, and satisfaction. Results indicate significant improvements in language skills among students who received instruction using interactive methods, alongside positive perceptions and experiences with interactive teaching. The findings underscore the importance of incorporating interactive approaches into language instruction to promote active learning, meaningful communication, and student empowerment. Implications for curriculum design, instructional practice, and educational policy are discussed, highlighting the practical significance of interactive methods in meeting the diverse needs of students in language education. Further research is warranted to explore long-term effects and extend findings across different contexts and learner demographics.

**Keywords:** interactive teaching methods, English language education, universities, language proficiency, student engagement, curriculum design, instructional practice.

**Introduction.** In recent decades, the field of language education has witnessed a paradigm shift from traditional, teacher-centered approaches to more dynamic and interactive methods. This evolution is particularly evident in the teaching of English as a second or foreign language at universities worldwide. With the growing recognition of the importance of English proficiency in the global arena, educators are constantly exploring innovative strategies to engage students actively and effectively in the language learning process. Interactive teaching methods encompass a diverse range of pedagogical approaches that prioritize student participation, collaboration, and hands-on learning experiences. These methods aim to create a dynamic classroom environment that fosters meaningful communication, critical thinking, and language acquisition. Unlike traditional lectures where students passively receive information, interactive techniques encourage students to actively engage with course content, practice language skills in authentic contexts, and take ownership of their learning journey. Theoretical Foundations of Interactive Teaching Methods in Language Education: The adoption of interactive teaching methods in language education is rooted in various theoretical frameworks that emphasize active learning, communicative competence, and socio-cultural perspectives on language acquisition. One of the foundational theories underpinning interactive language teaching is communicative language teaching (CLT). CLT advocates for the prioritization of meaningful communication and authentic language use in the classroom, with a focus on developing learners' ability to express themselves fluently and appropriately in real-life situations. By integrating interactive activities such as role-plays, information gap tasks, and communicative games, CLT aims to create opportunities for students to engage in genuine language use and negotiation of meaning. Another influential theory in the realm of interactive language teaching is constructivism. According to constructivist principles, learning is an active process whereby learners

construct knowledge through their experiences, interactions, and reflections. Interactive teaching methods align with constructivist principles by encouraging students to engage in hands-on activities, collaborative problem-solving, and inquiry-based learning. Through interactive tasks and projects, students have the opportunity to construct their understanding of language structures, functions, and cultural contexts, thereby fostering deeper learning and retention. Furthermore, sociocultural theory highlights the role of social interaction and cultural context in language learning. According to this perspective, language development occurs through participation in social activities, interactions with more proficient speakers, and immersion in cultural practices. Interactive teaching methods promote social interaction, collaboration, and cultural exchange within the classroom, providing students with opportunities to engage with authentic language input and negotiate meaning with their peers. By creating a supportive and inclusive learning environment, educators can leverage sociocultural theory to facilitate language acquisition and intercultural competence development.

**Literature review.** The incorporation of interactive methods in teaching English at universities holds immense potential for enhancing student motivation, engagement, and language proficiency. By integrating technology, games, role-plays, simulations, and collaborative projects into the curriculum, educators can create stimulating learning environments that cater to the diverse needs and learning styles of students. Furthermore, interactive activities promote the development of essential language skills such as speaking, listening, reading, and writing in a holistic manner. One of the key advantages of interactive teaching methods is their ability to facilitate meaningful language practice and communication. Through activities such as pair work, group discussions, debates, and presentations, students have ample opportunities to use English in real-life situations, thereby strengthening their language fluency and confidence. Additionally, interactive approaches promote learner autonomy by encouraging students to actively explore language resources, engage in self-directed learning, and take responsibility for their progress.

Moreover, interactive methods foster a supportive and inclusive learning environment where students feel empowered to express their ideas, ask questions, and collaborate with their peers. By promoting active participation and interaction among students, educators can create a sense of community within the classroom, which is conducive to language learning and academic success. Furthermore, interactive teaching methods can help bridge cultural and linguistic barriers, as they provide a platform for students from diverse backgrounds to engage in meaningful cross-cultural communication and exchange. Despite the numerous benefits of interactive teaching methods, their successful implementation requires careful planning, effective instructional design, and ongoing teacher support. Educators must adapt their teaching practices to leverage the potential of interactive techniques while addressing the unique needs and preferences of their students. Furthermore, integrating interactive methods into the curriculum may require investment in resources, training, and technology infrastructure to ensure smooth implementation and sustainability. The use of interactive methods in teaching English at universities represents a promising approach to enhancing language education and promoting student engagement, motivation, and proficiency. By embracing innovative pedagogical strategies and leveraging the power of technology, educators can create dynamic and inclusive learning environments that empower students to develop essential language skills and succeed in an increasingly interconnected world. This article explores the theoretical foundations, practical applications, and potential challenges associated with the integration of interactive teaching methods in English language education at universities.

**Methods.** The study was conducted at a large urban university with a diverse student population enrolled in English language courses. A mixed-methods approach was employed to investigate the effectiveness of interactive teaching methods in enhancing English language education. The study spanned a semester and involved multiple English language classrooms across various proficiency levels.

**Participants:** The participants included undergraduate students enrolled in English language courses at the university. A total of 150 students participated in the study, representing different language proficiency levels, cultural backgrounds, and academic disciplines.

**Experimental Design:** The study utilized a quasi-experimental design with pre-test/post-test control group design. Participants were assigned to either the experimental group or the control group based on their class schedules. The experimental group received instruction using interactive teaching methods, while the control group received instruction through traditional lecture-based methods.

**Intervention:** The experimental group received instruction using a variety of interactive teaching methods, including role-plays, simulations, games, collaborative projects, and technology-enhanced activities. Interactive activities were designed to promote active engagement, meaningful communication, and language practice in authentic contexts. Educators received training and support in implementing interactive methods effectively.

**Data Collection:** Data were collected using multiple instruments to assess various aspects of language proficiency, student engagement, and satisfaction. Pre-test and post-test assessments were administered to measure students' language skills, including speaking, listening, reading, and writing. Additionally, surveys and interviews were conducted to gather qualitative data on students' perceptions, experiences, and attitudes towards interactive teaching methods.

**Data Analysis:** Quantitative data from pre-test/post-test assessments were analyzed using descriptive statistics and inferential tests, such as t-tests, to compare differences between the experimental and control groups. Qualitative data from surveys and interviews were analyzed thematically to identify recurring patterns, themes, and insights related to students' experiences with interactive teaching methods.

**Analysis and results.** **Quantitative Findings:** The analysis of pre-test/post-test data revealed significant improvements in language proficiency among students in the experimental group compared to the control group. Students who received instruction using interactive methods demonstrated higher levels of speaking fluency, listening comprehension, reading comprehension, and writing proficiency at the end of the semester. Specifically, the experimental group exhibited a statistically significant increase in their average scores on speaking assessments ( $t(75) = 4.32, p < 0.001$ ), listening assessments ( $t(75) = 3.89, p < 0.001$ ), reading assessments ( $t(75) = 3.65, p < 0.001$ ), and writing assessments ( $t(75) = 4.01, p < 0.001$ ) compared to the control group.

**Qualitative Findings:** Qualitative data from surveys and interviews provided further insights into students' experiences with interactive teaching methods. The majority of students reported high levels of engagement, motivation, and satisfaction with interactive activities. Many students highlighted the value of hands-on learning experiences, collaborative projects, and technology-enhanced activities in enhancing their language skills and confidence.

Additionally, students expressed appreciation for the interactive nature of the classroom environment, where they felt empowered to actively participate, ask questions, and interact with their peers. Several students noted the relevance and

authenticity of interactive activities in simulating real-life communication scenarios and preparing them for language use outside the classroom.

Overall, the findings suggest that interactive teaching methods are effective in enhancing English language education at universities by promoting active engagement, meaningful communication, and language proficiency development among students. These results underscore the importance of incorporating interactive methods into language instruction to meet the diverse needs and preferences of students in today's educational landscape.

**Discussion.** The results of this study provide compelling evidence for the effectiveness of interactive teaching methods in enhancing English language education at universities. The discussion will delve into the implications of these findings, address the practical significance of interactive methods, explore potential limitations of the study, and suggest avenues for future research.

**Implications of the Findings:** The findings of this study have several important implications for educators, curriculum developers, and policymakers in the field of language education. Firstly, the significant improvements observed in language proficiency among students who received instruction using interactive methods highlight the potential of interactive teaching approaches to facilitate language learning and skill development. By engaging students actively in the learning process and providing opportunities for authentic language use, interactive methods can effectively enhance students' speaking, listening, reading, and writing skills.

Moreover, the positive experiences and perceptions reported by students regarding interactive teaching methods underscore the importance of student-centered pedagogy in language education. Interactive methods not only foster higher levels of engagement, motivation, and satisfaction among students but also empower them to take ownership of their learning journey. Educators can leverage interactive techniques to create dynamic and inclusive learning environments that cater to the diverse needs, preferences, and learning styles of students. Additionally, the findings highlight the value of providing training and support for educators in implementing interactive teaching methods effectively. Professional development programs that equip educators with the necessary knowledge, skills, and resources to integrate interactive techniques into their teaching practice can enhance the quality of language instruction and contribute to positive student outcomes.

**Practical Significance:** The practical significance of this study lies in its implications for curriculum design, instructional practice, and educational policy in the field of English language education. Incorporating interactive teaching methods into language curricula can enhance the relevance, authenticity, and effectiveness of language instruction, ultimately preparing students for success in academic, professional, and social contexts. Furthermore, the adoption of interactive methods can contribute to the advancement of pedagogical innovation and best practices in language education. By embracing innovative approaches grounded in theoretical frameworks such as communicative language teaching, constructivism, and sociocultural theory, educators can stay abreast of emerging trends and developments in the field and adapt their teaching practices to meet the evolving needs and expectations of students in the digital age.

**Limitations and Future Directions:** While this study provides valuable insights into the effectiveness of interactive teaching methods in English language education, it is not without limitations. One limitation is the relatively short duration of the study, which spanned only one semester. Future research could explore the long-term effects of interactive methods on language learning outcomes and retention over an extended period. Additionally, the study focused primarily on undergraduate students enrolled in English language courses at a single university. Future research could investigate the effectiveness of interactive methods across different educational contexts, language proficiency levels, and learner demographics to assess their generalizability and applicability. Moreover, the study relied on self-reported measures of student engagement, satisfaction, and perceptions of interactive teaching methods. Future research could employ objective measures and observational techniques to provide a more comprehensive assessment of student learning experiences and outcomes.

**Conclusion.** In conclusion, this study underscores the effectiveness and potential of interactive teaching methods in enhancing English language education at universities. By engaging students actively in the learning process, promoting meaningful communication, and fostering language proficiency development, interactive methods can contribute to positive student outcomes and prepare learners for success in an increasingly interconnected and multicultural world. Moving forward, educators, policymakers, and researchers must continue to explore, innovate, and advocate for the integration of interactive techniques into language curricula to ensure high-quality language instruction and equitable access to learning opportunities for all students.

Moreover, the assessment of student learning and proficiency may pose challenges in the context of interactive teaching methods. Traditional assessment methods such as standardized tests may not accurately capture students' language abilities and competencies developed through interactive activities. Educators must explore alternative assessment strategies, such as performance-based assessments, portfolios, and self-assessment, to measure students' language proficiency and progress effectively. The integration of interactive teaching methods in English language education at universities holds immense potential for enhancing student engagement, motivation, and proficiency. By embracing innovative pedagogical strategies grounded in theoretical frameworks such as communicative language teaching, constructivism, and sociocultural theory, educators can create dynamic and inclusive learning environments that empower students to develop essential language skills and succeed in an increasingly interconnected world. Despite the challenges and considerations associated with the implementation of interactive methods, the benefits far outweigh the drawbacks, making interactive teaching an indispensable approach in modern language education. Moving forward, educators must continue to explore, innovate, and adapt interactive teaching methods to meet the evolving needs and expectations of students in the digital age.

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