

INTERACTIVE METHODS IN TEACHING ENGLISH AT SECONDARY SCHOOLS

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Abstract: *This article analyzes the effectiveness of interactive methods in teaching English in secondary schools. During the research, the role and importance of modern pedagogical technologies in the development of communicative competencies of students were scientifically substantiated.*

Keywords: *interactive methods, English language, secondary school, communicative approach, pedagogical technology, motivation.*

Аннотация: *В данной статье анализируется эффективность интерактивных методов обучения английскому языку в общеобразовательных школах. В ходе исследования научно обоснована роль и значение современных педагогических технологий в развитии коммуникативных компетенций учащихся.*

Ключевые слова: *интерактивные методы, английский язык, средняя школа, коммуникативный подход, педагогическая технология, мотивация.*

Annotatsiya: *Ushbu maqolada umumta'lim maktablarida ingliz tilini o'qitishda interfaol metodlarning samaradorligi tahlil qilinadi. Tadqiqot jarayonida o'quvchilarning kommunikativ kompetensiyalarini rivojlantirishda zamonaviy pedagogik texnologiyalarning o'rni va ahamiyati ilmiy jihatdan asoslab berilgan.*

Kalit so'zlar: *interfaol metodlar, ingliz tili, o'rta maktab, kommunikativ yondashuv, pedagogik texnologiya, motivatsiya.*

INTRODUCTION

The globalization of the modern world and the rapid development of international relations have necessitated the profound mastery of the English language as a primary tool for cross-cultural communication. In the context of secondary education, the traditional teacher-centered approach, which primarily focuses on grammatical accuracy and rote memorization, has increasingly proved insufficient for preparing students to use the language fluently in real-life situations. Consequently, modern pedagogy has shifted its focus toward interactive teaching methods that prioritize the student's active participation and the development of communicative competence. The integration of interactive strategies in English as a Foreign Language (EFL) classrooms aims to create a dynamic environment where learners are not merely passive recipients

of information but active creators of knowledge. This paradigm shift is essential in secondary schools, where students are at a critical age for language acquisition and social development, requiring engagement that goes beyond the pages of a textbook [1, B. 15].

The essence of interactive learning lies in the "teacher-student" and "student-student" dialogue, fostering a collaborative atmosphere that lowers the affective filter and encourages risk-taking in language use. By employing activities such as role-plays, debates, and group projects, educators can simulate authentic communicative scenarios that prepare students for the complexities of the modern world. However, the implementation of these methods requires a systemic change in teaching philosophy, moving away from the "sage on the stage" model to a "guide on the side" approach. This article explores the theoretical underpinnings of interactive methods and evaluates their practical outcomes in secondary education settings, providing empirical evidence for their superiority in enhancing both linguistic skills and learner motivation [2, B. 45].

LITERATURE REVIEW AND METHODOLOGY

The theoretical foundation of interactive learning is deeply rooted in social constructivism, particularly the works of Lev Vygotsky, who emphasized the importance of social interaction in the Zone of Proximal Development (ZPD). According to Vygotsky, learning is an inherently social process, and higher cognitive functions are developed through collaborative activities [3, B. 88]. In the field of linguistics, David Nunan and Jeremy Harmer have argued extensively for the communicative approach, suggesting that language learning is most effective when it is utilized for meaningful communication rather than being studied as an abstract system of rules. Harmer highlights that interactive tasks provide students with the "exposure" and "use" components necessary for natural acquisition, allowing them to internalize structures through practice [4, B. 112]. Furthermore, recent studies in Uzbekistan have focused on the national context of English teaching, noting that the integration of Information and Communication Technology (ICT) alongside interactive methods creates a more inclusive and stimulating learning environment [5, B. 23].

The methodology employed in this research involved a comprehensive analysis of teaching practices in secondary schools over a period of one academic semester. A quantitative and qualitative approach was used, incorporating classroom observations, teacher interviews, and student performance metrics. Two groups of students (experimental and control) were established to compare the outcomes of traditional versus interactive teaching strategies. The experimental group was taught using a variety of interactive tools, including "Case Study," "Jigsaw," and "Project-Based Learning," while the control group followed the standard curriculum based on traditional lecturing and drill exercises. Data were collected through pre-tests and post-tests to measure linguistic progress, as well as surveys to assess student engagement levels and attitudinal shifts toward learning English.

DISCUSSION AND RESULTS

The findings of this study clearly indicate that the application of interactive methods significantly improves student performance across all four language skills: speaking, listening, reading, and writing. In the experimental group, students demonstrated a higher degree of fluency and a more expansive vocabulary compared to the control group. More importantly, the psychological barriers to speaking—such as the fear of making mistakes—were notably reduced. Students in interactive classrooms were more likely to initiate conversations and participate in peer-correction, which fostered a sense of autonomy and responsibility for their own learning process.

The following tables summarize the comparative results between the two approaches:

Table 1. Comparison of Academic Performance (Scale 1-100)

Skill Category	Traditional Group (Control)	Interactive Group (Experimental)	Improvement (%)
Speaking Fluency	58	82	41.3%
Listening Comprehension	62	78	25.8%
Vocabulary Usage	65	85	30.7%
Grammatical Accuracy	70	75	7.1%

Table 2. Student Motivation and Engagement Levels (Survey Results)

Indicator	Low Engagement	Moderate Engagement	High Engagement
Traditional Lessons	45%	40%	15%
Interactive Lessons	10%	25%	65%

The data in Table 1 suggests that while traditional methods are relatively effective for teaching grammar, they fail to bridge the gap between theoretical knowledge and practical application. Conversely, the interactive group showed a 41.3% higher proficiency in speaking, which is the ultimate goal of language learning. Table 2 reinforces this by showing that 65% of students reported high engagement during interactive lessons, compared to only 15% in traditional settings. The discussion of these results confirms that interactivity is not just a "bonus" feature of a lesson but a fundamental requirement for successful language acquisition in the 21st century [6, B. 56].

CONCLUSION

In conclusion, the transition to interactive methods in secondary school English teaching is not merely a pedagogical trend but a necessary evolution to meet the demands of modern education. This research has demonstrated that when students are active participants in their learning journey, they develop a deeper connection with the language, leading to higher retention rates and better communicative outcomes. Interactive strategies such as group discussions, role-plays, and technology-enhanced tasks provide a fertile ground for the development of critical thinking, collaboration, and cultural awareness—skills that are indispensable for the holistic development of a secondary school student.

Moreover, the role of the teacher must be redefined. The modern English teacher should act as a facilitator, a motivator, and a designer of learning experiences rather than a sole source of information. Professional development programs should focus on equipping teachers with the skills to manage interactive classrooms and design materials that cater to diverse learning styles. While challenges such as large class sizes and limited resources exist, the benefits of interactive learning far outweigh the initial difficulties of implementation. Future research should explore the long-term impact of these methods on students' professional careers and their ability to function in globalized work environments. Ultimately, by prioritizing communication and student engagement, secondary schools can transform the process of learning English from a tedious academic requirement into an exciting and empowering experience that opens doors to a world of opportunities.

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