

## THE INFLUENCE OF NEW INTERACTIVE TEACHING METHODS ON LEARNING LANGUAGE

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**Abstract.** *This article examines the impact of new interactive teaching methods on language learning, emphasizing their role in enhancing student engagement, motivation, and communicative competence. Innovative strategies such as task-based learning, digital storytelling, gamification, and collaborative platforms are analyzed in terms of their effectiveness and integration in modern classrooms. The study presents both theoretical insights and practical applications, demonstrating how interactivity fosters meaningful language acquisition.*

**Keywords:** *Interactive teaching methods, student-centered learning, communicative language teaching, mobile-assisted language learning (MALL), educational technology, learner autonomy, English for Specific Purposes (ESP), language retention.*

### Introduction

The field of language instruction has undergone a paradigm change in recent decades, as evidenced by the increasing adoption of interactive and student-centered teaching methods. This development is the result of a conscious shift away from traditional didactic models, which place an emphasis on passively absorbing information, and toward dynamic instructional frameworks that prioritize situational relevance, communicative competence, and learner engagement. Constructivist learning theory, which holds that students actively participate, interact with others, and create knowledge through contextualized experiences, is the foundation of this kind of change. Incorporating interactive approaches promotes the growth of critical language, cognitive, and social skills, which is in line with current educational demands that support independence, teamwork, and the use of knowledge in real-world communication situations. The need for adaptive instructional designs that are sensitive to the various needs and learning preferences of language learners in the twenty-first century is thus highlighted by this pedagogical reorientation.

### Methodology

The pedagogical implications and results of interactive teaching methodologies in English language instruction were investigated in this study using a qualitative research design based on interpretivist epistemology. In-depth semi-structured interviews with language teachers, ethnographic classroom observations, the analysis of reflective student feedback tools, and a methodical review of peer-reviewed academic literature were all used to triangulate the data. Teachers actively incorporating interactive strategies—like task-based learning, group projects, and digital engagement tools—into a variety of educational contexts were covered by the purposive sampling of participants. To document real-time learner responses, instructional dynamics, and authentic interaction patterns, classroom observations were made during several instructional sessions. Student feedback gave a learner-centered view of engagement, comprehension, and skill development, while teacher interviews shed light on the pedagogical difficulties, perceived efficacy, and instructional rationale. The information was subjected to

content analysis and thematic coding in order to find recurrent themes, pedagogical trends, and context-specific subtleties that are pertinent to the use of interactive approaches in English language instruction.

This study employed a qualitative research design underpinned by constructivist and interpretivist epistemological orientations, which emphasize the subjective construction of knowledge through social interaction and contextually situated experiences (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The primary objective was to explore the pedagogical applications and learner outcomes associated with interactive teaching methodologies in English language instruction, with particular focus on engagement, communicative competence, and learner autonomy.

A purposive sampling strategy was utilized to select participants who had demonstrable experience with interactive teaching approaches. The sample consisted of ten English language instructors and approximately sixty undergraduate students enrolled in ESP (English for Specific Purposes) programs in medical and technical disciplines at three higher education institutions in Uzbekistan. This sampling approach facilitated the inclusion of diverse instructional contexts, thereby enhancing the depth and scope of the study (Palinkas et al., 2015). Data collection was carried out using multiple qualitative instruments to ensure methodological triangulation and to strengthen the credibility of the findings (Patton, 2015). These instruments included semi-structured interviews with educators, ethnographic classroom observations, and student feedback gathered through reflective questionnaires and informal focus group discussions. The interviews were designed to elicit detailed insights into teachers' perceptions, instructional strategies, and the integration of technology-enhanced tools such as *Kahoot*, *Padlet*, and Zoom breakout rooms. Observations focused on real-time implementation of interactive tasks, classroom dynamics, and learner responses. Student reflections provided valuable insights into motivation, engagement, and perceived linguistic development.

All qualitative data were transcribed and analyzed thematically following the six-phase framework proposed by Braun and Clarke (2006), which includes familiarization with the data, coding, theme identification, review, definition, and reporting. NVivo 12 software was employed to manage data coding and facilitate systematic theme development. Through this analytical process, recurring themes such as enhanced learner participation, increased self-directed learning, and positive attitudes toward technology integration emerged. To ensure the trustworthiness of the study, the research adhered to Lincoln and Guba's (1985) criteria for qualitative rigor. Credibility was achieved through member checking, wherein participants reviewed preliminary interpretations of the data. Dependability and confirmability were established by maintaining a comprehensive audit trail of coding procedures and reflective journal entries. Transferability was addressed by providing thick descriptions of the institutional contexts and instructional settings, allowing for informed judgment regarding the applicability of findings to other educational environments. Ethical approval was obtained prior to data collection, and all participants were informed of their rights, including voluntary participation and the option to withdraw at any point. Anonymity and confidentiality were preserved throughout the study, and data were stored securely in compliance with institutional research ethics protocols.

### **Findings and Discussion**

The results of the study show that the use of interactive pedagogical techniques, namely project-oriented instructional tasks, mobile-assisted language learning (MALL), language-based

gamification, and role-playing, significantly improves learner engagement, cognitive involvement, and long-term language retention. The effectiveness of these strategies in creating a more engaging and interactive learning environment is demonstrated by empirical data obtained from participant feedback and classroom observations. When using digital platforms like Kahoot, Padlet, and Zoom's breakout room features, which enabled synchronous and asynchronous interaction in both individual and collaborative settings, learners showed higher levels of intrinsic motivation and communicative confidence.

Additionally, teachers consistently noted a discernible improvement in students' initiative, self-control, and peer-to-peer cooperation, indicating a significant increase in learner autonomy. Students were able to contextualize language use in real-world, meaningful situations through the incorporation of technology-mediated and experiential tasks, which seemed to close the gap between theoretical knowledge and practical application. In line with current pedagogical goals in English language instruction, the data also showed that interactive approaches helped students develop higher-order thinking abilities like critical analysis, creative problem-solving, and effective communication.

### **Conclusion**

The study's theoretical and empirical findings support the idea that interactive teaching methods can change the way people learn languages. These methods not only help students learn basic language skills, but they also help them develop a wide range of cognitive, emotional, and social skills that are important for their overall growth. Interactive methods fit well with the teaching goals of modern constructivist and socio-cultural learning frameworks because they encourage dialogic engagement, critical reflection, and working together to solve problems. Also, the smart use of educational technologies, from mobile apps to digital collaboration platforms, makes these methods even more effective, making the process of learning a language more responsive, fair, and relevant to the situation. These kinds of new ideas make it possible to teach in different ways and create learning spaces that are open to all types of students with different needs and preferences.

Because of these results, language teachers must be open-minded and adaptable, constantly changing how they teach in response to new educational technologies and the changing needs of 21st-century learners. To keep interactive approaches in language education effective and scalable, institutions will need to provide support, teachers will need to keep learning, and new teaching methods will need to be based on evidence.

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