

## TEACHING LANGUAGES THROUGH INTERACTIVE METHODS: MODERN APPROACHES IN FOREIGN LANGUAGE EDUCATION

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**Abstract.** This article examines modern approaches to teaching languages through interactive methods in higher education. Traditional teacher-centered instruction is gradually being replaced by learner-centered methodologies that promote communication, collaboration, and active participation. Interactive teaching techniques such as role plays, discussions, case studies, problem-solving tasks, project-based learning, and digital technologies significantly improve students' speaking, listening, reading, and writing skills. These methods also increase motivation, develop critical thinking, and strengthen learner autonomy. However, successful implementation requires careful planning, classroom management, and teacher readiness. The article concludes that purposeful interactive teaching is one of the most effective ways to develop communicative competence in modern language classrooms.

**Keywords:** language teaching, interactive methods, communicative competence, student-centered learning, motivation, foreign language education, higher education.

**Annotatsiya.** Mazkur maqolada oliy ta'lim muassasalarida tillarni interaktiv metodlar asosida o'qitishning zamonaviy yondashuvlari yoritiladi. An'anaviy o'qituvchi markazli ta'lim asta-sekin o'quvchi markazli metodlar bilan almashmoqda. Rolli o'yinlar, munozaralar, keys-stadilar, muammo yechish topshiriqlari, loyiha asosida ta'lim va raqamli texnologiyalar talabalarning gapirish, tinglash, o'qish va yozish ko'nikmalarini rivojlantiradi. Ushbu metodlar motivatsiyani oshiradi, tanqidiy fikrlashni shakllantiradi va mustaqil o'rganishni kuchaytiradi. Shu bilan birga, ularni samarali qo'llash uchun puxta rejalashtirish, auditoriyani boshqarish va o'qituvchining kasbiy tayyorgarligi zarur. Tadqiqot interaktiv metodlar zamonaviy til ta'limining samarali yo'nalishlaridan biri ekanligini ko'rsatadi.

**Kalit so'zlar:** til o'qitish, interaktiv metodlar, kommunikativ kompetensiya, talabaga yo'naltirilgan ta'lim, motivatsiya, oliy ta'lim.

**Аннотация.** В статье рассматриваются современные подходы к обучению языкам с использованием интерактивных методов в высшем образовании. Традиционное обучение, ориентированное на преподавателя, постепенно заменяется студентоцентрированными методиками, направленными на общение, сотрудничество и активное участие обучающихся. Такие методы, как ролевые игры, дискуссии, кейс-стади, проблемные задания, проектное обучение и цифровые технологии, эффективно развивают навыки говорения, аудирования, чтения и письма. Они также повышают мотивацию студентов, формируют критическое мышление и самостоятельность. Однако успешное применение данных подходов требует тщательного планирования, управления аудиторией и профессиональной подготовки преподавателя. Делается вывод, что интерактивное обучение является одним из наиболее эффективных направлений современного языкового образования.

**Ключевые слова:** обучение языкам, интерактивные методы, коммуникативная компетенция, мотивация, высшее образование.

**Introduction.** Language teaching has changed considerably in recent decades because modern society requires learners not only to know grammar rules but also to communicate effectively in real-life situations. Traditional approaches often focused on memorization, translation, and passive listening, where students played a limited role in the learning process. Such methods may develop theoretical knowledge, but they often fail to prepare learners for spontaneous communication. As a result, interactive teaching methods have become increasingly important in foreign language education. Interactive learning places students at the center of the lesson and encourages them to participate actively through speaking, listening, cooperating, and solving tasks. In this environment, language is practiced as a living tool of communication rather than as an abstract system of rules.

**Theoretical Background.** Modern interactive teaching is strongly connected with sociocultural and communicative theories of learning. Vygotsky argued that learning develops through social interaction, where students construct knowledge together through communication and cooperation. This idea is especially relevant in language teaching because language itself is both the subject of study and the means of learning. Krashen also emphasized the importance of meaningful input and low-anxiety environments in successful language acquisition. Interactive classrooms usually provide such conditions because students use language naturally and are less afraid of making mistakes. Furthermore, Hymes introduced the concept of communicative competence, which means that language learners must know not only grammar but also how to use language appropriately in different social contexts. Therefore, interactive methods support both linguistic and communicative development.

**Interactive Methods in Language Teaching.** There are many effective interactive techniques that can be used in language classrooms. Role plays are among the most popular methods because they simulate real-life situations such as job interviews, shopping, travel, or solving customer complaints. Through such tasks, students practice vocabulary, grammar, pronunciation, and pragmatic competence. Group discussions are also highly valuable because they encourage learners to express opinions, agree or disagree politely, and defend arguments. Case studies present students with realistic problems that require analysis and decision-making, allowing them to use language meaningfully while developing critical thinking. Problem-solving tasks, information gap activities, and debates create authentic reasons for communication and increase fluency. Project-based learning is another productive approach in which students prepare presentations, videos, posters, surveys, or reports in the target language. In addition, digital tools such as online quizzes, language learning platforms, and AI-based applications can expand interaction beyond the classroom walls.

**Benefits of Interactive Teaching.** Interactive teaching offers many academic and psychological benefits. First, it increases learner motivation because students are more engaged when they participate actively rather than only listening to lectures. Second, it improves speaking confidence, since frequent communication gradually reduces fear and anxiety. Third, these methods strengthen listening skills because students must understand their peers during tasks and discussions. Fourth, interactive learning develops critical thinking, creativity, and problem-solving abilities, which are essential in modern education and employment contexts. Another important advantage is learner autonomy. Students become more responsible for their own progress when they take part in collaborative tasks, projects, and decision-making processes. Thus,

interactive teaching contributes not only to language proficiency but also to broader personal development.

**Challenges of Implementation.** Despite its advantages, interactive teaching is not free from difficulties. One common challenge is large class size, where managing pair work or group work becomes more complex. If tasks are poorly organized, some students may dominate discussions while others remain passive. Time management is another issue because interactive activities often require more classroom time than direct instruction. In some institutions, teachers may lack professional training in designing purposeful communicative tasks. This creates a major failure mode: activities become entertaining but educationally weak. Without clear objectives, language focus, and feedback, classroom interaction may produce noise rather than learning. Assessment can also be difficult because measuring speaking ability, teamwork, and participation fairly requires carefully designed rubrics and transparent criteria.

**Recommendations.** To make interactive language teaching effective, teachers should begin by identifying specific learning outcomes before selecting activities. Every task must serve a language purpose such as practicing past tense narration, persuasive speaking, academic vocabulary, or listening for details. Instructions should be simple, clear, and supported by examples. Pair work is often safer than large groups because it increases participation and reduces anxiety. Teachers should monitor activities actively, note common errors, and provide feedback after tasks. It is also important to combine interactive methods with focused grammar and vocabulary instruction instead of treating them as separate worlds. Finally, institutions should support teachers through training programs, smaller class sizes where possible, and modern technological resources.

**Conclusion.** Teaching languages through interactive methods represents one of the strongest responses to the limitations of traditional education. These approaches transform students from passive recipients of information into active users of language who negotiate meaning, solve problems, and communicate with confidence. However, interactive teaching is effective only when it is structured, purposeful, and linked to clear outcomes. Random games or uncontrolled discussions do not guarantee progress. The real value lies in carefully designed interaction that combines engagement with measurable learning. Therefore, universities and schools should invest in teacher training and methodological innovation to ensure that language education meets the demands of the modern world.

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