

DIDACTIC POSSIBILITIES OF DIGITAL EDUCATIONAL PLATFORMS AND INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES THE PROBLEMS OF TEACHING ENGLISH VOCABULARY

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Abstract: This article investigates possible difficulties of teaching English vocabulary, adapting interactive vocabulary teaching methods in classroom and applying different digital educational platforms. It highlights the root of the problems which teachers face today in the process of teaching vocabulary such as decontextualization, limitations of the Grammar Translation Method and the appropriate ways to solve them. The study explores how interactive strategies, including Task-Based Language Teaching (TBLT) and gamification, shift the classroom focus from teacher-oriented to student-centered.

Key words: Digital educational platforms, Interactive methods, Learning Management Systems (LMS), Microsoft Teams, decontextualization, multimodality, TBLT, Gamified learning, GTM.

Annotatsiya: Ushbu maqolada ingliz tili lug'at boyligini o'rgatishda yuzaga kelishi mumkin bo'lgan qiyinchiliklar, dars jarayonida interfaol usullarni moslashtirish va turli raqamli ta'lim platformalarini qo'llash masalalari tadqiq etiladi. Unda bugungi kunda o'qituvchilar lug'at o'rgatish jarayonida duch kelayotgan muammolarning asosi — dekontekstualizatsiya (so'zlarni matndan ayro holda o'rgatish), Grammatik tarjima metodining (GTM) cheklovlari kabi omillar yoritiladi va ularni hal qilishning maqbul yo'llari ko'rsatiladi. Tadqiqot davomida interfaol strategiyalar, jumladan, Vazifalarga asoslangan til o'qitish (TBLT) va o'yinlashtirish (gamification) usullari dars markazini o'qituvchidan talabaga qanday ko'chirishi tahlil qilinadi.

Tayanch so'zlar: Raqamli ta'lim platformalari, interfaol metodlar, Ta'limni boshqarish tizimlari (LMS), Microsoft Teams, dekontekstualizatsiya, multimodal o'qitish, TBLT, o'yinlashtirilgan ta'lim, GTM.

Аннотация: В данной статье исследуются возможные трудности обучения английской лексике, адаптация интерактивных методов обучения словарному запасу в классе и применение различных цифровых образовательных платформ. В работе освещаются основные проблемы, с которыми сталкиваются современные учителя в процессе преподавания лексики, такие как деkontekстуализация и ограничения грамматико-переводного метода, а также предлагаются соответствующие способы их решения. Исследование рассматривает, как интерактивные стратегии, включая обучение на основе задач (TBLT) и геймификацию, смещают акцент в классе с учителя на ученика.

Ключевые слова: Цифровые образовательные платформы, интерактивные методы, системы управления обучением (LMS), Microsoft Teams, деkontekстуализация, мультимодальность, TBLT, геймифицированное обучение, ГПМ

Introduction

In language education, the traditional classrooms are undergoing a significant transformation. Central to this educational transition is vocabulary instruction, which serves as the essential fundamental aspect of all linguistic development. Additionally, in order to move away from traditional teaching methods like rote memorization and isolated word lists require a new framework and strategies, which are easy to apply in teaching field. This framework is built upon the integration of Digital educational platforms - facilitate learning and teaching through the internet and Interactive methods - stimulate critical thinking, develop problem-solving skills, improve communication skills and ensure deeper learning of the material, two distinct but complementary forces when combined, reshape the didactic possibilities of the linguistic classroom. For example, digital platforms create the environment by introducing new topic or new lexical knowledge through video, audio while interactive methods provide engagement to the lesson where students do tasks in collaboration. Furthermore, online educational platforms are adaptive ecosystems designed to support the learning process and teaching skills. These platforms, including Learning Management Systems (LMS) like Microsoft Teams and specialized vocabulary tools like Wordwall, Kahoot, Quizlet or Memrise act as the lesson's "online supporter". They provide the multimodal tools: audio, video, texts to ensure new words are not just seen, but stored in the learner's long-term memory without difficulty, allowing users to study anytime. While online platforms provide the tools, interactive methods provide the strategies. By refocusing the lesson on the student, these methods turn learners from quiet observers into an active participant, teachers only give instructions how, when, where to do the task while lesson is student-centered as required. In vocabulary instruction, interactive methods include: Task-Based Learning (TBL), Gamification, Peer collaboration, Group works and etc. These strategies rely on real-world contexts, social interaction, peer-to-peer discussion, problem-solving and critical thinking skills to ensure that vocabulary is used as a functional tool for communication rather than set of rules to be memorized. By combining digital algorithms with interactive methods educators overcome persistent problems in vocabulary teaching.

Before exploring digital solutions, it is important to identify the pedagogical difficulties that have historically made English vocabulary acquisition as difficult and repetitive process for learners. Back to 1890-1940s, creation of new approach Grammar Translation Method (GTM) is main factor for repetition, drills and memorization. In this traditional framework vocabulary and grammar are strictly interdependent, however this relationship creates the barrier to achieve communicative fluency. In GTM based lessons, vocabulary is treated as structural tool for translating written materials, it is somehow good to „train” the brain by learning new words by heart, but actually it leads to passive lexical knowledge. Furthermore, traditional methods often ignore the importance of functional usage: students may develop a high degree of accuracy in translation, however without practical application of new vocabulary in real-life communication, they will face inevitable forgetting and long-term retention. Because learning a word by heart through bilingual dictionary does not provide the learner with the knowledge how that word functions, what it means in different contexts and this process leads to decontextualization. It mostly happens when vocabulary is taught through traditional methods (memorization, repetition), words are often extracted from their natural narratives and presented as isolated entries. A clear example of the failure of decontextualization can be seen in the teaching synonyms. In a traditional vocabulary list the words „fast” and „quick” are often given the same translation. Without understanding context, learner may incorrectly produce the phrase „fast shower” instead of „quick shower”.

this happens because the learner lacks the collocation knowledge, student may know the definition of word but do not know which other words it pairs.

Recognizing these systemic failures of the traditional methods—specifically the persistent issues of decontextualization and rapid lexical decay—modern pedagogy has shifted toward a more dynamic, student-centered approach. In order to bridge the gap between theoretical and functional knowledge, the integration of digital educational platforms. Unlike the static environment of traditional rote learning, this contemporary approach leverage multimodality to re-contextualize vocabulary, providing the cognitive „anchors” necessary for long-term retention. Consequently, the transition from paper-based translation to digital interaction represents not just a change in tools, but a fundamental evolution in how linguistic competence is achieved in modern classrooms. So, what is multimodality? Multimodality is digital teaching theory which applies multiple modes (videos, audios, images, sounds) during the teaching process, in order to make it interesting, engaging to the students. It facilitates deeper cognitive processing, transforming vocabulary acquisition from repetitive drill into an evidence based experience. The integration of multimodality into vocabulary instruction offers significant cognitive advantages that address the shortcomings of traditional methods. According to Mayer’s (2001) Multimedia Learning Theory, the human brain processes information through distinct channels, suggesting that a combination of visual and aural stimuli leads to deeper long-term retention than text-based translation alone. In practice, this is applied through digital platforms that allow for dual-coding (mental process, when learner receives information through 2 channels, verbal and visual, if student forgets the word the image helps them retrieve it) for example, using tools like Quizlet or Wordwall, teachers can pair new lexical items with high-definition imagery and native audio. Another online tools like Kahoot and Memrise offer practical support for teachers by making vocabulary learning more active. Kahoot uses games and competition to make students excited about learning, which helps them remember words without feeling stressed. On the other hand, Memrise uses short videos and smart reminders to help students hear how English is spoken by real people. By using these programs, teachers can move away from old-fashioned translation lists and help their students use English in a more natural way.

Beyond the digital interface, the final position of this framework is application of interactive methods, which transform the classroom from a teacher-oriented into a student-centered. While digital platforms provide the multimodal input, methods such as Task-Based Language Teaching (TBLT) and Gamified Learning provide the social necessity for using that input. In a TBLT environment, vocabulary is not taught as an abstract list but as a functional requirement to solve a specific problem or complete a project in collaboration with peers. This peer and group work have vital role while teaching vocabulary in the classroom, because it forces learners to „negotiate meaning” a process where students are asked to explain, clarify, and use new words to reach a common goal (Loor Gómez & Vivero Cedeño, 2025). This collaborative effort is significantly enhanced by gamification, which introduces elements of competition, progression, and rewards into the task. By transforming vocabulary acquisition into a goal-oriented game, educators can foster student’s motivation and focus, promoting consistent active participation throughout the most challenging stages of the lesson. The primary advantage of this approach is that it creates a natural „need” for the language, which lowers the affective filter and builds communicative confidence between learners of target language (Indonesian Journal of Pedagogy, 2025). The success of interactive methods mostly depends on the teacher’s ability, during the lesson educators may act as a mentor, manager or traditional instructor. However by acting as a facilitator rather than a

lecturer, the teacher allows students to experiment with vocabulary in real-world contexts, ensuring that lexical knowledge is not just temporarily memorized but is deeply internalized through social interaction and critical thinking (Treve, 2024).

Conclusion

This article focuses on the usefulness of interactive methods and digital tools in improving vocabulary teaching and learning. It consists utilizing modern digital tools-such as Wordwall, Quizlet, Kahoot-to address challenges like decontextualization and short-term memory retention when teaching vocabulary. The study also highlights the benefits of applying multimodality in the classroom. Furthermore, it introduces interactive methods for developing student-centered lessons, including TBLT, gamification, collaborative tasks that fulfill process of learning new vocabulary with flexibility. Adopting these strategies can result in a more dynamic classroom, fostering deeper and long-term language learning outcomes.

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