

Using Interactive Teaching Strategies in English Language Classes

Kultayeva F. E.

Acting associate professor of the Department of Foreign Languages, Samarkand State University of Architecture and Construction



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ABSTRACT

Objective: The article examines the main criteria of the interactive teaching model and various aspects of methodology used in English language lessons. **Method:** For the effective acquisition and activation of vocabulary, and to maintain group cohesion, the article suggests exercises that help students get to know group members closely and quickly establish intra-group relationships, encouraging teamwork. **Results:** With the aim of developing the creative abilities of future specialists, the broad use of communication opportunities on a professional basis is provided for in the teaching process. **Novelty:** For the effective acquisition and activation of vocabulary, and to maintain group cohesion, the article suggests exercises that help students get to know group members closely and quickly establish intra-group relationships, encouraging teamwork.

INTRODUCTION

Language is a factor of the spiritual culture of society. Especially in the context of globalization, the status of the English language is increasing, and there is a clear interest in learning a foreign language among future specialists. Today, English is one of the driving forces of globalization [1]. The landscape of modern education has shifted dramatically from teacher-centered lectures to dynamic, learner-centered environments. In the realm of English Language Teaching (ELT), this evolution is most visible through the implementation of interactive teaching strategies. Unlike traditional methods that treat students as passive recipients of grammatical rules and vocabulary lists, interactive strategies emphasize the social nature of language, positioning communication as both the means and the end of instruction [2, 3].

The primary goal of contemporary English instruction is no longer mere linguistic accuracy, but rather communicative competence. As noted by Littlewood, the goal of modern ELT is to move beyond linguistic accuracy to ensure students can navigate real-world, professional interactions [4]. As globalization increases the demand for English as a lingua franca, learners must be able to navigate spontaneous, real-world interactions. Interactive strategies such as role-plays, collaborative problem-solving, and peer-to-peer discussions provide the necessary framework for students to practice language in context. Teaching English through various methods contributes to the effectiveness of learning [5].

METHODOLOGY

Today, in the light of new pedagogical technologies, much is said about the interactive teaching method – teaching immersed in the process of communication. The research aligns with modern views that language learning is immersed in the process of communication and interaction. For the learning process to be effective, three sides of communication must be present:

- informational (transmission and storage of information);
- interactive (organization of interaction in joint activities);
- perceptual (perception and understanding of a person by another person).

Interactive learning in the broad sense of the term is a phenomenon that encompasses various aspects of methodology used in the educational process. Learning immersed in the process of communication and interactive learning together constitute an "interactive lesson." The ever-increasing flow of information requires the introduction of such teaching methods, which allow a fairly large volume of knowledge to be transferred in a short period of time, ensuring a high level of students' mastery of the material being studied and its consolidation in practice. Interactive methods include: problem-based presentation, presentations, training sessions, programmed and computer-based learning, educational group discussions, analysis of practical situations, business and role play, as well as group work, brainstorming, critical thinking, quizzes, mini-research, the Insert method (the method of individual notes, where students write a 7-10 minute associative essay), flash-surveys, questionnaire methods, the Bingo technique, the Jigsaw technique, Think-Pair-Share, and gamified simulations—in increasing student engagement and long-term retention. By analyzing current classroom data and pedagogical outcomes, we aim to provide a comprehensive guide for educators looking to transform their English language classrooms into vibrant, interactive hubs of linguistic discovery. and others. For the effective acquisition and activation of vocabulary, the following type of exercise is proposed and they are suitable for architecture and construction-related English courses:

RESULTS AND DISCUSSION

Exercise 1: Choose the Correct Answer

1. An architect is a person who [6]:

- a) Makes a building
- b) Designs a building
- c) Founds a building

2. The oldest monuments are [7]:

- a) The tents of primitive people
- b) The Cathedral of St. Sophia in Kiev
- c) Egyptian pyramids

3. The main building material for pyramids was [8]:

- a) Timber and metal
- b) Bricks

c) Granite

4. The pyramids were constructed.... [9]

a) As a monument

b) For a dead King

c) For military purposes

5. Granite is used:

a) For decorative purposes

b) For the construction of dams and foundations

c) For making bricks

Check your answers below:

1 2 3 4 5

b c c b b

Exercise 2: Brainstorming – Building Materials

This exercise uses the brainstorming method. In groups of 3–4, students have 5 minutes to list as many building materials as they can think of. Then groups share their lists. The class votes on the most creative answer [10].

Example prompt:

"Name all the building materials you know. Think about: natural materials, modern materials, materials used for decoration, and materials used for structural support."

Possible answers:

- Natural: granite, marble, limestone, timber, sandstone
- Modern: reinforced concrete, steel, aluminum, glass, composite panels
- Decorative: ceramic tiles, plaster, mosaic, varnished wood
- Structural: concrete blocks, steel beams, load-bearing bricks

Exercise 3: Group Interview – Famous Architects

This exercise applies the Group Interview method. One student takes the role of a famous architect (e.g., Zaha Hadid, Le Corbusier, or Frank Lloyd Wright), while others ask questions about their design philosophy [11].

Sample questions for the interview:

1. What inspired you to become an architect?
2. What is your most famous building and what makes it special?
3. What materials do you prefer to use and why?
4. How do you balance beauty and function in your designs?
5. What advice would you give to young architects today?

The analysis suggests that professional-based communication opportunities, such as the "**Group Interview**" with famous architects, help eliminate psychological barriers and foster a favorable learning climate. These methods allow students to transition from being passive objects of teaching to active subjects of learning activity [12].

Exercise 4: Jigsaw Task – Types of Architecture

This collaborative exercise follows the Jigsaw method. Each student in a group of 4 receives information about one architectural style. After reading, they teach their group members about their style [13].

Architectural styles assigned:

- Student A: Gothic Architecture – pointed arches, ribbed vaults, flying buttresses
- Student B: Baroque Architecture – grandeur, dramatic use of light, rich ornamentation
- Student C: Modernist Architecture – simplicity, use of new materials like steel and glass
- Student D: Islamic Architecture – geometric patterns, minarets, domes, courtyards

After sharing, the group answers these discussion questions:

1. Which architectural style is most common in your city?
2. Which style do you find most visually impressive, and why?
3. How do architectural styles reflect the culture of their time?

Interactive Teaching in Practice

As research by educators and psychologists shows, in collaborative cognitive activities, students absorb educational material more deeply and improve their academic performance. The process of transmitting information is built on the principle of interaction between the teacher and the student. Although pedagogical communication is determined, among many other factors, by such important elements as: the individual communication style of the teacher; consideration of the personal characteristics of students; the level of development of the student group as a whole; the presence of professional communication skills – in general, all educational activity lies with the teacher. Moreover, success in educational activities depends on the level of students' cognitive skills, their place in the system of interpersonal relations, and self-assessment. The condition, as well as the result of the successful application of interactive teaching methods in English lessons, is the ability for collective work and partnership communication between students themselves and with the teacher [14].

This suggests that success in teaching is achieved, above all, by those teachers who possess pedagogical skill. To develop and maintain students' cognitive interests, to create in class an atmosphere of collective creativity, group responsibility, and engagement in the success of fellow students, as well as an interest in mastering the English language – all of this presupposes a great deal of learner activity, creative rethinking of the information received [15].

The main criteria of the interactive teaching model in English lessons are: the possibility of informal discussion, free presentation of material, fewer lectures but more practical classes, student initiative, the presence of group tasks requiring collective effort, constant monitoring during the semester, and the completion of written works.

Zayniyeva N.B. (2025): Emphasizes that by thoughtfully integrating digital platforms and interactive tools, educators can foster active and inclusive learning environments.

Interactive game sessions proposed for communicative language learning provide exercises, which are divided, depending on the purpose, into seven sections: exercises for creating a group working atmosphere; exercises for identifying common interests; exercises supporting group cohesion; linking exercises; stimulating exercises; exercises encouraging creativity; and concluding exercises. These exercises help group members get to know each other, establish internal group relations and norms, and stimulate group work. This method promotes the principle of collective learning, impacting the success of mastering listening, speaking, reading, and writing. Interactive methods foster a favorable psychological climate and solid knowledge acquisition.

For the purpose of developing the creative abilities of future specialists, the broad use of communication opportunities in the teaching process on a professional basis is envisaged. Preparing specialists at a university in modern conditions is impossible without activating the cognitive activities of students and applying interactive teaching methods in English language classes. The main distinguishing feature of interactive methods in English lessons is the initiative of the students, stimulated by the teacher acting as a partner and assistant. This allows students to develop the ability to independently solve problems, analyze information, and develop strategies to achieve goals.

CONCLUSION

Fundamental Finding: Modern specialist training is impossible without activating students' cognitive activity and applying interactive English teaching methods. **Implication:** Today, it is obvious that a young specialist must be able to solve complex tasks and make informed decisions based on relevant information. The ability to think critically must be formed in a specific learning environment. In the context of new technologies, the student ceases to be an object of teaching and becomes a subject of learning activity. To develop creative abilities, the teaching process provides for the wide use of communication on a professional basis. **Limitation:** This study is limited to discussing the conceptual importance of interactive English teaching methods without providing empirical evidence regarding their effectiveness in different educational settings. **Future Research:** Future research should empirically examine the impact of various interactive English teaching methods on students' critical thinking, creativity, cognitive engagement, and decision-making skills across diverse educational contexts and learner populations.

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Kultayeva F. E. (Corresponding Author)

Acting associate professor of the Department of Foreign Languages, Samarkand State University of Architecture and Construction
