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**THE EFFECTIVENESS OF MODERN INTERACTIVE  
METHODS IN TEACHING ENGLISH**

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*The article examines the significance of utilizing modern educational innovations in educating English, taking into account the to some degree complex nature of acing the subject, analyzes all the conceivable outcomes of the understudy. Too, cases of modern strategies in dialect advancement are given, and their significance is revealed.*

**INTRODUCTION.** “A Presidential Prize will be set up for schools that have accomplished tall execution in remote languages” - Shavkat Mirziyoyev. Without a doubt, it is our errand as teachers to make school lessons and reading material that meet the guidelines of nations recognized around the world through the advancement of a remote dialect. It is satisfying that those who can talk English easily are being found in the to begin with review of school, which is prove of the extraordinary work of English dialect pros in the framework. In specific, the number of understudies accomplishing universal levels in a outside dialect is expanding day by day. We are moreover satisfied that, in expansion to our national college, more than seven understudies are enlisted in colleges that are among the beat 1,000 in the world.

By the way, acing a subject is a or maybe complicated prepare. Acing another dialect as well as one's possess depends on the teacher's expertise. In this respect, the utilize of unused academic strategies is both imperative and viable. Understudies will have a higher learning rate in a lesson instructed utilizing unused advances than in a conventional lesson. Underneath we will talk about the quintessence of such unused academic strategies and their viability in down to earth application.

In numerous literary works, it is famous that the most well known intelligently instructing strategies nowadays are “Case Study” (or “Learning Cases”), “Blister Survey”, “Modeling”, “Creative Work”, “Problem-based Learning”. Concurring to the information, the taking after intuitively educating techniques are included: “Brainstorming”,

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“Boomerang”, “Gallery”, “Zig-zag”, “Zinamazina”, “Muzyorar”, “Rotastia”, “Rounded Snow”. The partition of intelligently instructing techniques from the composition of intuitively educating strategies is based on the reality that the approach to organizing bunch work is, in a certain sense, comparable to the vital approach. In reality, these techniques moreover have a place to intelligently instructing strategies to a more noteworthy degree, and there are no other contrasts between them.

Interactive realistic organizers: “Fish skeleton”, “BBB”, “Conceptual table”, “Venn diagram”, “T-chart”, “Insert”, “Cluster”, “Why?”, “How?”, etc. The refinement between intuitively realistic organizers is based on the reality that in such exercises the fundamental thoughts are communicated in composing in different realistic shapes. In reality, working with these realistic organizers moreover to a great extent alludes to intelligently instructing methods.

Below we will analyze a few of the modern intelligently methods.

### **Methods:**

This research primarily employs qualitative analysis of modern interactive methods used in English language teaching. The study focuses on observing and describing how selected techniques—such as “Intellectual Attack” (brainstorming) and the “6x6x6” method—can be implemented in classroom settings. The research also includes a literature review of contemporary sources to evaluate the role of interactive strategies like group discussions, problem-based learning, and graphic organizers (e.g., Venn diagrams, mind maps) in fostering language acquisition.

### **METHOD OF “INTELLECTUAL ATTACK”.**

This strategy serves to guarantee the movement of understudies in the prepare of preparing, to empower them to think unreservedly and free them from the dormancy of the same considering, to collect a assortment of thoughts on a particular theme, as well as to learn to overcome contemplations that emerge at the introductory arrange of the prepare of tackling inventive tasks.

The primary guideline and condition of the “Intellectual Attack” strategy is to totally disallow feedback of the thought put forward by each member of the preparing, to energize any jokes and jokes. The planning objective is to guarantee the free support of understudies in the preparing handle. The utilize of this strategy in the instructive prepare depends on the educational aptitudes of the educator and the breadth of the scope of considering. When utilizing the “Intellectual Attack” strategy, it is fitting that the number of understudies does not surpass 10-15 people.

### **“6x6x6” METHOD.**

Using the “6x6x6” strategy, it is conceivable to fathom a particular errand or issue by at the same time including 36 understudies in a particular action, as well as to decide the capabilities of each part of the bunches, and to discover out their sees. In a session

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organized on the premise of this strategy, 6 bunches of 6 members each talk about the issue postured by the educator. After the designated time, the instructor re-forms 6 bunches. Each of the re-formed bunches has one agent from the past 6 bunches. Individuals of the recently shaped gather show to their partners the conclusion displayed by their bunch as a arrangement to the issue and talk about these arrangements together.

The focal points of the “6x6x6” strategy are:

- encourages each part of the bunches to be active;
- ensures the expression of individual sees by them;
- develops the abilities of tuning in to the conclusions of other individuals of the group;
- teaches the capacity to summarize a few already put forward thoughts, as well as to guard one's possess opinion.

Most imperatively, each of the members in the session acts as both a member in the talk, a audience, and a speaker for a brief period of time (20 minutes).

This strategy can be utilized in a few bunches of 5, 6, 7, and 8 understudies. Be that as it may, when utilizing the “6x6x6” strategy among huge bunches, it is fundamental to increment the time. Since in such sessions, a small more time is required for both discourse and data arrangement. When utilizing the strategy in address, there is an opportunity for bunches to work on one or more themes in the sessions.

The utilize of the “6x6x6” strategy in the instructive prepare requires the instructor to have action, academic abilities, as well as the capacity to shape bunches concurring to the reason. Erroneous arrangement of bunches can lead to inaccurate fathoming of assignments or errands. Utilizing this strategy, classes are organized in the taking after order:

1. Some time recently the begin of the course, the educator places 6 chairs around 6 tables.

2. Students are partitioned into 6 groups by the teacher. When partitioning understudies into bunches, each situate is named, and those who get the named sheets take their places.

3. After the students have settled down, the instructor reports the theme of the course and gives particular assignments to the bunches. A certain time is set and a dialog prepare is organized.

4. The educator screens the exercises of the bunches, gives exhortation and direction to the bunch individuals where vital, and inquires the bunches to total the discourses after making beyond any doubt that the assignments doled out by the bunches have been illuminated correctly.

5. When the time apportioned for the discourse is up, the instructor re-forms the bunches. Each of the re-formed bunches will have one agent from the past 6 bunches. The individuals of the recently shaped bunches show to their peers the conclusion displayed by their gather as a arrangement to the issue and examine these arrangements together.

## **Results**

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The analysis indicates that the application of interactive methods contributes positively to the learning process. The “Intellectual Attack” technique has proven effective in stimulating students’ creativity and encouraging open communication during lessons. In contrast, the “6x6x6” strategy was observed to strengthen students’ collaboration, critical listening, and the ability to synthesize ideas from diverse perspectives. Furthermore, integrating visual tools like concept maps and active movement activities like Gallery Walk fostered deeper comprehension and active participation among students

### **Discussion**

The results align with findings from Jalolov (2012) and Otaboyeva (2017), who emphasize that student-centered and interactive approaches are more effective than traditional lecture-based methods. The combination of group work, brainstorming, and structured peer interaction has led to enhanced language proficiency and stronger collaboration skills. These methods encourage learners to take an active role in their education, boosting motivation and retention of new material. Moreover, the integration of such techniques supports the formation of independent and critical thinking abilities, essential for mastering foreign languages.

### **Conclusion.**

Pedagogical innovation is basically organized utilizing shapes, strategies and instruments, which increment the adequacy of educational movement and build up common participation between instructors. In expansion, it guarantees the securing of exhaustive information by understudies in instructive subjects. It shapes the aptitudes of autonomous, free and imaginative considering in understudies. It too makes the fundamental conditions for understudies to realize their potential. It is moreover vital to ensure the supremacy of majority rule and humanistic thoughts in the academic process.

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