

PAPER

THE IMPACT OF INTERACTIVE TEACHING METHODS ON STUDENTS' MOTIVATION IN LEARNING ENGLISH

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Abstract

The article examines the impact of interactive teaching methods on students' motivation in learning English. In modern education, encouraging active participation is essential for effective learning. A questionnaire was conducted among university students to examine their attitudes toward interactive teaching techniques such as pair work, group activities, and role plays. The results show that interactive methods significantly enhance students' motivation and engagement. These findings provide practical recommendations for English language teachers to improve classroom effectiveness.

Key words: interactive teaching methods, English language teaching, student motivation, classroom engagement, pair work, group activities, role play, communicative approach

Introduction

In modern education, learning English plays a crucial role as a global communication tool. In modern education, learning English plays a crucial role as a global communication tool. In higher education institutions, ensuring effective English language teaching and increasing students' motivation are essential challenges. Traditional teaching methods often fail to actively involve students, negatively affecting learning outcomes. language classrooms. Techniques such as pair

work, group activities, and role plays actively engage students, develop communication skills, and allow them to apply knowledge in practice. The main aim of this study is to examine the impact of interactive teaching methods on students' motivation in learning English. The findings are intended to provide practical guidance for English language teachers in improving classroom teaching effectiveness. Recently, interactive teaching methods have gained attention in English

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Materials and Methods

Several studies emphasize the critical role of interactive teaching methods in enhancing students' motivation and learning outcomes in English language classrooms. According to Harmer (2007), interactive techniques such as pair work, group discussions, and role plays actively engage students, allowing them to practice language in authentic situations. They also help students develop confidence and communication skills more effectively than traditional lecture-based approaches. Brown (2001) highlights that communicative activities, including problem-solving tasks and project-based learning, increase learners' intrinsic motivation. Students who participate in these activities are more likely to retain knowledge and actively contribute to classroom discussions.

Similarly, Dörnyei argues that motivation is one of the most influential factors in second language acquisition, and teachers can positively influence it through interactive strategies. Richards and Rodgers assert that role plays and collaborative tasks not only improve language proficiency but also encourage social interaction and peer learning. Additionally, online resources such as the British Council provide guidance on implementing effective interactive methods that foster collaboration, critical thinking, and better knowledge retention. Pulatova found that students participating in pair work and group activities reported a higher level of satisfaction and perceived learning effectiveness. This evidence collectively supports integrating interactive teaching methods as a strategy to improve motivation and learning outcomes.

This study adopts a quantitative research design with a survey questionnaire as the primary data collection tool. The study was conducted at Tashkent State University with 50 participants, all fourth-year students enrolled in English language courses. The questionnaire consisted of 10 items designed to assess students' attitudes toward interactive teaching methods, including pair work, group activities, and role plays. Questions measured aspects such as engagement, motivation, participation, and perceived learning improvement. Responses were collected using a 5-point Likert

scale ranging from "strongly disagree" to "strongly agree." Data analysis was conducted using descriptive statistics, including percentages and mean scores, to evaluate the impact of interactive methods on students' motivation. Ethical standards were maintained by informing participants about the purpose of the research, ensuring voluntary participation, and maintaining confidentiality.

Result and discussion

A total of 50 students participated in the survey. The findings indicate that interactive teaching methods have a significant impact on students' motivation in learning English.

Table 1: Students' Responses on Motivation (N=50)

Interactive Method	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pair Work	18 (36%)	22 (44%)	8 (16%)	2 (4%)	0 (0%)
Group Activities	20 (40%)	21 (42%)	7 (14%)	2 (4%)	0 (0%)
Role Plays	15 (30%)	25 (50%)	8 (16%)	2 (4%)	0 (0%)

The results show that over 80% of students reported increased motivation when using pair work, group activities, and role plays. These methods clearly encourage active participation and engagement in the classroom. The findings align with previous research by Harmer (2007), Brown (2001), and Dörnyei (2001), indicating that interactive teaching methods positively influence students' motivation. Pair work and group activities allow students to communicate more freely, develop collaboration skills, and apply language knowledge in practical situations.

Role plays were particularly effective in increasing students' confidence and speaking skills, supporting the claims made by Richards & Rodgers. The high levels of agreement in the survey suggest that students appreciate active learning methods compared to traditional lecture-based teaching. These results highlight the importance of incorporating interactive methods into English language teaching, as they not only improve motivation but also enhance overall learning outcomes. Teachers are encouraged to implement varied interactive activities to maintain student

engagement and create a dynamic classroom environment.

Conclusion

In modern education, learning English plays a crucial role as a global communication tool. In higher education institutions, ensuring effective English language teaching and increasing students' motivation are essential challenges. Traditional teaching methods often fail to actively involve students, negatively affecting learning outcomes in language classrooms.

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