

## THE ROLE OF INTERACTIVE TECHNIQUES IN TEACHING FOREIGN VOCABULARY

*F. Mamatkulova*<sup>1</sup>, *M. Abduvaliyeva*<sup>2</sup>

**Abstract:**

The article explores the application of interactive methods for students in non-philological higher education institutions and their role in speech instruction.

**Key words:** lexical ability, lexical unity, classification, exposition, didactics, educational process.

---

Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:6) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:5) The most recognized procedures for language acquisition presently encompass foundational methods, the classical approach, the lingvo-cultural approach, the communicative method, intensive techniques, and emotional and meaningful tactics for examination preparation. I believe that these strategies should be blended for enhanced learning efficacy rather than employed in isolation. Considering the extensive array of educational technology accessible for English learning, every educator, especially those newly initiated into the profession, should endeavor to enhance their methodology and pursue achievement. To build a successful personal teaching methodology, one must initially examine and comprehend the most recognized and efficient ways throughout history. "Pedagogical technology is a process of education that is designed for a certain period of time; the learning process is more focused on the learner, ensuring the achievement of learning objectives using activating methods and modern teaching aids" (Rashidov ...,2007). General professional education is being replaced by a holistic, comprehensive, personality-oriented education (Tolipov U., Usmanbayeva M., 2006).

A proficient knowledge of a foreign language is crucial for comprehensive analysis of international practices within a particular domain. At now, numerous subjects, encompassing technical and economic fields, are instructed in foreign languages at non-philological institutions nationwide, with intentions to further broaden this methodology. Currently, the instruction and acquisition of foreign languages are of paramount importance. Upon finishing high school, vocational colleges, or academic lyceums, students pursuing education in non-philological higher institutions must augment their lexical competencies and acquire foreign language vocabulary in accordance with curricular mandates. This consequently aids in achieving fluency and competency in the language.

Vocabulary instruction is the cornerstone of foreign language education. Proficiency in vocabulary is crucial, as it is unfeasible to cultivate speech activities without a robust lexical foundation. Vocabulary constitutes the fundamental component for diverse speech activities; without knowledge of essential terms, a pupil cannot successfully comprehend speech or process information. Expanding vocabulary demands accumulating and utilizing words on a daily life (Ashirova X. ...,2024) Consequently, the significance of speech remains nebulous for them.

In foreign language vocabulary training, students are educated according to linguistic experience, appropriate methodological organization, and curriculum standards. Interactive techniques in vocabulary instruction have demonstrated significant efficacy, enabling students to not only acquire words but also utilize them confidently in verbal activities. Nonetheless, comprehending and identifying foreign lexicon poses distinct difficulties. As vocabulary is essential to communication, a learner cannot convey ideas successfully without enough lexical knowledge.

Reading poses particular obstacles, especially for students in non-philological higher education institutions. Initially, they may have challenges in letter and sound recognition, subsequently facing difficulty in reading, word identification, and comprehension of meanings. Students will only be able to comprehend and communicate the content of a book successfully when they can accurately recognize, read, and interpret words.

The lexical part of written communication necessitates concentrated attention, as students must accurately write, pronounce, and read words to convey clear and relevant information. This underscores the

---

<sup>1</sup> *Fotima Mamatkulova Ashirkulovna, Senior teacher of USWLU, Tashkent, Uzbekistan*

<sup>2</sup> *Abduvaliyeva Mohira Timurovna, Student of USWLU, Tashkent, Uzbekistan*

fundamental importance of vocabulary in language acquisition. Consequently, vocabulary is essential for enhancing English-speaking proficiency among students in higher education. In foreign language programs, the instruction of lexical content functions as both an objective and a means for achieving proficiency in English pronunciation and communication.

The methodological organization of lexical teaching pertains to the systematic approach to vocabulary learning, encompassing the selection, distribution, classification, and presentation of lexical content. It entails enhancing the lexical dimension of speech activities through the formation, instruction, and automation of vocabulary abilities to facilitate efficient communication.

In non-philological higher education institutions, vocabulary instruction possesses unique attributes, and the enhancement of lexical competencies differs correspondingly. The methodological framework of vocabulary training has certain issues that require consideration.

These challenges include:

- Time allocated for vocabulary learning.
- Students' age.
- Training objectives.
- Stage of language acquisition.
- Students' proficiency level.
- Complexity of word meanings, whether abstract or concrete.

Addressing these factors is key to effective foreign language vocabulary instruction.

Educators should address the issues children encounter in language acquisition and identify appropriate strategies to mitigate these difficulties. This necessitates an analysis of the interrelations among the foreign language, the native language, and Russian concerning word form, meaning, and usage. To tackle these issues, suitable methodologies and strategies are chosen according to the characteristics of each word. This guarantees that students have a systematic method for vocabulary acquisition, enabling them to utilize words more proficiently in communication. Interactive approaches are extensively employed, having demonstrated the highest efficacy in imparting foreign language knowledge to students in non-philological colleges.

When choosing a teaching method for foreign language lessons, it is essential to ground the selection in the didactic purpose of each lesson to guarantee good learning outcomes. Employing interactive techniques significantly improves proficiency in foreign languages. Well-organized lessons captivate pupils, stimulate interest, and encourage autonomous practice.

The interactive approach facilitates the development of interaction skills, fosters active participation, and promotes independent thinking among students. Notable interactive tactics encompass the “mental (intellectual) attack” method, “opposite attitude” method, “severe attack of thoughts”, “cluster method”, “correct placement of pictures” method, “small group collaboration”, and “role-playing games”. These techniques foster engagement and enhance comprehension in language acquisition (O. Tolipov, M. Usmonbaeva, 2006).

This method enables students to evaluate their proficiency in lexical units of a foreign language while facilitating the exploration of vocabulary diversity and the assessment of their skills. Through the implementation of these interactive techniques, students assume a central role in the learning process, while educators facilitate and promote active engagement in language instruction.

The benefits of this approach for students include:

- Establishing effective interaction between teachers and students.
- Ensuring deep understanding of the subject.
- Developing independent, critical, and creative thinking skills.
- Creating opportunities for students to realize their potential.
- Promoting democratic and humanistic values in education.
- Achieving higher learning outcomes.
- Enhancing student motivation.
- Considering previously acquired knowledge.
- Adapting lesson intensity to student needs.
- Encouraging student initiative and responsibility.
- Learning through practical application.
- Facilitating open discussions and active engagement.

The aforementioned considerations clearly indicate that the integration of interactive approaches in foreign language instruction is vital for improving the efficacy of the educational process. For students in non-

philological universities, these methodologies are crucial for attaining a profound and thorough understanding of English.

**References:**

- [1]. H. Rashidov, H. Khabib, G. Eldasheva, A. Zakirov., *Methods of teaching the block*, "Professional pedagogy". –T.: —Science and technologyll, 2007. p46.
- [2]. Tolipov O'Q., Usmonboyeva M., *Application of pedagogical technologies basics*. - T.: Science, 2006. - 262b.
- [3]. Abulkosimovna, E.Z. (2022) 'Synonymous analysis of professional words in English and Uzbek', *Frontline Social Sciences and History Journal*, 02(05), pp. 15–22. doi:10.37547/socialfsshj-02-05-03.
- [4]. Ashirova X. & Mamatkulova F., (2024). *Applying different teaching methods for enhancing the reading skills of elementary learners. Ko'p tillilik muhitida xorijiy tillarni rivojlantirishning innovatsion va integrativ muammolari*, O 'zbekiston davlat jahon tillari universiteti konferensiyalari, 155-160.
- [5]. Mamatkulova, F., Azamov, A., & Eshquvvatov, B. (2024). *The features in foreign languages and learning processes. O 'zbekiston davlat jahon tillari universiteti konferensiyalari*, 130-134.
- [6]. Zarqarayeva, N., Zaripbayeva, S., & Mamatkulova F., (2024). *Ta'lim va ta'limda ta'lim texnologiyalari. Ko'p tillilik muhitida xorijiy tillarni rivojlantirishning innovatsion va integrativ muammolari*, 1(01), 207–213. <https://doi.org/10.5281/zenodo.11255760>