

INTERACTIVE METHODS FOR SCHOOL CHILDREN IN EFL CLASSES

Ch. Asadova¹, Sh. Abdurahimova²

Abstract:

Interactive teaching methods have gained significant attention and popularity in English as a Foreign Language (EFL) classes, particularly when it comes to school children. This article aims to inform about interactive methods used in EFL classes for school children, highlighting their effectiveness in promoting engagement, motivation, and language learning. The traditional teacher-centered approach in language education often undermines students' active participation and limits their opportunities to practice and develop language skills. Conversely, interactive methods aim to involve students in the learning process through various activities that stimulate interaction and communication. Firstly, this article discusses the importance of incorporating interactive methods in EFL classes for school children. These methods create a student-centered environment that fosters collaborative learning, encourages critical thinking, and builds confidence in language use. Moreover, incorporating interactive methods in EFL classes can enhance students' motivation and enjoyment, which ultimately results in better language acquisition. Next, the article provides an overview of various interactive techniques commonly used in classes. This includes the use of technology, such as whiteboards, online educational platforms, and educational apps, which offer an engaging and interactive learning experience. Additionally cooperative learning strategies, role play, discussion-based activities, and hands-on projects are explored. These methods also support the development of social and emotional skills by facilitating collaboration and effective communication among students. It can significantly contribute to the success of language education by creating a dynamic and enriching learning environment for school children.

Key words: interactive methods, storytelling, drama, role playing, technology-based methods, games and puzzles, collaborative projects

doi: <https://doi.org/10.2024/9tt9hk75>

Introduction

In the pedagogical field, interaction is an important word for teachers. The best way to learn a language is interacting with others, and the main role of the teacher is to be a facilitator of this process. Although it may seem so, asking many questions in a class does not guarantee successful interaction. Among other aspects, the teacher should take into consideration the age, the level, the amount of hours per week of English lessons, cultural aspects, etc., in order to prepare and successfully carry out an effective lesson. Therefore, interactive material is a resource through which students learn by means of interaction; where the learner is an active participant instead of a passive one (Punta Arenas,

¹ *Asadova Ch.S., teacher of Samarkand State Institute of Foreign Languages*

² *Abdurahimova Sh. Z., student of Samarkand State Institute of Foreign Languages*

International Conference

HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE CONTEMPORARY GLOBALIZATION

December 2014) Interactive methods for school children in English as a Foreign Language classes have become increasingly popular in recent years. These methods aim to promote active participation and engagement among students, making the learning experience more enjoyable and effective. By using interactive techniques, teachers can create a dynamic and immersive learning environment that enhances language acquisition and retention. There are several reasons why interactive methods are beneficial for school children in EFL classes. For example, interactive techniques, such as games, group activities and technology-based tools, capture children's interest and keep them engaged in the learning process. This can make the classes more motivating, fostering a positive attitude towards learning. In addition, through activities such as role-playing, discussions, and language games, students can improve their speaking, listening, reading, and writing skills. Interactive methods encourage active participation from all students in the class. They promote collaboration, communication, and social interaction, allowing students to learn from their peers and build confidence in using English. These kinds of techniques also promote a multi-sensory learning experience, which helps students retain information better. Various techniques, such as, gestures, and manipulatives, can aid comprehension and memory recall. Interactive methods provide opportunities for students to explore and appreciate different cultures and perspectives. Through collaborative projects, discussions, and multimedia resources, students can broaden their horizons and develop intercultural competence.

Methods

Learning a new language can be challenging, but incorporating interactive methods into English as a Foreign Language EFL classes can make process more engaging, and effective for school children. These interactive methods not only enhance language skills, but also foster creativity critical thinking, and team work. In this article we will explore some of the most effective interactive methods that teachers can use to create a dynamic and engaging learning environment. There are number of interesting techniques such as role playing, games and puzzles, storytelling and story-based activities, collaborative projects, multimedia and technology, that can encourage children to learn foreign languages.

Among these techniques one of the most popular ones is technology-based methods. The role of technology in education is increasing significantly due to the opportunities it presents to students to interact with a varied kind of content in English which could not be earlier (Ibrahim Yasar Kazu 2021). Online language learning platforms often incorporate multimedia elements sch as videos, audio recordings, and interactive exercises. These platforms allow learners to practice listening, speaking, reading, and writing skills in a dynamic and engaging way. Furthermore, there are many language learning apps available that use multimedia elements to teach vocabulary, grammar, and pronunciation. These apps often include features like flashcards, interactive quizzes, and speech recognition technology to facilitate learning. Technology-based language learning can be gamified through the use of educational games and online quizzes, making the learning process more enjoyable and motivating for children's. It is important for teachers to integrate these multimedia and technology tools effectively into EFL classes, combining them with traditional teaching methods to create a balanced and comprehensive language learning

environment. 'For more than two decades, the attention of educators on the role of technology in foreign/second language process of instruction has increased. In recent times, the use of technology-based learning has delivered valuable and powerful ways with amelioration of educational materials for literature learning and teaching from both teachers and scholars of EFL (Gilakjani, 2012; Mohammed, 2012; Sa'd, 2014; Sadeghi, 2013; Ibrahim Yasar Kazu, 2021)'. 'This study's main goal is to explore how students' interactions, communication, knowledge construction, and peer collaboration impacted their writing ability in the context of shifting from teacher-centered instruction to a student-centered model using digital technology and advancement (Tran Thi My Linh, Nguyen Thi Thanh Ha, 2021)'.

Role playing and drama role playing also can greatly enhance foreign language learning by providing students with opportunities to actively engage in the language and practice real-life communication skills. 'There are several broad reasons for using role play as a teaching strategy for learning language. It is a major strategy in the communicative approach and has many advantages, as it can encourage forms of social interaction that provide an important stimulus to use the language in real life and challenge learners' existing beliefs. It is a particularly useful strategy in learning vocabulary, where learners are required to increase their knowledge of vocabulary and understanding by reading, researching, selecting and organizing relevant materials, analyzing and synthesizing information, and discussing / arguing / debating different issues (Thuraya A. Alabsi 2016)'. Role playing involves verbal communication, allowing children to practice speaking and listening in a meaningful context. By assuming different roles and engaging in conversations, students can improve their pronunciation, fluency, and understanding of the language. Role playing allows students to portray characters from different cultural backgrounds. This helps children gain insights into the cultural norms, customs, and behaviors associated with the language they are learning, promoting a deeper understanding of the target culture. It is required students to think on their feet, adapt to situations, and use language creatively to resolve conflicts or achieve goals. This fosters critical thinking skills and encourages students to think in their target language.

Another interactive method that can make EFL classes interesting are games and puzzles. They provide an opportunity for students to practice language skills in a relaxed and enjoyable setting. 'It is shown the game is one of the fundamental learning activities. The games should be regarded as supplementary activities. Games are serious devices by which we can create an interesting activity (I. Kostikova, 2017)'. Word games, crossword puzzles, board games, and memory matching games can help children learn and retain vocabulary and develop their reading and writing skills. Technology-based games and apps can also be incorporated into EFL classes to make learning more interactive and personalized. However, it is important to balance game-based activities with other language learning methods to ensure a well-rounded learning experience.

Storytelling and story-based activities can be highly beneficial for EFL classes. 'Storytelling is the oldest teaching method. It has been transmitted to new civilization through tales from generation to generation. It has conveyed cultural values to the new owner. It represents a bridge that blends the new and the old. As a language teaching method, storytelling is assumed to promote other skills such as listening and speaking (Emine Bala 2015)'. Because stories provide

International Conference

HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE CONTEMPORARY GLOBALIZATION

a context in which students can immerse themselves, making the language learning experience more meaningful and relevant. Children can learn vocabulary, grammar, and language structures in a natural and authentic way, as they are exposed to language in meaningful contexts. Stories offer comprehensible input, which means language is presented in a way that students can understand, even if they do not understand every word. The context of the story helps students grasp the meaning, which aids in building their language proficiency and understanding. Stories capture students' attention and spark their imagination. They create a sense of intrigue and curiosity. Students are more likely to be engaged in language activities when they involve storytelling.

Collaborative projects also encourage teamwork, collaboration, and problem-solving skills while incorporating language learning. For example, students can work together to create mini-play, design a poster about famous English-speaking country, or prepare a group presentation about a topic of their interest. By engaging in these activities, children enhance their language skills, as well as gain valuable life skills such as communication, cooperation, and time management. Furthermore, collaborative projects often involve providing feedback and corrections to each other's work. This can be immensely helpful for language learners, as they receive input from multiple perspectives, allowing them to identify and correct their mistakes more effectively. 'The approach definitely reduces the pressure of learning and fosters collaborative relations among learners, which can find an extension in real life situations as they move from academic environments to work and professional environments. Teachers too feel they are doing justice to their job if real-life learning takes place. In any case, with the advent of technology into education, teachers understand that they now have to play the role of facilitators to their learners. However, the demands of conventional syllabi cannot be denied (Ameen Alahdal, 2019)'.

Conclusion

English as a Foreign Language (EFL) classes are designed to help students develop their proficiency in the English language. However, traditional teaching methods can often be dry and unengaging for young learners. To make the learning process more effective and enjoyable, interactive methods are being increasingly utilized in EFL classes for school children. They play a vital role for school children, fostering engagement, motivation, and language acquisition. Incorporating games, multimedia resources, collaborative projects, role playing, and technology can transform the learning experience into an interactive adventure. When students actively participate, communicate, and engage with the language in meaningful ways, their confidence and proficiency in English will grow by leaps and bounds. 'Teaching without interaction is not effective. The interaction has been treated as one of the most important characteristics of education, training and more generally of learning. So, the interactive teaching is very important pedagogical practice in teaching and technology put the emphasis on the intercourse, communication, interaction, discussion between teachers and students as well as the positivity of teachers and students in the teaching and learning process (Yentri Anggeraini, 2018)'. By implementing these interactive methods, teachers can create an environment where school children thrive, develop a love for English, and build essential language skills that will benefit them throughout their lives.

References:

- [1]. Rustamova, S. A., & Juraeva, S. D. qizi. (2023). *Technology's Impact on the education process*. *Educational Research in Universal Sciences*, 2(11), 130–134. Retrieved from <http://erus.uz/index.php/er/article/view/4821>
- [2]. Aripovna, R. S. (2023). *Crucial Specific Features of Self-Assessment and Self-Regulation in English Language Teaching Classes*. *Pindus Journal of Culture, Literature, and ELT*, 3(11), 1–4. Retrieved from <https://literature.academicjournal.io/index.php/literature/article/view/835>
- [3]. Rashidova, Z., & Asadova, C. (2024). *Interactive methods in developing young learners' speaking skills*. *Theoretical Aspects in the Formation of Pedagogical Sciences*, 3(1), 117–121. извлечено от <http://www.econferences.ru/index.php/tafps/article/view/11561>
- [4]. Асадова, Ч. (2022). *Xorijiy tillarni o'rganishda yosh davriga xos xususiyatlar*. *Анализ актуальных проблем, инноваций, традиций, решений и художественной литературы в преподавании иностранных языков*, 1(01), 225–226. извлечено от <https://inlibrary.uz/index.php/analysis-problem/article/view/12933>
- [5]. *A quick and easy method of teaching English for primary school* CS Asadova, NV qizi Timirxanova - *International Conference on Learning and ...*, 2022
- [6]. Asadova Chekhrangiz. (2023). *Preservation of Originality in the Translation of Emotional Sentences in the Speech of the Hero of the Work of Art*. *Central Asian Journal of Literature, Philosophy and Culture*, 4(11), 93-98. Retrieved from <https://cajlp.centralasianstudies.org/index.php/CAJLPC/article/view/1054>