
CONFERENCE ARTICLE**USING INTERACTIVE METHODS IN TEACHING ENGLISH VOCABULARY****Kakhramonov Jakhongir Boymakhmat ugli**English Department of Tashkent State University of Economics, Uzbekistan

ABSTRACT

This thesis examines the role of interactive methods in teaching English vocabulary and their influence on learners' lexical competence, motivation and communicative activity. Vocabulary is one of the central components of foreign language acquisition, because it enables learners to understand, produce and interpret meaningful speech. Traditional vocabulary teaching often relies on memorization, translation and repetition, while interactive methods create opportunities for learners to use new words in communicative, contextual and problem-based situations. The purpose of this thesis is to identify the pedagogical value of interactive techniques in vocabulary instruction and to explain how they contribute to more effective word retention and practical use. The discussion shows that pair work, group tasks, games, role play, brainstorming, semantic mapping and digital activities help learners become active participants in the learning process. Interactive vocabulary teaching develops not only lexical knowledge, but also speaking confidence, cooperation, critical thinking and independent learning skills.

KEYWORDSEnglish vocabulary, interactive methods, lexical competence, communication, vocabulary teaching, language learning, active learning.

INTRODUCTION

Vocabulary knowledge is an essential foundation of English language learning. Without sufficient vocabulary, learners may know grammatical rules but still fail to express their ideas clearly or understand oral and written communication. In modern language education, vocabulary is not viewed as a simple list of isolated words to be memorized. It is understood as a system of meanings, associations, collocations and contextual uses. Therefore, effective vocabulary teaching should help learners recognize words, understand their meanings, pronounce them correctly and use them appropriately in different communicative situations.

The relevance of interactive methods in vocabulary teaching is connected with the need to make the learning process more student-centered and practice-oriented. In many classrooms, learners forget new words quickly because they meet them only in translation exercises or mechanical repetition. Interactive methods solve this problem by involving students in meaningful activities where vocabulary becomes a tool for communication. When learners discuss, compare, ask questions, solve tasks or participate in games, they process words more deeply and remember them more effectively. This approach corresponds to the principles of communicative language teaching, according to which language should be learned through use, interaction and purposeful communication.

The aim of this thesis is to analyze the effectiveness of interactive methods in teaching English vocabulary. The main focus is on how such methods improve learners' ability to understand, remember and use new lexical units in speech. The study also considers the role of the teacher in organizing interactive vocabulary practice and creating a supportive learning environment.

The methodological basis of this thesis is formed by communicative, student-centered and activity-based approaches to foreign language teaching. The analysis is based on theoretical study of pedagogical and linguistic sources related

to vocabulary acquisition, interactive learning and communicative language teaching. Special attention is given to methods that encourage learners to use vocabulary in context rather than memorize it mechanically.

Interactive vocabulary instruction may include activities such as pair discussions, group problem-solving, role play, vocabulary games, brainstorming, semantic mapping and digital quizzes. These activities are selected according to the learners' level, lesson objectives and the thematic content of the course. In the teaching process, new words should first be introduced through context, visual support or a short situation, then practiced through guided interaction and finally applied in free communication. This sequence allows learners to move from recognition to active use.

The teacher's role in this process is not limited to explanation. The teacher organizes communication, provides clear instructions, monitors participation, supports weaker learners and gives feedback after the activity. Corrective feedback should not interrupt every speech attempt, because excessive correction may reduce learners' confidence. It is more effective to observe common errors and discuss them after the task. This helps learners keep their communicative motivation while improving accuracy.

The use of interactive methods in vocabulary teaching increases learners' engagement because students become active participants rather than passive receivers of information. When vocabulary is practiced through communication, learners understand not only the dictionary meaning of words, but also their practical function in speech. For example, role play allows students to use vocabulary related to shopping, travelling, education or professional communication in realistic situations. Group discussion encourages them to search for appropriate words, negotiate meaning and listen to the lexical choices of their peers. Vocabulary games reduce anxiety and create a positive emotional atmosphere, which is important for long-term

retention.

Interactive methods also support deeper cognitive processing of lexical material. When learners classify words, create semantic maps or connect new vocabulary with personal experience, they build associations that make memorization more meaningful. A word learned only through translation may be forgotten quickly, but a word used in a dialogue, question, story or problem-solving task becomes part of the learner's active vocabulary. This is especially important in teaching English, where many words have several meanings depending on context. Interactive practice helps learners notice these differences and choose suitable words according to the communicative purpose.

Another important advantage of interactive vocabulary teaching is the development of communicative competence. Vocabulary learning is closely connected with speaking, listening, reading and writing. If students learn new words through interaction, they simultaneously develop pronunciation, fluency, comprehension and confidence. They also learn how to cooperate, ask for clarification, explain ideas and respond to others. In this sense, interactive methods transform vocabulary instruction into a broader process of communicative development.

However, the effectiveness of interactive methods depends on careful lesson planning. If an activity is entertaining but not connected with the lesson objective, it may not lead to real lexical improvement. Therefore, each interactive task should have a clear vocabulary focus, communicative aim and expected result. The teacher should select a reasonable number of new words, provide enough examples and ensure repeated use of vocabulary in different contexts. It is also important to consider the language level of learners. Tasks that are too difficult may cause frustration, while tasks that are too easy may not stimulate development.

Assessment in interactive vocabulary teaching should include both accuracy and meaningful use. Learners should be evaluated not only by how many words they remember, but also by how appropriately they use them in speech. Criteria such as contextual use, pronunciation, collocation, participation and ability to express meaning can provide a more complete picture of vocabulary development. Reflection at the end of the lesson is also useful, because students can identify which words they have learned, where they had difficulty and how they can use the vocabulary in future communication.

Interactive methods play an important role in teaching English vocabulary because they make lexical learning meaningful, active and communicative. They help learners remember new words more effectively, use them in context and develop confidence in oral and written communication. Pair work, group tasks, role play, games, semantic mapping and digital activities create conditions for repeated and purposeful vocabulary practice. The teacher's task is to organize these activities systematically, connect them with lesson objectives and provide constructive feedback. Thus, interactive methods contribute to the formation of lexical competence and support the broader goal of developing learners' communicative ability in English.

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