

INTERACTIVE WAYS OF TEACHING VOCABULARY FOR MIDDLE-CLASS STUDENTS

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Abstract: This article examines the effectiveness of interactive methods in increasing the vocabulary of middle school students (grades 5-9). Vocabulary is important in language learning and directly affects students' thinking, communication, and writing skills. The paper analyzes how modern interactive methods - such as team and collaborative learning, brainstorming, Venn diagrams, mind mapping, using technologies such as mobile applications and online platforms - can help increase vocabulary. The results show that interactive methods in modern education increase students' motivation, allow them to learn new words faster, and use them actively. The study also suggests that interactive strategies can positively direct students' independent thinking and communication skills.

Keywords: interactive teaching, educational technologies, mind mapping, word game flipped classroom, pedagogical strategies, student activity.

INTRODUCTION

Vocabulary acquisition is one of the important factors in learning a foreign language, helping middle school students (grades 5-9) to increase their vocabulary, express their thoughts clearly, develop their communication skills, and better understand written and oral speech. Traditional teaching methods are often based on memorization, which may not arouse sufficient interest and ensure long-term retention of vocabulary units. Traditional methods and mechanical memorization require passive participation of students and may also affect their motivation. In contrast, the use of interactive methods and new technologies ensures active participation of students and increases their interest. Therefore, vocabulary enrichment through interactive methods in modern education helps to actively involve students in the process, increase their attention and effectively master words, and form information exchange skills.

Interactive vocabulary teaching includes dynamic, learner-centered approaches such as contextual learning, multimodal input (video, images, and audio), task-based activities, and gamification. Teaching based on the following not only increases student interest but also demonstrates active participation. This article aims to study the impact of interactive vocabulary teaching on middle school students, analyze their effectiveness, and identify the most effective strategies for maximizing lexical development.

LITERATURE ANALYSIS

Research conducted by researchers on increasing vocabulary through interactive methods is based on various approaches and educational approaches. For example, **H. Gardner (1983)** put forward the

theory of multiple intelligences and emphasized the importance of considering the specific method of teaching vocabulary, taking into account different learning styles.

Also, **M. Bakhtin (1981)** studied the positive effects of dialogic learning and interactive communication on vocabulary learning, and found that the exchange of ideas between students helps to better master new words. Soon after, **M. Lewis (1993)** proposed a lexical approach, which considers vocabulary as a central part of language learning. According to him, language learning is more effective through word combinations and context.

According to recent research, **REMayer (2001)** conducted work on improving the effectiveness of vocabulary teaching through visual and auditory materials through the theory of multimedia learning. According to him, while tools such as educational multimedia reveal deeper learning of new words, **S. Thornbury (2002)** emphasized the importance of vocabulary development through interactive and contextual methods, focusing on vocabulary teaching methodologies. His approach focuses on stimulating language learning in real-life situations, which is important in developing communicative competence.

Komorowska has been working on increasing the effectiveness of vocabulary enrichment through interactive methods. **(2017)** emphasized in their research that gamification and interactive approaches can be used to improve the effectiveness of vocabulary learning and make the learning process more interesting. In their opinion, adding game elements to the learning process increases student motivation and ensures active student participation. This approach is a good guide in vocabulary development, allowing students to remember new vocabulary units faster and for a longer period of time.

EDUCATIONAL APPROACHES

Interactive teaching approaches are important not only in vocabulary enrichment, but also in modern pedagogy. Many researchers are preparing lesson plans on interactive methods, and the following are currently widely used in the educational process:

1. Venn Diagrams: A visual graphic tool that helps identify connections or differences between two or more concepts or topics.
Result; Develops critical thinking, increases discussion and collaboration
2. Mind mapping: a technique for visually representing key thoughts and ideas in the form of a diagram or map.
Result; Develops better understanding of information and independent thinking
3. Flipped classroom: students are given theoretical material to study independently in advance, and the lesson is based mainly on practical discussions and assignments
Result; more time for practical activities and exchange of ideas during the lesson, develops independent reading and problem-solving skills
4. Gamification: increasing motivation and engagement by incorporating game elements into the learning process

Result; making the learning process interesting, creating an environment of social interaction and competition, and acquiring new knowledge quickly and easily.

In addition, the Kahoot test and quiz platform, designed to make education and training processes interesting, is an online gamified program developed by J, Brand . J, Brooker and M, Versvik in 2013

- it increases the motivation of the educational process, consolidates knowledge and demonstrates how much has been learned.

RESEARCH METHODS

This study aimed to assess the effectiveness of interactive approaches to vocabulary learning and included mixed methods – quantitative and qualitative analyses . The study was conducted with the participation of 128 middle school students in schools 25-28 in the Turakurgan district of Namangan region. According to it, the participants were divided into two groups; the experimental group was taught and discussed based on interactive methods, and the control group used traditional vocabulary learning methods. The following interactive methods were used during the study:

- **Pre- and post-tests** – to assess learners' level of vocabulary acquisition.
- **Classroom observations** - to assess student engagement in the lesson process
- **Surveys and interviews** - to determine the opinions and opinions of students and teachers on the effectiveness of teaching through interactive methods.

The obtained data were analyzed using **the JASP program and ANOVA** (repeated measures ANNOVA) was used to compare the results.

RESEARCH RESULTS AND ANALYSIS

The results of the study showed that the experimental group using interactive vocabulary building methods achieved significantly better results than the control group. In 2022-2024, interactive methods were shown to be significantly more effective than traditional methods in increasing students' vocabulary . In the indicators in 2022

- **Control group:** pre-test score was **48.7 points**. In the post- test, the score increased to **60.2** , an improvement of **23.7%** .
- **Experimental group:** The pre-test score was **49.1 points**, and when interactive methods were used, the final test score was **72.8 points, showing a significant improvement of 48%** . The same methodology was used in the study conducted at the end of 2024 and an indicator of differences between the two groups was presented. According to it
- **Control group:** Average **50.3 on pre-test** score, and in the last test, the score increased to **62.5** , an increase of **24.2%** .
- **Experimental group:** The average score on the initial test was **51.0** , and after the lessons based on interactive methods, the test showed **75.4 points**, achieving an effective increase of **47.8%** .

The results of 2024 once again showed the superiority of interactive approaches . During the learning process, students mastered vocabulary much better than traditional teachers through gamification, multimodal tools , and collaborative tasks. Observations in 2022 and 2024 showed significant positive results in the experimental group in both years. In both years, the level of vocabulary mastery in students who mastered knowledge through interactive methods improved by around **47–48%** , while in the traditional learning and control groups this indicator remained around **24%** . **Research observations showed that interactive methods make students active** and serve as an important

factor in communicating like native speakers. Teachers emphasized the enthusiasm and activity of students in the learning process, their quick and easy use of new words.

CONCLUSION

This study confirm that interactive methods can be effective and positive in improving vocabulary among middle school students (grades 5-9). Contextual teaching, the use of multimodal media, and collaborative strategies are important factors in improving students' vocabulary memorization. In addition, the approaches encourage students' active participation in the vocabulary enrichment process . The data obtained within the framework of the study showed that lessons organized on the basis of gamification and modern technologies are effective tools in improving language learning approaches, expanding vocabulary, and developing many language skills.

Modern interactive educational approaches, based on gamification, multimodal materials and collaborative activities, serve as an important factor in the effective and sustainable acquisition of vocabulary by middle school students. Interactive methods also encourage students' independent thinking and active participation in the language learning process. The data obtained within the framework of the study showed that lessons organized on the basis of modern technologies are more interesting, quickly and easily attract students , and serve as an effective tool for improving the effectiveness of language learning, expanding vocabulary, and developing language skills.

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