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THE EFFECTIVENESS OF APPLYING INTERACTIVE METHODS IN ENGLISH LANGUAGE LESSONS BASED ON DIGITAL TECHNOLOGIES

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Abstract: The rapid digitalization of education has transformed the methodological architecture of English language teaching by expanding the range of interactive, multimodal, collaborative, and learner-centered practices available to teachers. This article examines the effectiveness of applying interactive methods in English language lessons on the basis of digital technologies, with particular attention to communicative competence, learner engagement, autonomy, feedback, and the integration of receptive and productive language skills. The study is grounded in a systematic analytical synthesis of Uzbek and international scholarship on foreign language teaching methodology, computer-assisted language learning, mobile-assisted language learning, gamification, and digitally mediated interaction. It argues that the educational value of digital technology does not derive from the device or platform itself, but from the pedagogically purposeful organization of interaction, task design, feedback, collaboration, and reflection.

Keywords: digital technologies, English language teaching, interactive methods, communicative competence, CALL, mobile-assisted language learning, gamification, collaborative learning, learner autonomy, digital pedagogy.

Introduction

The contemporary transformation of education is increasingly defined by the convergence of pedagogy, communication technologies, data-driven environments, and new forms of learner participation. English language teaching is especially sensitive to these processes because language acquisition is intrinsically connected with interaction, exposure to authentic discourse, feedback, repetition, collaboration, and purposeful communication. In a conventional classroom, these conditions are created primarily through teacher-led explanation, pair work, group work, printed materials, and controlled exercises. In a digitally enriched classroom, however, the same pedagogical goals can be reorganized through interactive presentations, mobile applications, learning-management systems, collaborative documents, online quizzes, multimedia resources, virtual discussion spaces, digital storytelling, game-based tasks, and computer-mediated communication. Consequently, the methodological problem is no longer whether technology should be used in English lessons, but how it should be pedagogically integrated so that technological mediation produces measurable educational value rather than merely visual novelty. The concept of effectiveness in digital English language teaching should therefore be interpreted as a multidimensional construct. It includes not only achievement in vocabulary, grammar, pronunciation, listening, reading, speaking, and writing, but also the quality of learner participation, time-on-task, feedback density, autonomy, motivation, interactional intensity, and transfer of classroom learning to authentic communication. A digital tool may be technically sophisticated while remaining pedagogically weak if it encourages passive consumption, distracts from language production, or replaces meaningful interaction with superficial clicking. Conversely, a relatively simple tool can be highly effective when it supports a clearly formulated communicative task, provides immediate formative feedback, enables peer collaboration,

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and encourages learners to notice and correct their own linguistic performance. This distinction is fundamental for evaluating interactive methods in technology-mediated English instruction.

The theoretical foundations of digitally supported interactive learning are closely connected with communicative language teaching, constructivist learning, sociocultural theory, task-based instruction, collaborative learning, and learner-centered pedagogy. From a communicative perspective, language is acquired more effectively when learners use it to negotiate meaning, solve problems, exchange information, and express intentions. Digital environments broaden the space in which such interaction may occur. Students can participate in synchronous or asynchronous discussions, respond to polls, create multimedia products, collaborate on texts, compare answers, record oral responses, and receive automated or peer feedback. These practices shift learners from the position of passive recipients toward the role of active participants who construct knowledge through linguistic action. The teacher's role likewise changes from being the exclusive source of information to becoming a designer of tasks, facilitator of interaction, evaluator of learning evidence, and curator of digital resources. The methodological significance of digital technologies is also related to multimodality. English learners encounter language through combinations of text, sound, image, animation, video, hyperlinks, and interactive elements. Such combinations may support comprehension by providing contextual cues and multiple pathways for processing meaning. Multimedia can make abstract vocabulary more concrete, enable repeated listening, visualize discourse situations, and expose learners to diverse accents and communicative contexts. Yet multimodality must be carefully controlled. Excessive visual or informational density can increase cognitive load and divide attention. Therefore, the principle of pedagogical economy is important: every technological element should have an instructional function that directly contributes to the lesson objective.

Another major advantage of digital interactivity is the possibility of immediate and differentiated feedback. In traditional whole-class instruction, a teacher may not be able to evaluate every learner's response within a limited lesson. Digital formative assessment tools can collect responses from all students simultaneously, reveal common errors, display progress patterns, and support rapid instructional decisions. Online quizzes, polling tools, and interactive exercises may therefore strengthen diagnostic and formative functions. Nevertheless, automated feedback should not be confused with comprehensive language assessment. Complex speaking and writing require human interpretation of meaning, appropriateness, coherence, pragmatic competence, creativity, and context. Digital feedback is most productive when it supplements rather than replaces teacher judgment and peer response. Interactive digital methods can also contribute to learner autonomy. Mobile applications, cloud-based materials, podcasts, online dictionaries, digital flashcards, and learning platforms allow learners to continue practice beyond the classroom and to regulate the pace, frequency, and sequence of learning. This expanded access is particularly important in foreign language contexts where exposure to English outside lessons may be limited. At the same time, autonomy is not automatically generated by access. Learners need metacognitive guidance: they should know how to select resources, set goals, monitor progress, evaluate online information, and avoid fragmented or entertainment-dominated use of technology. Therefore, digital literacy becomes an integral component of language-learning competence.

The relevance of this issue is particularly strong for educational systems undergoing rapid digital modernization, including Uzbekistan. English occupies an important position in academic mobility, international communication, research, professional development, and access to global information. As schools and universities expand their technological infrastructure, teachers face the practical task of combining national methodological traditions with internationally established principles of

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computer-assisted and technology-enhanced language learning. Uzbek scholarship represented by Jamol Jalolov emphasizes the systematic methodological organization of foreign language instruction, including the relationship among objectives, content, principles, methods, exercises, and teaching aids [1]. Gulnara Makhkamova and her co-authors, in turn, focus explicitly on innovative pedagogical technologies and the necessity of adapting modern techniques to English language teaching practice [2]. Their contributions provide an important local conceptual foundation for interpreting digital interactivity not as an isolated technical innovation, but as part of a broader pedagogical system. International research also indicates that technology-enhanced language learning should be judged through pedagogical criteria. Warschauer's historical account of computer-assisted language learning describes a movement from structural and drill-oriented uses toward communicative and integrative applications in which technology becomes connected with meaningful communication and multimedia [3]. Chapelle argues that computer applications must be evaluated in relation to second-language acquisition principles, learner fit, meaning focus, authenticity, and opportunities for interaction [4]. Blake similarly demonstrates that technology can extend foreign language learning beyond the physical classroom while still requiring sound instructional design [5]. Meta-analytic evidence strengthens this position. Mobile-assisted language learning has generally produced positive learning effects across studies, although outcomes vary by task, duration, learner characteristics, and pedagogical design [8]. Digital game-based language learning has also shown positive aggregate effects, but its success depends on the relationship between game mechanics and genuine linguistic activity [9].

Literature Review

The scholarly foundations of interactive and digitally supported English teaching can be understood through the intersection of Uzbek methodological traditions and international research on computer-assisted language learning. Among Uzbek scholars, Jamol Jalolov occupies a foundational position because his work systematizes foreign language teaching as an integrated methodological discipline. In "Chet til o'qitish metodikasi," Jalolov interprets successful instruction through the coordinated relationship of aims, content, principles, methods, exercises, and teaching aids [1]. Although the work is not limited to digital pedagogy, its methodological logic is directly relevant to digitalization: any new tool must be subordinated to the objective of developing communicative skills rather than used as an autonomous technological addition. From this perspective, interactive platforms, multimedia materials, online tests, and mobile applications become methodologically valid only when they correspond to the targeted speech activity and the learner's stage of development. Jalolov's framework therefore provides a criterion of pedagogical proportionality, according to which the technology should serve the language-learning process and not restructure it around technical novelty. A second important Uzbek contribution is represented by Gulnara Makhkamova, Sh. Alimov, and A. Ziyayev in "Innovative Pedagogical Technologies in the English Language Teaching" [2]. Their work explicitly addresses innovative educational technologies, learner-centered techniques, and the modernization of English language instruction. Makhkamova's approach places particular importance on active participation, communicative practice, reflective tasks, and the teacher's ability to select technologies according to instructional purpose. In contemporary digital contexts, this position supports the integration of online collaboration, multimedia, interactive assessment, and project-based learning while preserving pedagogical intentionality. The Google Scholar profiles associated with Jalolov's methodological school and Makhkamova's publications demonstrate their continued visibility in Uzbek ELT scholarship, which makes their ideas especially useful for contextualizing global digital approaches within national practice. Internationally, Warschauer's analysis of CALL

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describes the historical shift from structural uses of computers toward communicative and integrative forms [3]. This trajectory is methodologically important because it suggests that technological development is meaningful only when accompanied by a corresponding evolution in learning activity. Chapelle adds a more evaluative perspective, arguing that CALL tasks should be assessed according to language-learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality [4]. Blake develops the discussion by showing how networked communication, multimedia, and online environments can expand opportunities for interaction beyond classroom boundaries [5]. Godwin-Jones highlights the mobility and personalization offered by language-learning applications, while also implying the need for thoughtful integration rather than uncritical adoption [6].

Methodology

The present study employed an integrative qualitative research design that combined theoretical analysis, comparative interpretation, systematic literature synthesis, methodological modeling, and criterion-based evaluation. The object of analysis was the pedagogical use of interactive methods in English language lessons mediated by digital technologies, while the analytical focus was placed on the mechanisms through which technological tools may influence communicative competence, learner engagement, autonomy, feedback, collaboration, and language-skill development. The methodology did not rely on invented classroom statistics; instead, it synthesized established theoretical works, Uzbek methodological scholarship, internationally recognized CALL research, and meta-analytic evidence to construct an evidence-informed interpretation of effectiveness. Sources were selected according to four criteria: direct relevance to foreign or English language teaching, explicit discussion of technology or interactive pedagogy, scholarly visibility or indexing, and methodological usefulness for explaining learning outcomes.

Results

The analytical results indicate that the effectiveness of digital interactive methods in English language lessons is determined primarily by the quality of pedagogical integration rather than by technological complexity. Across the reviewed literature, the strongest educational value emerges when digital tools increase the amount, frequency, and meaningfulness of learner language activity. Interactive quizzes and polling systems are especially useful at diagnostic and formative stages because they enable simultaneous participation, rapid retrieval practice, and immediate visualization of common errors. Their principal limitation is that they can reduce learning to recognition-level responses if they are overused. Therefore, they are most effective when followed by explanation, pair discussion, error analysis, or a productive task requiring learners to justify answers in English.

Discussion

The discussion of digital interactivity in English language teaching can be deepened through the conceptual polemic between Mark Warschauer and Stephen Bax, two influential scholars whose interpretations of CALL history differ in an important methodological way. Warschauer's model explains the development of computer-assisted language learning through a progression from structural or behavioristic uses toward communicative and integrative CALL [3]. In this account, technological change is associated with shifts in language pedagogy: early drill-based applications corresponded to structural learning, while later multimedia and networked environments created possibilities for authentic communication, integration of skills, and learner-centered interaction. The strength of Warschauer's position is that it demonstrates the co-evolution of technology and methodology. For teachers, the implication is clear: digital technologies become more educationally

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powerful as they move away from isolated mechanical exercises and toward communicative, multimodal, and socially interactive learning. Bax, however, challenged the adequacy of phase-based interpretations and proposed the categories Restricted, Open, and Integrated CALL, arguing that the field should aim for "normalization," a condition in which technology is so naturally embedded in teaching that it becomes pedagogically ordinary rather than conspicuous [7]. His critique is highly relevant to contemporary English classrooms because the presence of advanced devices does not necessarily mean that instruction has reached an integrative stage. A teacher may use smartphones, online quizzes, and interactive boards while still preserving a restricted pedagogical model dominated by closed answers, teacher control, and decontextualized drills. From Bax's perspective, therefore, the decisive indicator of progress is not the novelty of the technology but its seamless and context-sensitive integration into routine learning. The polemic between these two positions reveals a productive tension. Warschauer highlights historical transformation and the expanding affordances of digital media, whereas Bax warns against equating technological development with pedagogical development. Applied to the present study, their debate suggests that effectiveness must be assessed through learner activity rather than tool sophistication. A gamified quiz can represent restricted use if learners only select answers for points, while a simple shared document can represent integrated use if it supports collaborative writing, negotiation of meaning, revision, and peer feedback. Similarly, artificial intelligence, mobile applications, or immersive multimedia do not automatically create innovative pedagogy; their educational value depends on the communicative architecture within which they are employed.

Conclusion

The study confirms that the effectiveness of applying interactive methods in English language lessons based on digital technologies should be understood as a pedagogical, not merely technological, phenomenon. Digital platforms, mobile applications, multimedia resources, collaborative tools, quizzes, game-based activities, and online communication environments can significantly enrich English language instruction when they increase meaningful learner participation, support communicative practice, provide timely feedback, strengthen autonomy, and connect classroom learning with authentic language use.

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