



# INTERACTIVE METHODS OF TEACHING ENGLISH VOCABULARY

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## ABSTRACT

*The article is about the problems of teaching vocabulary and idioms of the English language with the help of games for using them in oral speech. Games offer students a fun-filled and relaxing learning atmosphere. Games are also motivating students and learners in learning new vocabulary. While playing games, the learners' attention is on the message, not on the language.*

**KEY WORDS** – *vocabulary, idiom, interactive way, method, experiment, communication*

No matter what language you are studying, expanding your vocabulary is always exciting. It might be entertaining or boring to learn new English words. In a matter of seconds, words are pulled from the dictionary and used to demonstrate to students how monotonous reading a poem aloud can be. Nevertheless, if you study words with friends in a group, you will find the process to be quite enjoyable and not too challenging. Knowledge can take on new forms in the setting of interactive learning. They reflect specific data about their environment on the one hand. The odd thing about this knowledge is that it is given to the student during his own activity, not in the shape of a system that the teacher has already created. The teacher needs to set up scenarios where the learner is engaged, asking questions and taking action. Under such circumstances, "he together with others gains the abilities that allow him to change into knowledge what was initially a problem or hindrance."

On the other hand, a student who is interacting in class with other students and a teacher learns multiple methods for knowledge search and masters a system of tried-and-true ways of operating in connection to himself, society, and the wider world. As a result, the pupils' acquired information also serves as a means of acquiring new ones on their own.

As the learner will find, acquire, and construct information on their own, interactive learning aims to provide the conditions for this to happen. There is an enhancement in student-to-student communication.

Some positive aspects of the use of interactive learning methods can be cited:

- significantly increases the motivation of students;
- Higher level of assimilation of the material. Reducing fatigue;
- The student does not have the opportunity to sit out, he needs to think for himself, not relying on others. Both weak and strong students work. There is an interest in the studied material;

- develops the ability to work in a group, develops communication skills

It is possible to be convinced of the advantage and effectiveness of the interactive learning strategy only when it is directly implemented in pedagogical activity. The currently existing set of interactive learning methods allows this process to be carried out quite successfully.

It makes learners get attached with the word several times, and also, they can generalize its use in other different contexts [3.1656].

Interactive methods in teaching English vocabulary can be different. Let's look at some of them:

### **The method "Whose sun is brighter", Whose Sun Shines Brighter allows**

- simultaneously include students of the entire group in the work;
- repeat and consolidate the material covered;
- develop students' oral speech;
- develop students' analytical abilities.

This method involves choosing the team captains, who then go to a board with two circles drawn on it and alternate between describing the animal, fruit, or vegetable depicted in the image (you can use any subject), or defining the word in English. If the answer is accurate, each correct sentence said adds one point and one ray to the mug. The captain with the most sun rays, or points, is the winner. Examples:

A wild animal of the dog family – **wolf**

A large wild animal of the cat family with yellowish orange fur with black lines which lives in parts of Asia – **tiger**

A wild mammal belonging to the dog family which has a pointed face and ears, a wide tail covered in fur and often reddish-brown fur – **fox**

An adult female chicken which is often kept for its eggs, or the female of any bird – **hen**



**The "Cities", Countries method allows**

- simultaneously include students of the whole group in the work or work individually;
- repeat and consolidate the material covered;
- develop students' oral and written speech;
- develop students' analytical abilities.

This method will allow you to repeat and consolidate the passed lexical material. Each line is filled in

alphabetically, and the choice of the alphabet is chosen by drawing lots, then everyone must fill the entire line with answers so that each word begins with the letter "B". A minute is given to fill in. The one who completes the task first gets 10 points for each word found. If you could not fill in any of the columns in one minute, a minus is put or left empty.

**IN PLACE OF THE TEN SELECTED NAMES, YOU CAN ADD OR REPLACE OTHERS.**

Names	Count ries & cities	Animals	Fruits	Vegetables	Plants	School and computer equipments	House	Clothing	Transporta tion	Films
Bob	Brazil	Bull	Banana	-	Bush	Blackboard	Bed room	Boots	Bicycle	Bat man
Piter	Paris	Pig	Pine-apple	Pump kin	Palm	Printer	Picture	Pyjamas	Plane	Police academy

**The method of "Riddles about animals" allows**

- simultaneously include students of the whole group in the work or work individually;
- the development of students' speech reactions; instruction in the use of language in context;
- stimulation of students' speech-thinking activity;

The kids must correctly guess the riddles that the teacher reads to them. The team scores one point for each response that is right. Consider this:

The animal is a pet. It prefers seafood. It's (a cat)

a wild animal. It enjoys bananas. (a monkey)

It is gray and enormous. (an elephant)

This animal, enjoys grass. Animal raised in homes. Milk is produced by it. (a cow)

**Riddles are read aloud by the teacher, and the students are required to solve them. The team scores one point for each right response. For instance:**

1. This animal is a pet. He enjoys fish. (cat)
2. The creature is wild. He is a bananas fan. (monkey)
3. It is gray and quite big. (elephant)
4. This creature adores grass. It is a pet. We get milk from it. (cow)

**The game "Tic-Tac-Toe" allows you to:**

- simultaneously include students of the entire group in the work;
- repeat and consolidate the material covered;
- develop students' oral speech.

This method will allow you to repeat and consolidate the lexical material on the proverbs and sayings of the English language.



The group is divided into 2 teams, each team chooses one person and they draw 6 squares on the board, as shown in the example. The first team asks a question to the participant of the second group, who is standing on the board, if he answers the question correctly, then he draws one cross on any of the squares, if he cannot, he will answer, skips the move. The second team asks a question to the participant of the first group, who is standing on the board, if he answers the question correctly, then he draws one zero on any of the squares, if he cannot, he will answer, skips a move. As a result, the winner is the participant who closes all the moves first and draws three zeroes after crossing them out. And so he wins and gets 10 points. Participants can ask, for example, the following questions:

**Define the following proverb in English**

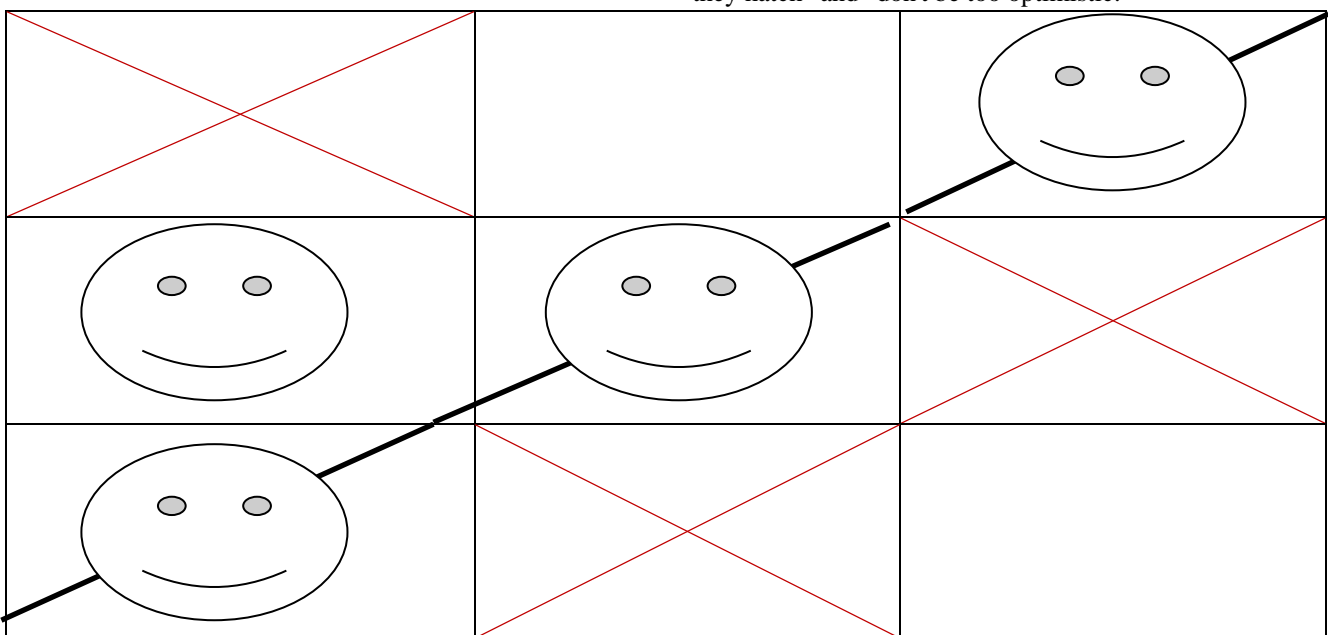
A bird in the hand is worth two by one, so don't risk losing what you have in the pursuit of an uncertain goal.

Because cats are exceedingly powerful and can withstand numerous mishaps or troubles, they have nine lives.

Asking questions or being interested in something that doesn't affect you is frequently not a good idea.

A leopard's spots cannot be changed, and neither can a person's fundamental human nature.

To individuals who might be let down by errors in judgment, the traditional counsel is to "don't catch your chickens before they hatch" and "don't be too optimistic."



The Decision Tree game enables you to:

- involve every student in the class at once;
- reinforce and consolidate the previously taught subject;
- Improve spoken communication among students.

The class is split into two or three teams, each with the equal number of students. The teams trade positions and verify the options; if not, they write their solutions on the neighbors' trees. Each team discusses and discovers the meaning of English idioms while making notes or notes on its own "tree" (Whatman sheet).

<p><i>to flog (beat) a dead horse</i> — to waste energy  <i>to keep something under one's hat</i> — to keep it secret  <i>A hard nut to crack</i> - a very difficult problem</p>	<p><i>to carry coals to Newcastle</i> —  <i>(to be) in Queer street</i> — (to be) extremely short of money; in trouble; in debt  <i>It's (all) Greek (double Dutch) to me.</i> — I can't understand it.</p>
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