

**OPPORTUNITIES OF INTERACTIVE METHODS IN DEVELOPING  
ENGLISH READING SKILLS**

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**Abstract:** *This article analyzes the didactic and practical advantages of interactive teaching methods in developing reading skills in English. The study highlights the opportunities to enhance student engagement, strengthen contextual analysis when working with texts, and develop reading strategies through the use of interactive methods in the educational process. Based on experimental data and the experience of Uzbek researchers, the article also provides methodological recommendations.*

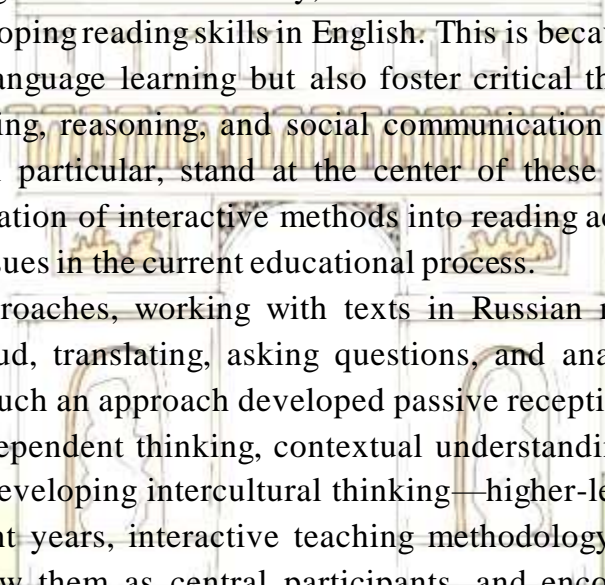
**Keywords:** *English language, reading skills, interactive methods, text analysis, pedagogical approach*

The need for new pedagogical technologies in teaching foreign languages, particularly Russian, is increasing in Uzbekistan. Today, interactive methods are regarded as the main didactic tool in developing reading skills in English. This is because interactive methods not only facilitate language learning but also foster critical thinking, comprehension, information processing, reasoning, and social communication competencies. Reading skills in Russian, in particular, stand at the center of these complex competencies. Therefore, the integration of interactive methods into reading activities has become one of the most urgent issues in the current educational process.

In traditional approaches, working with texts in Russian mainly consisted of the teacher reading aloud, translating, asking questions, and analyzing the grammatical aspects of the text. Such an approach developed passive reception skills in students, but did not promote independent thinking, contextual understanding, identifying the main idea of the text, or developing intercultural thinking—higher-level cognitive skills. For this reason, in recent years, interactive teaching methodology has aimed to increase student activity, view them as central participants, and encourage direct and active engagement with texts.

Interactive methods are manifested in various forms: cluster, insert, concept maps, question-and-answer games, brainstorming, role-playing, debates, project method, essay writing based on texts, dramatization, tasks using QR codes, the use of the Kahoot platform, and others. Each of these is related to different stages of reading activity in Russian, drawing the student's attention to the content of the text, deepening understanding, and encouraging critical thinking about the text.

For example, when using the “insert” method, the student marks their thoughts with symbols during the reading process: “+” – what I already knew, “-” – opposing idea, “?” – something I did not understand, “!” – an interesting idea. This method compels the student to think actively during reading. It allows not only the perception of superficial



information but also the analysis of the author's position, the main idea, and significant details.

Another method – the “concept map” technology – helps students represent the key concepts and their interrelations from a text in the form of a diagram. This strengthens their ability to analyze and generalize a text. It is especially valuable when working with Russian scientific and journalistic texts that involve complex social, cultural, or historical contexts.

Role-playing and dramatization methods are also significant for increasing students' motivation to understand texts in English. Staging events from the text, bringing characters to life, and performing communication-based tasks all enhance students' emotional engagement and personal involvement. At the same time, dramatization allows for deeper assimilation of the text's content while consolidating phonetic and lexical skills.

Furthermore, writing essays based on English texts and preparing argumentative speech from them is also considered an interactive approach. Through this method, students express their own position, provide reasoning, understand the context, and analyze it. This, in turn, offers great opportunities for developing discourse analysis skills. To express their ideas in Russian, students rely on the texts they have read, which also contributes to thinking in Russian.

When working with interactive methods, the teacher's role also changes. The teacher is no longer merely a provider of knowledge but acts as a moderator, facilitator, discussion leader, and manager of debates. This enables pedagogical communication to be organized as a two-way, equal-subject process.

Practical research carried out in Uzbekistan also proves the effectiveness of interactive methods. In particular, in an experiment, students taught with interactive methods showed higher results in text comprehension and identifying the main idea. Especially tasks such as “contextual inquiry,” “shaping opinions,” and “substantiating a position on the topic” played a decisive role.

However, it must also be acknowledged that for the implementation of interactive methods, textbooks and teaching manuals need to provide sufficient appropriate material, teachers must have high methodological literacy, and classrooms must be equipped with the necessary technical resources. Most current textbooks are not designed on the basis of interactive tasks; rather, they consist mainly of traditional exercises aimed at reproductive knowledge. Therefore, teachers must strive to enrich their methodology in line with modern requirements and create independent interactive resources.

Furthermore, the system of assessing learning outcomes through interactive methods also requires a new approach. Aspects such as students' activity, thinking style, level of understanding, critical perspective, and contextual comprehension should be evaluated using special diagnostic tools. For this purpose, formative (process-based) assessment, oral and written tasks based on texts, and portfolio-based monitoring should be implemented. As a result, the development process of reading skills can be qualitatively tracked.

Thus, the use of interactive methods in developing reading skills in English has not only didactic but also educational and communicative potential. With these methods, students' attitudes towards reading change: they become more engaged with the text, comprehend the context, evaluate the author's opinion, and express their own viewpoints. Interactive methods turn the pedagogical process into a learner-centered, communicative, and culturally contextualized learning experience.

As a result, students are shaped not only as individuals capable of reading in Russian but also as competent specialists who can understand, reason, and analyze based on context.

During the study, the impact of interactive methods on the formation of reading skills in English was investigated. Students who participated in the experiment were divided into two groups: in the first group, reading lessons were conducted using traditional methods, while in the second group, interactive methods such as insert, concept maps, dramatization, question-and-answer, and essay writing were applied. According to the results of an 8-week experiment, the group taught with interactive methods showed the following positive changes:

1. **Improved text comprehension and ability to identify the main idea.** Interactive methods made it possible to analyze the structure of the text and distinguish between main and secondary information. For example, using the insert technique, students marked the parts they understood, found interesting, or did not comprehend, which encouraged them to think actively.

2. **Development of critical thinking and oral/written expression skills.** Through methods such as essay writing, debates, and dramatization based on texts, students learned to express their thoughts freely in Russian. These methods also enriched their vocabulary, encouraged the active use of grammatical structures, and enhanced contextual understanding. Essays and oral presentations prepared by students were analyzed based on criteria such as linguistic accuracy, logical coherence, and stylistic clarity.

3. **Increased motivation and active classroom participation.** Survey results showed that interactive methods encouraged students to think independently during reading, ask questions, and justify their positions.

4. **Strengthened role of the teacher as an active moderator.** In interactive lessons, the teacher acted not only as a provider of knowledge but also as a manager and guide of the process.

5. **More effective use of technological tools.** Lessons that incorporated online platforms such as Kahoot and Quizizz increased students' competitiveness and ensured greater accuracy and speed in assessment. Assignments with QR codes provided multimedia supplements related to the text. These technologies contributed to the creation of a multimodal form of reading.

These results demonstrated that it is possible to develop reading skills in Russian through interactive methods in Uzbekistan's higher education institutions, provided that

method selection, the teacher's role, teaching materials, and assessment criteria are well integrated.

**Conclusion.** The above analysis showed that the use of interactive methods in forming reading skills in Russian significantly activates the pedagogical process. The educational effectiveness of interactive methods lies not only in developing reading skills but also in preparing students for life through the formation of independent, analytical, and critical thinking. Therefore, in the current stage of pedagogy, interactive methods are not an alternative but a necessary approach in learning Russian.

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