

THE ROLE OF INTERACTIVE METHODS IN INCREASING TECHNICAL COLLEGE STUDENTS' MOTIVATION TO LEARN ENGLISH

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Annotation: This article examines the role of interactive teaching methods in increasing technical college students' motivation to learn English. In modern vocational education, English is becoming increasingly important because it is widely used in science, technology, information technology, professional communication, and the international labor market. However, some technical college students may experience difficulties in learning English due to limited vocabulary, lack of confidence, fear of making mistakes, or insufficient understanding of the practical importance of the language. Therefore, the effective organization of English lessons and the use of student-centered teaching methods are essential.

The article focuses on interactive methods such as group work, role-playing, discussions, project-based learning, problem-solving activities, and digital technologies. These methods encourage students to participate actively in the learning process, communicate with their peers, express their opinions, and apply English in practical and professional situations. Special attention is given to professionally oriented English and the role of the teacher in creating a positive and supportive learning environment. The article concludes that systematic and purposeful use of interactive methods can contribute to increasing students' motivation, communication skills, independent thinking, teamwork, and interest in learning English.

Kalit so'zlar: ingliz tili, motivatsiya, texnikum o'quvchilari, interaktiv metodlar, kommunikativ ko'nikmalar, kasbiy ta'lim, guruhda ishlash, rolli o'yinlar, loyiha asosida ta'lim, raqamli texnologiyalar, kasbiy ingliz tili.

Ключевые слова: английский язык, мотивация, учащиеся техникумов, интерактивные методы, коммуникативные навыки, профессиональное образование, групповая работа, ролевые игры, проектное обучение, цифровые технологии, профессиональный английский язык.

Keywords: English language, motivation, technical college students, interactive methods, communication skills, vocational education, group work, role-playing, project-based learning, digital technologies, professional English.

INTRODUCTION

In the modern world, foreign language education plays an important role in preparing young people for further education and professional activity. English has become one of the main languages of international communication and is widely used in science, technology, business, information technology, and various professional fields. For technical college students, knowledge of English provides access to professional literature, digital resources, international educational platforms, and modern technological information.

The development of students' motivation is one of the important conditions for effective language learning. A student who is interested in learning English is more likely to participate actively in lessons, practice communication, complete assignments, and develop independent learning skills. However, some technical college students may have limited vocabulary, lack confidence, fear making mistakes, or fail to recognize the practical importance of English.

In this context, interactive teaching methods have particular importance. Unlike purely teacher-centered approaches, interactive methods involve students directly in the learning process. They provide opportunities to communicate, cooperate, solve problems, discuss ideas, and apply language knowledge in practical situations.

The purpose of this article is to examine the role of interactive methods in increasing technical college students' motivation to learn English and to identify effective approaches that can be used in vocational education.

MOTIVATION IN ENGLISH LANGUAGE LEARNING

Motivation is one of the most important factors influencing the success of foreign language learning. It refers to the internal and external factors that encourage students to begin, continue, and actively participate in the learning process.

Students may have different reasons for learning English. Some students may need English for their future profession, while others may be interested in international communication, technology, travel, foreign cultures, or further education.

For technical college students, professional motivation is especially important. When students understand that English can help them use professional literature, understand technical documentation, communicate with foreign specialists, or access modern technologies, they may develop a stronger interest in learning the language.

Therefore, English lessons should not be limited to memorizing grammatical rules and vocabulary. Teachers should demonstrate how English can be used in real-life and professional situations.

THE ROLE OF INTERACTIVE METHODS IN ENGLISH TEACHING

Interactive methods are teaching approaches that encourage active participation, communication, and cooperation between teachers and students and among students

themselves. Their main purpose is to make students active participants in the educational process.

A variety of interactive methods can be used in English lessons, including:

- brainstorming;
- pair work;
- group work;
- role-playing;
- discussions;
- debates;
- project-based learning;
- problem-solving activities;
- case studies;
- interactive quizzes and presentations.

These methods can make lessons more dynamic and interesting. They also create opportunities for students to practice English rather than simply study theoretical information.

For example, instead of only learning vocabulary related to a profession, students can use the vocabulary in dialogues, presentations, role-plays, or problem-solving tasks. This approach helps connect language learning with practical communication.

GROUP WORK AND COLLABORATIVE LEARNING

Group work is an effective interactive method that can increase students' participation and motivation. When students work in small groups, they exchange ideas, help each other, and share responsibility for completing a task.

Teachers can organize group activities based on students' interests and professional fields. For example, students can prepare presentations on "My Future Profession," "Modern Technologies," "The Importance of English," "Artificial Intelligence," or "Digital Technologies."

Group work also helps students develop teamwork and communication skills. Students learn how to listen to others, express their opinions, reach agreements, and present the results of their work.

Such activities can create a more supportive classroom environment and encourage students who may feel uncomfortable speaking English individually.

ROLE-PLAYING AS AN INTERACTIVE METHOD

Role-playing is another effective method for developing students' communication skills and motivation. In role-playing activities, students perform specific roles in realistic or imaginary situations.

Technical college students can participate in role-plays such as:

- "Job Interview";
- "Customer and Technician";

- “Business Meeting”;
- “Technical Support”;
- “At the Airport”;
- “Workplace Communication.”

Role-playing allows students to use English vocabulary and grammar in context. It also gives them an opportunity to practice situations that may be relevant to their future careers.

Another important advantage of role-playing is that it can reduce students’ fear of speaking. When students work within a specific role, they may feel more comfortable expressing their ideas and communicating in English.

DISCUSSIONS AND PROBLEM-SOLVING ACTIVITIES

Discussions are useful for developing students’ speaking and critical-thinking skills. During a discussion, students express opinions, ask questions, respond to other viewpoints, and support their ideas.

Teachers can organize discussions on topics that are relevant to students’ interests and professional development. For example:

- “Why is English important for my profession?”
- “How can technology improve education?”
- “What are the advantages of artificial intelligence?”
- “What skills are important for a modern specialist?”

Problem-solving activities can also motivate students to use English for a specific purpose. Students may be given a professional problem and asked to discuss possible solutions in groups.

Such activities demonstrate that English is not only a subject but also a practical tool for communication and professional problem solving.

PROJECT-BASED LEARNING

Project-based learning provides students with an opportunity to use English for meaningful and practical purposes. During a project, students may search for information, learn new vocabulary, prepare written materials, create presentations, and communicate with their classmates.

For technical college students, projects can be connected with their professional specialties. Information technology students, for example, can prepare projects about programming, cybersecurity, computer networks, artificial intelligence, software development, or digital technologies.

Project-based learning can increase students’ sense of responsibility and independence. It also allows them to see a clear connection between English and their professional interests.

7. PROFESSIONALLY ORIENTED ENGLISH

Professionally oriented English is particularly important in technical and vocational education. Students need to understand that English can be useful not only for examinations but also for their future careers.

For example, information technology students can study terminology related to programming, databases, computer networks, cybersecurity, artificial intelligence, and software development. Students of other technical specialties can study terminology related to equipment, tools, safety procedures, technological processes, and workplace communication.

Using professional materials in English lessons can make learning more relevant to students' future employment. It can also help them develop the vocabulary necessary for reading technical documents and communicating in professional environments.

DIGITAL TECHNOLOGIES IN INTERACTIVE ENGLISH TEACHING

The development of digital technologies has created new opportunities for English language education. Educational platforms, electronic dictionaries, online exercises, videos, interactive tests, multimedia presentations, and artificial intelligence tools can make lessons more engaging.

For example, teachers can use short videos to develop listening comprehension. Students can watch a video, identify the main idea, learn new vocabulary, and discuss the content.

Interactive quizzes can provide immediate feedback and encourage students to participate actively. Digital resources can also support independent learning because students can practice English outside the classroom.

However, digital technologies should be used purposefully. Technology should support learning objectives and communication rather than replace interaction between teachers and students.

THE ROLE OF THE TEACHER

The teacher plays an important role in developing students' motivation. A positive and supportive classroom environment can help students feel comfortable when speaking English and making mistakes.

Teachers should encourage students to participate, provide constructive feedback, recognize progress, and select activities appropriate to students' language levels and professional interests.

Instead of focusing only on mistakes, teachers can emphasize improvement and encourage students to try again. Positive feedback can increase students' confidence and willingness to communicate.

It is also important for teachers to vary their teaching methods. A combination of discussions, role-playing, group work, projects, presentations, games, and digital activities can make lessons more dynamic and interesting.

CHALLENGES IN USING INTERACTIVE METHODS

Although interactive methods have many advantages, their implementation may involve certain challenges. Large class sizes, limited lesson time, insufficient technological resources, and differences in students' language levels can make interactive activities more difficult to organize.

Some students may also be shy or unwilling to participate at first. Teachers should introduce interactive activities gradually and create a respectful classroom environment where students feel comfortable expressing their ideas.

Another important issue is lesson planning. Interactive activities should have clear objectives and should correspond to students' needs and abilities. The use of an interactive method should not be an end in itself; it should serve a specific educational purpose.

DISCUSSION

The analysis shows that interactive methods can contribute to increasing students' motivation when they are appropriately selected and implemented. The effectiveness of these methods depends on several factors, including students' age, language level, interests, professional specialization, classroom conditions, and learning objectives.

Interactive methods are particularly useful when students can see a practical purpose behind the activity. For example, a role-play related to a future profession may be more meaningful to a technical college student than an unrelated speaking exercise.

The combination of traditional and interactive teaching methods can provide a balanced learning process. Grammar and vocabulary can be taught explicitly, while interactive activities can provide opportunities to apply the acquired knowledge in communication.

Therefore, interactive methods should be considered not as a complete replacement for traditional teaching but as an effective complement that can make English learning more active, practical, and student-centered.

CONCLUSION

Interactive methods have an important role in increasing technical college students' motivation to learn English. Group work, role-playing, discussions, project-based learning, problem-solving activities, and digital technologies provide students with opportunities to participate actively and use English in meaningful contexts. The connection between English and students' future professions is particularly important in technical education. Professionally oriented tasks help students understand the practical value of English and can strengthen their interest in learning the language. The teacher also has a significant role in creating a positive learning environment. Encouragement, constructive feedback, appropriate tasks, and opportunities for communication can help students develop confidence and motivation. In conclusion, the systematic and purposeful use of interactive methods can contribute to the

development of communication skills, independent thinking, teamwork, and interest in English. Such an approach can make English lessons more engaging and relevant to the professional needs of technical college students

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