

РЕСПУБЛИКАЛЫҚ ҒЫЛЫМИ-ТАНЫМДЫҚ, ПЕДАГОГИКАЛЫҚ ЖУРНАЛЫ



INNOVATIVE TEACHERS



Қазақстан Республикасы Оқу-ағарту министрлігінің тіркеліп №37-2024-0504751 Б.Алтысарин атындағы Ұлттық білім академиясының сараптама 2024 жылы Қазақстандағы ұсынылған басылымдарының тізіліміне енген ISSN:2724-05047485

№61 (қазан айы) 2026 жыл

*Білім –
ұлттың болашағы*



Мынбаева Дина Еркінбаевна

Жетісай ауданы

Б. Момышұлы атындағы № 6 мектеп-гимназия

Бастауыш сынып мұғалімі

INNOVATIVE TEACHERS

Халықаралық ғылыми-танымдық, педагогикалық журнал



INNOVATIVE TEACHERS

01-қыркүйек 2026 жыл №58-1

Қазақстан Республикасы Оқу-ағарту министрлігіне тіркеліп

№ЗТ-2026-0504751

Ы.Алтынсарин атындағы Ұлттық білім академиясының сайтында

2026 жылы 20-қаңтарда зерттеу қызметін жариялау үшін ұсынылатын басылымдар
тізіміне енген

№ЗТ-2026-05047485

<https://www.uba.edu.kz/storage/app/media/TIZIM%2021.01.2026%202026%202026.pdf>

Қазақстан Республикасы Ақпарат және Қоғамдық даму министрлігінің
ақпарат комитетінің мерзімді баспасөз басылымын, ақпарат агенттігін және
желілік басылымды есепке қою туралы №KZ25VPY00087946 куәлігі берілген.

Шығу жиілігі: айына 3 рет жарық көреді

Материалдар қазақ, орыс, ағылшын тілдерінде қабылданады.

Жарияланған фактілер мен мәліметтердің дұрыстығына автор жауапты.

Қолжазбалар мен фотосуреттер лицензияланбайды және қайтарылмайды.

Меншік иесі: «Білім шуағы» Республикалық ғылым мен білімді қолдау орталығы

«Innovative teachers» журналы

Бас редактор: Уразбаева Нургул Назаркуловна +77711410882

Бас редактор: Уразбаева Нургул Назаркуловна

Редакциялық алқаның құрамы:

Оракова Амангул Шахарбековна, Абай атындағы Қазақ Ұлттық университеті педагогика және психология кафедрасының доценті, педагогика ғылымдарының кандидаты, Бельгия Жоғары мектебінің Гонорар профессоры, Халықаралық Ақпараттандыру Академиясының академигі

Наметкулова Фарида Джанузаковна, Абай атындағы Қазақ Ұлттық университеті, Математиканы, физиканы және информатика кафедрасы, Математиканы, физиканы және информатиканы оқыту әдістемесі кафедрасының аға оқытушысы, педагогика ғылымдарының кандидаты

Мейрбеков Мырзабай Балтабаевич, Тарих ғылымының кандидаты, Ж.Ташенов атындағы университетінің аға оқытушысы

Спатаева Бакытгул Курбановна, Оқу-ағарту министрлігінің әдіскері, қазақ тілі мен әдебиеті магистрі, педагог-шебер

Молдадосова Алтынай Кайыповна. Тарих магистрі, “Ыбырай Алтынсарин” медалінің иегері, “Үздік ұстаз”-2020, педагог-шебер

Пазылова Алтынай Абуовна, “Ыбырай Алтынсарин” медалінің иегері, “Үздік ұстаз”-2021, педагог-шебер, 2024 жылғы “Қазақстан Мұғалімі” Ұлттық Сыйлығының ТОП-50 финалисті

Имадуллаев Олжас Раимбекович, “Үздік ұстаз”-2024, педагог-шебер

Уразбаева Айгул Назаркуловна, Математика магистрі, Педагог-шебер

Уристов Галымжан Маханбетович, Педагог-шебер

Техникалық редактор: Уристов Галымжан Маханбетович

Жауапты хатшы: Уразбаева Нургул Назаркуловна

Редакцияның мекен-жайы:

Қазақстан Республикасы, Алматы қаласы

Төле би көшесі 298/3, 7 индекс: 050031 Эл.почта: bilim-shuagy@mail.ru

USING INTERACTIVE METHODS TO INCREASE STUDENTS' MOTIVATION IN ENGLISH CLASSES



Шаповалова Юлия Евгеньевна
Жамбылская область Город Тараз
№24 гимназия
Учитель английского языка
Педагог-модератор

Abstract

The development of students' motivation is one of the most important objectives of modern English language teaching. Motivation directly influences learners' participation, academic achievement, willingness to communicate, and ability to continue learning independently. Traditional teacher-centered approaches, in which students mainly listen, memorize, and reproduce information, do not always meet the needs of contemporary learners. For this reason, interactive teaching methods have become increasingly important in English language classrooms. Interactive methods encourage students to communicate, cooperate, solve problems, exchange ideas, and use English in meaningful situations. They create a learner-centered environment in which students become active participants rather than passive recipients of knowledge. The purpose of this article is to examine the role of interactive methods in increasing students' motivation in English classes and to describe effective strategies that teachers can apply in everyday practice. Particular attention is given to pair work, group work, games, role-play, discussions, project-based activities, digital tools, and collaborative learning. The article also considers the teacher's role in creating a supportive classroom atmosphere and explains how interactive learning can contribute to the development of students' communicative competence, confidence, creativity, critical thinking, and independence.

Keywords: interactive methods, motivation, English language teaching, communication, learner-centered education, collaborative learning, language skills, classroom activities.

English has become one of the most widely used languages in education, science, technology, business, tourism, international communication, and digital media. Therefore, the ability to communicate effectively in English is increasingly important for students. However, successful language learning depends not only on textbooks, teaching materials, or the number of English lessons provided at school. One of the most significant factors influencing students' success is motivation. Even when learners have access to high-quality educational resources, they may make limited progress if they are not interested in the learning process or do not understand the practical value of the language they are studying.

Motivation can be described as the internal or external force that encourages a person to begin an activity, continue it, and work toward a particular goal. In language education, motivation influences how actively students participate in lessons, how much effort they make, how willing they are to communicate, and how persistently they respond to difficulties. Motivated students are generally more prepared to complete tasks, ask questions, learn new vocabulary, practice grammar, communicate with classmates, and improve their language skills outside the classroom. In contrast, students with low motivation may avoid participation, become easily distracted, fear making mistakes, or consider English lessons difficult and uninteresting.

For this reason, the English teacher has an important responsibility to create conditions in which students can experience success, interest, curiosity, and meaningful communication. One effective way to achieve this is through the use of interactive teaching methods. Interactive learning is based on active communication and cooperation among students and between students and the teacher. Instead of simply receiving information, learners participate in activities, express opinions, solve problems, discuss questions, make decisions, complete projects, and use the target language for practical purposes.

Interactive teaching is especially suitable for language learning because communication is both the means and the goal of the learning process. A student cannot develop speaking skills only by listening to explanations about grammar or memorizing lists of words. Language competence develops through repeated exposure, meaningful practice, interaction, feedback, and reflection. Interactive activities provide students with opportunities to use English in situations that are similar to real-life communication.

Traditional lessons are often dominated by the teacher. The teacher explains a rule, presents vocabulary, asks questions, and evaluates students' answers. Although direct instruction remains important and should not be completely rejected, excessive teacher-centered instruction may reduce the amount of time students actually use the language. In a class of twenty or thirty learners, it is impossible for every student to speak for a significant amount of time if all communication takes place between the teacher and one individual student. Pair work and group work solve this problem by creating several communication situations at the same time.

Pair work is one of the simplest and most effective interactive methods. Students can work together to ask and answer questions, compare information, complete dialogues, practice vocabulary, check exercises, or discuss short topics. Pair activities are particularly useful for students who feel nervous when speaking in front of the whole class.

Communicating with one partner creates a safer environment and gradually develops confidence. It also increases student talking time and allows learners to practice the same language structures several times.

For example, after learning vocabulary connected with travel, students can work in pairs and conduct a short interview about places they would like to visit. One learner may ask questions such as “Which country would you like to visit?”, “Why would you like to go there?”, and “What would you like to do there?” The other student answers and then changes roles. Such an activity is simple, but it allows learners to use vocabulary, grammar, listening, and speaking skills at the same time. More importantly, students communicate about their own ideas and preferences, which makes the task personally meaningful.

Group work provides even wider opportunities for interaction. Small groups can solve problems, prepare presentations, discuss texts, organize information, create posters, complete projects, or develop solutions to real-life situations. Group activities encourage cooperation because students must listen to one another, explain their opinions, negotiate meanings, and make collective decisions. This process develops not only language competence but also social skills such as responsibility, leadership, flexibility, and respect for different viewpoints.

The effectiveness of group work depends greatly on organization. Teachers should provide clear instructions, define the purpose of the activity, establish a reasonable time limit, and ensure that every group member has an opportunity to participate. Assigning specific roles can be useful. For instance, one student may act as the group leader, another as a secretary, another as a timekeeper, and another as a presenter. Such role distribution can prevent more confident students from dominating the activity and encourage quieter learners to become involved.

Language games are another effective method for increasing motivation. Games create a positive emotional atmosphere and can transform repetition into an enjoyable learning experience. Vocabulary competitions, matching activities, word puzzles, guessing games, quizzes, memory games, sentence-building activities, and communication challenges can be adapted to different ages and proficiency levels. The educational value of a game depends on its connection with the lesson objectives. A game should not be used only for entertainment; it should provide purposeful language practice.

For example, a vocabulary guessing game can require one student to describe a word without saying it while classmates attempt to identify the correct answer. If the target word is “library,” the learner might say, “It is a place where people can borrow books and study.” This activity encourages students to use definitions, synonyms, and descriptive language rather than simply translating words into their first language. As a result, students develop flexible communication strategies.

Games can also reduce anxiety. Many learners are afraid of giving an incorrect answer because they associate mistakes with negative evaluation. In a playful activity, attention is often focused on completing the challenge rather than on avoiding errors. This can make students more willing to experiment with language. When learners feel psychologically safe, they are more likely to speak, ask questions, and attempt unfamiliar language structures.

Role-play is particularly valuable because it creates simulated real-life situations in the classroom. Students may act as customers and shop assistants, tourists and hotel receptionists, doctors and patients, interviewers and job applicants, or passengers and airport employees. Through role-play, learners practice functional language and develop the ability to respond spontaneously. Instead of repeating isolated sentences, they use English to achieve a communicative purpose.

Role-play also gives students an opportunity to experience different perspectives. For example, during a lesson about environmental problems, students may take the roles of environmental activists, local residents, business owners, and government representatives. They can discuss a proposed environmental project and present different opinions. Such activities combine language learning with critical thinking and help students understand that communication often requires reasoning, argumentation, and compromise.

Discussion is another important interactive method, particularly for intermediate and advanced learners. Classroom discussions allow students to express personal opinions, agree or disagree, provide examples, support arguments, and respond to other speakers. Topics should be appropriate for students’ age, language level, and interests. Questions such as “Should students use smartphones during lessons?”, “Is online learning better than traditional learning?”, or “What can young people do to protect the environment?” can encourage meaningful participation.

However, successful discussion requires preparation. Students may remain silent if they do not know enough vocabulary or do not understand the topic. Therefore, teachers should provide useful words, expressions, sentence starters, or short reading materials before the discussion. Expressions such as “In my opinion,” “I agree with you because,” “I see your point, but,” and “Another example is” help learners organize their ideas and communicate more confidently.

Interactive methods are especially motivating when they connect English with students’ real interests and experiences. Young people are surrounded by technology, social media, music, films, games, and digital communication. Teachers can use these interests as meaningful contexts for learning. For example, students may discuss a favorite film, create a digital presentation about a famous person, record a short video, design an online poster, or prepare a class survey. When the content is relevant to learners’ lives, they are more likely to become emotionally and intellectually involved in the lesson.

At the same time, interactive teaching does not mean that the teacher loses control of the learning process. On the contrary, the teacher’s role becomes more complex. The teacher must carefully plan activities, select appropriate materials, organize interaction, monitor students’ progress, provide feedback, and maintain a supportive classroom environment. During interactive activities, the teacher often acts as a facilitator rather than the only source of information. This change encourages students to become more independent and responsible for their own learning.

The classroom atmosphere created by the teacher is also closely connected with motivation. Students need to feel that mistakes are a natural part of language learning. Constant correction may discourage learners from speaking, especially when they are developing fluency. Teachers should distinguish between activities that focus on accuracy and activities that focus on communication. During a fluency activity, it is often more effective to note common errors and discuss them afterward instead of interrupting every sentence.

Positive feedback is equally important. Teachers should recognize effort, improvement, creativity, cooperation, and willingness to communicate, not only perfect answers. A student who successfully communicates an idea despite several grammatical mistakes has achieved an important communicative goal. Encouragement helps learners develop confidence and creates a classroom culture in which participation is valued.

Thus, interactive methods can significantly increase students' motivation because they transform English lessons into active learning experiences. They allow learners to communicate, cooperate, make choices, solve problems, and connect classroom knowledge with real-life situations. Pair work, group work, language games, role-play, and discussions create opportunities for meaningful communication while supporting the development of linguistic and social skills. When students are actively involved in learning and feel that their ideas are important, English becomes not simply a school subject but a practical instrument for communication and personal development.

Another important interactive approach that can increase students' motivation is project-based learning. Project work gives learners an opportunity to use English for a clear and meaningful purpose. Instead of completing separate exercises, students work on a larger task that may continue for several lessons. They may prepare a presentation, create a poster, conduct a survey, record a video, design a brochure, or research a topic. Through project work, students combine different language skills and develop a sense of responsibility for the final result.

Project-based learning is motivating because it gives students greater freedom and allows them to make decisions. Learners may choose a topic, divide responsibilities, collect information, and decide how to present their work. This creates a sense of ownership. When students feel that the task belongs to them, they are often more willing to invest time and effort. The final product also provides a visible result of their learning, which can increase satisfaction and confidence.

For example, students can prepare a project called "My Ideal School." In groups, they discuss what subjects should be taught, what rules should exist, what facilities students need, and what extracurricular activities should be available. They then create a poster or digital presentation and present their ideas in English. During this project, students practice vocabulary connected with school life, modal verbs, expressions of opinion, presentation skills, and teamwork. At the same time, they are using English to discuss a topic that is directly connected with their own experience.

Another useful project can involve conducting a class survey. Students may ask classmates about their hobbies, favorite school subjects, use of technology, reading habits, or environmental behavior. They collect answers, organize results, create charts, and present conclusions. Such activities make English practical because students use the language to obtain real information. They also learn to formulate questions, listen carefully, summarize data, and speak in front of an audience.

Digital technology has expanded the possibilities for interactive teaching. Modern students are familiar with smartphones, computers, online platforms, and multimedia content. When used appropriately, digital tools can make lessons more dynamic and support active participation. Teachers can use online quizzes, interactive presentations, digital flashcards, collaborative documents, educational games, videos, and virtual discussion platforms.

Online quizzes are particularly effective for reviewing vocabulary and grammar. They provide immediate feedback and often include elements of competition. Students may see their progress instantly, which creates excitement and encourages concentration. At the same time, teachers can use quiz results to identify common difficulties and adapt future lessons. However, competition should be managed carefully because not all students respond positively to competitive environments. The main purpose should remain learning rather than simply winning.

Digital tools can also support collaboration. Several students can work together on one document, presentation, or online board. They can add information, comment on ideas, correct language, and organize materials collectively. This type of activity reflects the collaborative nature of communication in the modern world and helps students develop both language and digital literacy.

Multimedia resources are valuable because they provide authentic language input. Short videos, songs, interviews, advertisements, podcasts, and public speeches can expose learners to different accents, speaking styles, and real-life vocabulary. Authentic materials can increase motivation because students see how English is actually used outside the textbook. They also make lessons more connected with contemporary culture and everyday communication.

However, the use of technology should always have a clear educational purpose. Technology itself does not automatically create motivation or improve learning. A digital activity is effective only when it supports the objectives of the lesson and requires meaningful student participation. Teachers should avoid using online tools simply because they are fashionable or visually attractive. The most important question is whether the tool helps students understand, practice, communicate, or create.

Problem-solving activities are also valuable for increasing engagement. In these tasks, students are given a situation that requires discussion and decision-making. For example, a group may be told that they are planning a class trip with a limited budget. They must decide where to go, how to travel, what activities to include, and how to spend the money. Students must explain preferences, compare options, disagree politely, and reach a common decision.

Problem-solving activities stimulate both language use and cognitive development. Students are not simply reproducing memorized answers. They must think, evaluate information, justify choices, and respond to the ideas of others. This type of interaction develops critical thinking and makes language learning intellectually meaningful.

Information-gap activities are another practical interactive technique. In an information-gap task, one student has information that another student does not have. To complete the activity, they must communicate. For example, Student A may have a timetable with missing information while Student B has the missing details. They ask and answer questions until both timetables are complete. Such tasks create a genuine reason for communication because learners need information from one another.

This method can be adapted to vocabulary, grammar, reading, and speaking activities. Students may describe pictures, compare maps, complete schedules, identify differences, or exchange personal information. Information-gap tasks are especially effective because they prevent students from completing the exercise independently without speaking. Communication becomes necessary for success.

Think-pair-share is another simple technique that can increase participation. First, the teacher asks a question and gives students time to think individually. Then they discuss their ideas with a partner. Finally, some students share their ideas with the whole class. This method is useful because it gives all learners preparation time before public speaking. Shy students often feel more confident after discussing their ideas with a partner.

Think-pair-share can be used with almost any topic. After reading a text, the teacher may ask students to identify its main message. Before a grammar lesson, learners can discuss examples and try to discover a rule. During a speaking lesson, they may consider a controversial question and prepare arguments. The structure of the activity allows students to move gradually from individual thinking to communication with a wider audience.

Brainstorming is also an effective interactive technique. It allows students to generate ideas without immediate criticism or evaluation. Teachers may use brainstorming at the beginning of a lesson to activate prior knowledge, introduce a new topic, or collect vocabulary. For example, before a lesson about healthy lifestyles, students can suggest words and ideas connected with food, exercise, sleep, stress, and daily habits.

Brainstorming creates a feeling of involvement because students contribute directly to the content of the lesson. It can also show learners that they already know more about a topic than they initially expected. This positive experience may increase confidence and readiness to participate in subsequent activities.

Collaborative learning has a particularly strong relationship with motivation. In collaborative activities, students depend on one another and work toward a common goal. This creates a sense of belonging and shared responsibility. Language learning can sometimes be stressful, especially for students who feel that they are constantly being judged individually. Collaboration reduces this pressure because success is connected with group effort.

At the same time, collaborative learning should not mean that stronger students complete all the work while weaker learners remain passive. Teachers need to design tasks that require contribution from every participant. One effective strategy is to provide each learner with different information or responsibilities. Another approach is to ask each group member to present one part of the final task.

Peer teaching can also be highly motivating. Students sometimes understand explanations from classmates more easily because their peers use familiar language and examples. In a peer-teaching activity, students may explain vocabulary, demonstrate a grammar rule, check answers, or teach a small section of a topic to others. Teaching another person requires a deeper level of understanding, so this method benefits both the learner who explains and the learner who listens.

Peer assessment is another interactive strategy. Students can evaluate one another's presentations, writing, dialogues, or projects according to simple criteria. This helps them understand learning objectives and become more aware of quality. For example, after a presentation, classmates may provide feedback on pronunciation, organization, vocabulary, and clarity.

However, peer assessment should be introduced carefully. Students need clear criteria and guidance on how to give constructive feedback. The purpose is not to criticize classmates but to help one another improve. Teachers should model respectful language such as "One strong point was..." and "One thing you could improve is...". This creates a supportive atmosphere and develops reflection skills.

Choice is another important motivational factor. Students are often more engaged when they have some control over their learning. Teachers can offer choices in topics, activities, partners, or final products. For example, students may choose whether to create a poster, record a video, or prepare a presentation. They may choose one of several reading texts or discussion questions. Even small choices can increase a sense of autonomy.

Autonomy plays an important role in long-term language learning. Students who depend completely on the teacher may stop learning when formal lessons end. Interactive methods can gradually teach learners how to manage their own progress. They can set goals, evaluate strengths and weaknesses, select learning strategies, and reflect on what they have achieved.

Reflection can be integrated into lessons through short questions at the end of an activity. Students may answer questions such as "What did I learn today?", "What was difficult?", "Which new words can I use?", or "What do I want to improve next time?" These questions help learners understand that progress is a process and encourage them to become active participants in that process.

Motivation is also influenced by the level of difficulty of classroom tasks. If a task is too easy, students may become bored. If it is too difficult, they may become frustrated and stop participating. Effective interactive teaching requires a

balance between challenge and support. Teachers need to consider students' proficiency levels and provide scaffolding when necessary.

Scaffolding may include vocabulary lists, model sentences, visual materials, guiding questions, examples, or sentence starters. These supports do not make the task meaningless. Instead, they help students participate successfully while gradually becoming more independent. As confidence grows, teachers can reduce the amount of support.

Mixed-ability classes present another challenge. Students may differ in language level, confidence, learning speed, and personal interests. Interactive methods can help teachers address these differences because tasks can be differentiated. Stronger students may receive more complex questions, while students who need support may use sentence frames or additional vocabulary.

Flexible grouping is useful in mixed-ability classes. Sometimes students can work with classmates of similar ability, while at other times mixed groups may be more effective. Stronger students can support their peers, but the teacher should make sure that the interaction remains balanced. Every learner should have an active role.

The personal relevance of learning materials also affects motivation. Students are more likely to participate when they can connect lesson topics with their own lives. A textbook topic about hobbies, for example, can be expanded by asking students about their personal interests. A unit about travel can include planning an imaginary trip. A lesson about technology can include discussion of students' own digital habits.

Real-life tasks are especially useful because they demonstrate the practical value of English. Students can practice ordering food, asking for directions, making hotel reservations, writing messages, completing forms, or participating in interviews. When learners recognize that classroom activities prepare them for real communication, they often see greater value in studying the language.

Storytelling can also be used as an interactive motivational technique. Teachers can begin a story and ask students to continue it, create alternative endings, or retell it from another character's point of view. Groups may write different parts of a story and combine them at the end. Storytelling develops imagination, vocabulary, grammar, and speaking skills while creating emotional engagement.

Pictures and visual prompts can support storytelling and discussion. A teacher may show an unusual image and ask students what happened before the scene, what is happening now, and what might happen next. Students can compare different interpretations and create short narratives. Such open-ended tasks encourage creativity because there is not always one correct answer.

Debates can also be motivating for older or more advanced learners. A debate requires students to prepare arguments, listen to opposing opinions, respond logically, and defend a position. Topics may include school uniforms, social media, environmental issues, online education, or homework. Debates develop speaking skills, critical thinking, and the ability to use persuasive language.

To make debates accessible, teachers can provide useful expressions. Students may practice phrases such as "I strongly believe that...", "The main reason is...", "I understand your argument, however...", or "The evidence suggests that...". Language support allows students to focus on ideas without being limited by lack of vocabulary.

Interactive reading activities can also improve motivation. Instead of asking students only to read a text and answer comprehension questions, teachers can turn reading into a collaborative process. Different groups may read different parts of a text and then explain their sections to classmates. This technique is often called a jigsaw activity.

In a jigsaw activity, every learner has important information. Students must listen to one another to understand the complete text. This creates interdependence and gives each participant a meaningful role. The same principle can be applied to listening activities, research tasks, and problem-solving exercises.

Interactive writing activities are equally valuable. Writing is often considered an individual task, but it can also involve cooperation. Students can brainstorm ideas together, write stories in groups, exchange drafts, or provide feedback. One student can begin a sentence or paragraph, and another student continues it. Such activities can reduce the fear of writing and make the process more engaging.

The use of interactive methods should also consider the emotional needs of students. Learners are more motivated when they feel respected, accepted, and capable of success. Teachers should avoid creating an atmosphere in which students are embarrassed for making errors or compared negatively with classmates. A supportive classroom culture encourages risk-taking, which is essential for language development.

Humor, encouragement, and positive relationships can strengthen this environment. A teacher who shows interest in students' opinions and experiences can make lessons more personal. At the same time, expectations should remain clear. A positive atmosphere does not mean the absence of discipline. Students need consistent rules, understandable goals, and respectful communication.

Goal setting can also support motivation. Students should understand what they are expected to learn and why it is important. At the beginning of a lesson, the teacher may explain the objective in simple language, for example, "By the end of the lesson, you will be able to ask for and give directions in English." At the end, students can evaluate whether they achieved the objective.

Clear goals make progress visible. Language learning is a long process, and students may sometimes feel that they are not improving. Breaking learning into smaller achievable goals helps them recognize success. For example, being able to introduce oneself confidently, describe a picture, understand a short video, or write a personal email can become meaningful milestones.

Assessment practices also influence motivation. If assessment focuses only on mistakes and final grades, students may associate English with anxiety. Formative assessment offers a more supportive approach because it provides

information about progress and areas for improvement. Short quizzes, observation, peer feedback, self-assessment, and classroom tasks can all be used to monitor learning.

Interactive assessment can involve students directly. They may use checklists to evaluate speaking tasks, keep learning journals, or identify what they can do successfully. Statements such as “I can describe my daily routine,” “I can ask for information,” or “I can give my opinion and explain why” help students see language learning in terms of practical ability.

The teacher can also use exit tickets at the end of a lesson. Students write one new thing they learned, one question they still have, or one activity they found useful. This gives the teacher immediate feedback while encouraging learners to reflect on their experience. It also demonstrates that students’ opinions are valued.

Interactive methods are most effective when they are used systematically rather than occasionally. If learners experience interactive activities only once every few months, they may not develop the habits necessary for active participation. Regular pair work, group work, discussion, collaborative problem-solving, and reflection gradually create a classroom culture in which communication becomes normal.

At first, some students may resist interactive learning. They may be accustomed to listening to the teacher and completing written exercises individually. Others may feel shy or worry that classmates will judge their English. Teachers should introduce interaction gradually and provide clear routines. Short pair activities can develop into longer group tasks as students gain confidence.

It is also important to explain the purpose of interactive activities. Students should understand that speaking with a partner, participating in a game, or completing a project is not simply a break from “serious learning.” These activities are designed to develop communicative competence, fluency, vocabulary, problem-solving abilities, and confidence. When learners understand the educational purpose, they may take the activities more seriously.

Effective classroom management is essential during interactive lessons. Because many students may speak at the same time, the classroom can become louder than during traditional instruction. Noise does not necessarily mean that learning is not taking place. Productive communication naturally creates sound. However, the teacher needs clear signals for starting and stopping activities, moving between groups, and gaining students’ attention.

Time management is equally important. An interactive task should have enough time for meaningful participation but should not continue after students have achieved the objective. Teachers should monitor groups and be prepared to adjust the time according to students’ progress. A visible timer or clear verbal reminders can help learners manage their work.

Instructions should be short, clear, and supported by examples when necessary. Before beginning a task, the teacher can demonstrate it with one student or ask learners to repeat the instructions in their own words. Many classroom management problems occur not because students are unwilling to work, but because they do not fully understand what they are expected to do.

In this way, interactive methods support motivation through a combination of communication, autonomy, cooperation, challenge, creativity, and practical relevance. They give students opportunities to experience English as a living language rather than only a collection of rules. When learners participate actively, make decisions, express personal ideas, and see meaningful results from their work, their motivation can become stronger and more stable.

An important advantage of interactive learning is its ability to develop communicative competence. Learning a foreign language is not limited to knowing grammar rules or memorizing vocabulary. Students need to understand how to use language appropriately in different situations. Interactive activities create opportunities for learners to practice asking questions, expressing opinions, giving explanations, agreeing and disagreeing, describing experiences, and responding to other people. As a result, students learn not only the forms of the language but also the ways in which those forms are used in communication.

Interactive learning also supports the development of listening skills. During pair and group work, students must listen carefully to their classmates in order to respond appropriately. This type of listening differs from traditional textbook listening exercises because communication is less predictable. Students hear different voices, pronunciation patterns, sentence structures, and ideas. They learn to identify key information and understand meaning even when every word is not clear. These abilities are important for real-life communication.

Speaking skills also develop more naturally in an interactive environment. Many students know vocabulary and grammar but hesitate when they need to speak. They may need too much time to create sentences because they are afraid of making mistakes. Regular interaction helps learners become more fluent. When students repeatedly participate in short conversations, discussions, role-plays, and presentations, speaking gradually becomes less stressful.

Confidence is closely connected with motivation. A learner who believes that success is possible is more likely to participate actively. Teachers can help students build confidence by providing tasks that allow gradual progress. A beginner does not need to deliver a long speech immediately. The learner may begin by answering simple questions, continue with pair dialogues, move to short group discussions, and later give presentations to the whole class. Such gradual development makes achievement visible and encourages further effort.

Interactive learning also promotes creativity. Open-ended activities allow students to produce different answers instead of trying to identify one predetermined response. They may invent dialogues, design advertisements, write stories, create presentations, solve imaginary problems, or develop their own questions. Creativity increases personal involvement because students contribute something original to the learning process.

Creativity is particularly important in language education because communication is never completely predictable. Students need to be able to combine familiar words and structures in new ways. A learner may not know the exact

expression needed in a situation, but creative language strategies can help maintain communication. Interactive activities provide a safe environment for developing this flexibility.

Another important result of interactive learning is the development of critical thinking. Modern education requires students to do more than remember information. They need to analyze, compare, evaluate, interpret, and make decisions. English lessons can contribute to these abilities through discussions, debates, problem-solving tasks, projects, and analysis of texts.

For example, after reading an article, students can compare different viewpoints, identify the author's main argument, decide whether they agree, and provide evidence for their opinion. Such activities encourage deeper engagement with the text. English becomes a tool for thinking rather than simply an object of study.

Interactive methods can also contribute to intercultural awareness. Language and culture are closely connected. Through authentic texts, videos, discussions, and collaborative projects, students can learn about lifestyles, traditions, communication styles, and social practices in different countries. They can compare these with their own culture and develop respect for diversity.

Intercultural competence is increasingly important in a globalized world. Students may use English to communicate with people from many cultural backgrounds, not only with native speakers. Therefore, learners need to understand that successful communication includes tolerance, openness, and the ability to interpret different perspectives.

The teacher plays a central role in ensuring that interactive methods remain inclusive. Not all students participate in the same way. Some learners enjoy speaking publicly, while others prefer preparation time. Some students respond well to competition, while others feel uncomfortable. Effective teachers observe these differences and vary their methods.

A balanced lesson may include individual thinking, pair work, group work, and whole-class interaction. This variety gives students different opportunities to succeed. It also prevents lessons from becoming monotonous. Even an effective technique can lose its motivational value if it is repeated in exactly the same way every day.

Teachers should also consider students' age when selecting interactive activities. Younger learners may respond particularly well to movement, pictures, games, songs, and short role-plays. Teenagers may be motivated by topics related to technology, future careers, friendship, environmental issues, popular culture, and personal goals. Older students may benefit from debates, projects, research tasks, and authentic professional situations.

The teacher's enthusiasm can also influence motivation. Students quickly notice whether a teacher is interested in a topic and whether classroom activities have been prepared thoughtfully. An energetic and supportive teacher can create positive expectations. However, enthusiasm should be combined with organization. Students need to understand lesson objectives, instructions, and assessment criteria.

Interactive learning can be combined effectively with traditional teaching. There is no need to reject explanation, individual practice, reading, or written exercises. Grammar explanations may sometimes be necessary, and individual work can help students concentrate. The key is to create balance. Teacher explanation can be followed by pair practice, written exercises can lead to discussion, and reading can become the basis for a group task.

For example, a teacher may introduce the second conditional through several examples and briefly explain its structure. Students can then work in pairs and ask hypothetical questions such as "What would you do if you won a million dollars?" or "Where would you live if you could choose any country?" In this way, explicit grammar instruction is connected with meaningful communication.

Vocabulary teaching can be organized in a similar way. Students may first learn a set of words and then use them in a guessing game, discussion, story, survey, or role-play. Repeated use in different contexts helps move vocabulary from passive recognition to active communication.

Interactive methods also make it possible to integrate the four major language skills: listening, speaking, reading, and writing. A project may begin with reading information, continue with group discussion, include listening to a video or presentation, and end with written or oral production. This integrated approach reflects real communication, where language skills are rarely used separately.

For interactive learning to be successful, lesson objectives should remain central. Teachers should choose methods because they help achieve specific learning outcomes, not simply because they are entertaining. An enjoyable lesson can still be ineffective if students do not learn anything meaningful. Therefore, after each activity, teachers should consider whether students practiced the target language and whether the activity contributed to the lesson goal.

Evaluation of teaching practice is also important. Teachers can reflect on which activities generated active participation and which created difficulties. Questions such as "Did every student participate?", "Was the task appropriate for the language level?", "Did students use English during the activity?", and "What could be improved next time?" can help improve future lessons.

Students can contribute to this evaluation process. Teachers may occasionally ask which activities students find useful and what types of tasks help them learn most effectively. Student feedback should not completely determine lesson planning, but it can provide valuable information about motivation and engagement.

One potential difficulty of interactive methods is that students may use their first language during group work. This is particularly common when tasks are difficult or when learners lack necessary vocabulary. Teachers can reduce this problem by providing useful expressions before the activity, monitoring groups, and setting clear expectations for English use.

Another challenge is unequal participation. Some students may dominate discussions while others remain silent. Teachers can address this through structured turn-taking, assigned roles, smaller groups, and tasks in which each learner has unique information. It is important to create opportunities for all students, not only the most confident speakers.

Limited classroom time can also make interactive teaching difficult. Group organization and transitions require planning. However, well-established routines can reduce lost time. When students know how to form pairs, move into groups, collect materials, and begin tasks quickly, interactive lessons can become highly efficient.

Large classes may present additional difficulties, but interactive methods are still possible. Pair work is particularly useful because every learner can participate simultaneously. Teachers can also divide the class into small groups and monitor selected groups during different stages of the lesson. Clear instructions and simple task structures are especially important in large classrooms.

Ultimately, interactive teaching should be viewed not as a collection of entertaining activities but as a broader educational approach. Its central principle is active learner participation. Students learn more effectively when they have opportunities to use knowledge, communicate ideas, cooperate with others, make decisions, and reflect on their own progress.

Motivation cannot be created through one activity alone. It develops through repeated positive learning experiences. When students feel successful, respected, challenged, and interested, they are more likely to participate. When they understand the purpose of a task and recognize the practical value of English, they are more likely to continue learning beyond the classroom.

The use of interactive methods therefore has both immediate and long-term benefits. In the short term, such methods can make lessons more engaging and increase classroom participation. In the long term, they can contribute to communicative competence, independence, confidence, creativity, critical thinking, cooperation, and lifelong learning skills.

Conclusion

Increasing students' motivation is one of the central challenges of English language teaching. Motivation influences students' willingness to participate, make an effort, overcome difficulties, and continue learning. Interactive teaching methods provide effective opportunities to address this challenge by transforming students from passive listeners into active participants in the educational process.

Pair work, group work, role-play, language games, discussions, debates, project-based learning, problem-solving tasks, information-gap activities, collaborative writing, peer assessment, digital tools, and authentic materials can all make English lessons more meaningful. These methods increase the amount of language students use, create real reasons for communication, and help connect classroom learning with everyday life.

The effectiveness of interactive methods depends greatly on the teacher. Activities should be carefully selected according to students' age, proficiency level, interests, learning objectives, and individual needs. Clear instructions, appropriate scaffolding, constructive feedback, inclusive participation, and a supportive atmosphere are essential. Interactive learning should also be balanced with other forms of instruction so that students receive both clear language guidance and sufficient opportunities for practice.

When implemented systematically, interactive methods can improve not only motivation but also students' communicative competence, confidence, creativity, critical thinking, collaboration, autonomy, and intercultural awareness. Students begin to view English not simply as a subject that must be studied for grades but as a practical tool for expressing ideas, obtaining information, cooperating with others, and participating in the modern world.

Therefore, the use of interactive methods should be considered an important component of contemporary English language teaching. A classroom in which students communicate, create, explore, cooperate, and reflect provides conditions for deeper learning and stronger motivation. By creating such an environment, English teachers can help learners become more confident, active, independent, and successful users of the language.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
3. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation*. Pearson Education.
4. Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.
5. Lightbown, P. M., & Spada, N. (2013). *How Languages Are Learned*. Oxford University Press.
6. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
7. Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
8. Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan Education.
9. Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press.
10. Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.

МАЗМҰНЫ

<i>Шаповалова Юлия Евгеньевна</i> USING INTERACTIVE METHODS TO INCREASE STUDENTS' MOTIVATION IN ENGLISH CLASSES	4
--	---