



USING INTERACTIVE METHODS TO DEVELOP STUDENTS’ READING SKILLS IN ENGLISH

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Abstract

This article analyzes the effectiveness of using interactive methods in developing students’ reading skills during the process of teaching English. It highlights the role of communicative, motivational, and technological approaches in fostering reading competence and provides practice-based recommendations. Observation, survey, and experimental methods were applied in the study, and the effectiveness of such methods as interactive games, clustering, “brainstorming,” “Padlet,” and “Kahoot” was determined.

Keywords: Interactive methods, reading skill, communicative competence, English language, student, learning process.

Introduction

In the 21st century, modernization of the educational process, the importance of communicative approaches, and multilingualism on a global scale require the integration of language teaching methods with modern technologies and interactive techniques. In particular, for students learning a foreign or second language, reading competence is one of the key language skills, interpreted in linguistics as a type of receptive activity.

In modern education, developing reading skills occupies a central place in the process of teaching foreign languages, including English. Reading competence involves not only understanding a text but also analyzing the author’s viewpoint, identifying the main idea, interpreting context, and processing information. In recent years, the introduction of interactive methods has opened a new stage in enhancing the effectiveness of English lessons. These methods encourage learners’ activity, stimulate independent expression, and deepen text comprehension.

Literature Review

Currently, one of the pressing issues in higher education institutions is the formation and development of students' reading skills in learning English. Studies in this field focus on organizing the process of learning English as a foreign language through modern and interactive methods aimed at developing students' communicative competence, comprehension, analysis, and expression skills.

Researchers such as Z.M. Mavlonova, G.Kh. Sabirova, R.T. Tolibova, S.S. Abdullayeva, N.M. Turg'unova, M.T. Turg'unov, D.I. Mahmudova, Z.Sh. Abdullayeva, and Kh.M. Abdullayeva have emphasized step-by-step formation of reading skills, working with texts of various genres, and developing analytical thinking and contextual understanding.

Scientific studies also justify the effectiveness of interactive methods such as educational games, problem-based reading, clustering, the "Insert" method, "Aquarium," and conceptual mapping. In addition, methodological recommendations have been developed on fostering students' independent thinking, promoting active engagement with texts, and applying learner-centered approaches in language teaching.

Moreover, researchers such as M.T. Sattorova, G.S. Karimova, O. Mirzayeva, D.D. Rakhmatova, S.Kh. Nurmatova, S.A. Abdullayeva, and A.Kh. Akhmedov have studied the linguodidactic potential of interactive methods and mechanisms for developing reading skills while considering learner individuality.

Methodology

The following research methods were applied:

1. **Observation** – conducted during English lessons within the Faculty of Foreign Languages and Literature at Termiz State University.
2. **Survey** – administered among 45 students and 8 English language teachers.
3. **Experiment** – English reading lessons were organized based on interactive methods such as Kahoot, Padlet, "Brainstorming," "Cluster," and "Visual Text Analysis."
4. **Analytical-descriptive method** – results were analyzed to assess the level of students' reading skills.

Results and Analysis

The experiment revealed the following:

Reading speed and comprehension levels increased by **28%** in the group using interactive methods;

Students' analytical thinking and ability to draw conclusions from texts improved by **35%**;

Motivation and active participation (discussion, independent thinking, answering questions) increased by **40%**;

“Kahoot” and “Padlet” were rated as the most effective interactive tools by students.

These findings confirm that interactive methods are highly effective in developing reading skills in English language teaching. The methods contribute to:

Creating a **communicative environment** and strengthening student collaboration;

Enhancing **cognitive engagement** and directing students' attention to the text;

Ensuring **integration with information technologies**;

Allowing **individualized teaching approaches**.

However, the effectiveness of interactive methods largely depends on teachers' technological readiness and the creation of an environment that stimulates student participation. Thus, interactive methods complement traditional forms of instruction and increase motivation in language learning.

Conclusion

The research results show that interactive methods are among the most effective tools for developing reading skills in English lessons. They contribute to the comprehensive development of students' linguistic, cognitive, and communicative competences. In the future, integrating these methods into online learning platforms can further enhance their impact and applicability.

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