

expectations can institutions foster the genuine autonomous learning capabilities required for twenty-first century education. As Steel's meta-analysis demonstrates, self-regulatory failures such as procrastination are not immutable personality traits but predictable outcomes of inadequate skill development—outcomes that can be modified through evidence-based educational intervention.

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THE EFFECTIVENESS OF INTERACTIVE METHODS IN TEACHING GRAMMAR

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Abstract: The modern educational environment, teaching English is not only about developing language skills but also about raising students' thinking level to a global scale, helping them understand cultural diversity, and teaching them to participate in international cooperation. Although grammar is necessary for developing language skills, it requires not just memorization but also application in real contexts. For this reason, interactive and gamified methods are now widely used in lesson processes. Because through them, students' enthusiasm and confidence in learning increase, errors decrease, and they help in practical application.

Key words : interactive methods, grammar, motivation, language Skills, gamification, effectiveness

Zamonaviy ta'lim muhitida ingliz tilini o'qitish nafaqat til ko'nikmalarini rivojlantirish, balki o'quvchilarning fikrlash darajasini global miqyosga ko'tarish, madaniy xilma-xillikni tushunishga yordam berish va xalqaro hamkorlikda ishtirok etishni o'rgatishdan iborat. Grammatika til ko'nikmalarini rivojlantirish uchun zarur bo'lsa-da, uni faqat yodlash bilan emas, balki real kontekstda qo'llashni ham talab qiladi. Shu sababli interaktiv va gamifikatsiyalangan usullar hozirda dars jarayonlarida keng qo'llanilmoqda. Chunki ular orqali o'quvchilarning o'rganishga bo'lgan ishtiyoqi va o'ziga ishonchi ortadi, xatolar kamayadi hamda amaliy qo'llashda yordam beradi

Kalit so'zlar : interaktiv metodlar, grammatika, motivatsiya, til ko'nikmalari, gamifikatsiya, samaradorlik

В современной образовательной среде преподавание английского языка заключается не только в развитии языковых навыков, но и в повышении уровня мышления учащихся до глобального масштаба, в помощи пониманию культурного разнообразия и в обучении участию в международном сотрудничестве. Грамматика необходима для развития языковых навыков, однако она требует не просто заучивания, а применения в реальных контекстах. По этой причине интерактивные и геймифицированные методы в настоящее время широко используются в учебном процессе. Ведь благодаря им у учащихся повышается интерес и уверенность в обучении, уменьшается количество ошибок и оказывается помощь в практическом применении.

Ключевые слова :интерактивные методы, грамматика, мотивация, языковые навыки, геймификация, эффективность

Grammar serves as the central foundation for the four core language skills—reading, listening, speaking, and writing. It enables learners to express ideas clearly, simply, and understandably, while helping them convey messages accurately to their interlocutors. However, in contemporary language education, many learners have become accustomed to memorizing grammatical rules only within fixed patterns or structures. As a result, they struggle to apply these rules freely and naturally in real-life situations. Consequently, even though students may believe they “know” the grammar rules, they continue to make frequent errors in speaking and writing, fail to express their thoughts fully, and experience a gradual decline in motivation to learn the language. In order to solve such problems, interactive methods are now widely applied in modern education. Through these methods, students in class don't just listen to the rules—they also get the opportunity to use them freely in real-life situations. In result ,learners' motivation and self-confidence in studying rise, and the number of mistakes significantly decreases. Interactive methods include think-pair-share , brainstorming ,role play , gamification (such as tools kahootz quizlet, baamboozle, quiziz) .In EFL students, the use of the Quizizz platform for teaching grammar created a statistically significant difference in pre-test and post-test results ($p < 0.05$). At the same time, students' motivation and peer collaboration also increased noticeably .Based on the research findings, gamified quizzes (particularly Quizizz) improve the mastery of English grammar, as final test scores were higher compared to the initial ones(Pham, 2023).

Research at SMPN 1 Binamu demonstrated that pairing the Think-Pair-Share strategy with digital media (including videos and electronic mind maps) led to notable gains in students' foundational grammar skills. Pre-test grammar scores averaged only 18.75 (indicating poor mastery), but post-test results improved dramatically to 87.25 after the intervention. These findings highlight the strong potential of this combined approach for boosting grammar acquisition in secondary school EFL contexts (Sari et al., 2022) In both methods, it can be observed that interactive approaches enhance lesson effectiveness approximately 20%–30%, thereby increasing students' motivation. The key difference lies in the fact that the first method is primarily based on an individual approach, whereas the second emphasizes collaborative work in groups. However, when using the following methods, a number of problems and limitations may arise. For example, for those conducted online (such as Quizlet, Kahoot, and others), a stable internet connection

is required, and the lesson time must also be sufficient accordingly; otherwise, it may not be possible to achieve the expected results and effectiveness. In higher grades, ensuring students' discipline or equal participation can lead to difficulties. Therefore, in most cases, teachers are required to have special preparation and to adapt the methods to the lesson environment.

Despite some limitations arising from interactive methods, when compared to traditional classes, the effectiveness of interactive methods becomes clearly evident. In traditional methods, it is typically the teacher, rather than the student, who plays the central role during the lesson; the main focus is placed on memorization, which results in reduced student participation during the class, and grammatical knowledge is not applied in practical speech (Nazarova, 2024). In today's modern educational environment, interactive methods counteract this by encouraging students to actively participate and reinforce their knowledge in real-life situations. In the experiment conducted by Wardana (2025) shows that lessons based on small-group interactive approaches significantly increased effectiveness, and errors decreased from 46.5% to 33.25%, serving as a clear example of this. Regarding Waode Hanafiah's experiment, students taught through interactive methods achieved an average score of 25.04 points on the test, while those taught using traditional methods scored only 8.8 points.

Interactive methods significantly improved students' grammar and speaking skills because they engaged in more active communication within smaller groups, resulting in reduced grammatical errors and a noticeable enhancement in speaking abilities. This study clearly demonstrates that as the number of group members decreases, both the quality of learning and the outcomes improve accordingly.

Conclusion

From this article, it is evident that developing students' grammar skills and communicative competence remains one of the most pressing issues in EFL education today. The active implementation of interactive methods in the classroom, combined with the teacher's ability to adapt these methods to the specific learning environment, can serve as an effective solution to this problem. This approach has been strongly supported by findings from several scientific studies.

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LINGVOMAMLAKATSHUNOSLIKKA OID MATNLAR ASOSIDA INGLIZ TILINI O‘QITISHDA INNOVATSION METODLARNING SAMARADORLIGI

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Annotatsiya. Ushbu maqolada lingvomamlakatshunoslikka oid matnlar asosida ingliz tilini o‘qitishda innovatsion metodlardan foydalanishning samaradorligi yoritilgan. Tadqiqot jarayonida zamonaviy pedagogik texnologiyalar, interaktiv metodlar hamda kommunikativ yondashuv asosida tashkil etilgan darslarning o‘quvchilarning til kompetensiyasini rivojlantirishdagi ahamiyati tahlil qilingan. Shuningdek, lingvomamlakatshunoslik materiallaridan foydalanish orqali o‘quvchilarda madaniyatlararo muloqot ko‘nikmalarini shakllantirish imkoniyatlari ko‘rsatib berilgan.