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## Enhancing Foreign Language Instruction Through Interactive Methods

### Abstract

In the modern world, English, which is one of the leading and official languages of the United Nations and the European Union, is one of the universal languages that influences international cooperation and intercultural dialogue. One of the reasons for the increasing interest in English, which is the native or second language of approximately 1.5 billion people, is that it is easier to master and adapt to compared to other leading languages. It should also be noted that learning or teaching a second language is more complicated than learning a native language and requires special methodology, teacher competence, and the appropriate forms of instruction.

In recent years, interest in foreign language teaching methods has increased, and the principle of strengthening not only the pedagogical but also the sociological and psychological foundation of language learners, and the comprehensive development of individuals, have become the main directions of our modern educational strategy. For this reason, interactive methods based not only on the content of education but also on experience are an innovative and motivating method of teaching a foreign language and also play an important role in the development of speech and oral communication skills.

The article examines the role of interactive methods in the development of communicative competence in teaching a foreign language, the modernization of education, and the implementation of problem-dialogical, developmental teaching methods in practice.

**Keywords:** *foreign language methodology, interactive method, communication, competence and skills, modern education*

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## İnteraktiv metodlar vasitəsilə xarici dil tədrisinin təkmilləşdirilməsi

### Xülasə

Müasir dünyada Birləşmiş Millətlər Təşkilatı, Avropa İttifaqının aparıcı və rəsmi dillərindən olan ingilis dili beynəlxalq əməkdaşlığa, mədəniyyətlərarası dialoqa təsir göstərən universal dillərdən biridir. Təqribən 1.5 mlrd insanın ana dili və ya ikinci dili olan ingilis dilinə marağın artmasının səbəblərindən biri də digər aparıcı dillərlə müqayisədə onu mənimsəmək, adaptasiya olmaq daha rahatdır. Həmçinin qeyd etmək lazımdır ki, ana dili ilə müqayisədə ikinci dil öyrənmək və ya tədris etmək daha mürəkkəbdir və xüsusi metodika, müəllim səriştəsi, həmçinin düzgün təlim forması tələb edir.

Son illərdə xarici dilin tədrisi metodlarına maraq artmış, dil öyrənmələrdə tək pedaqoji deyil, həm də sosioloji, psixoloji təməlin gücləndirilməsi, fərdlərin hərtərəfli inkişafı prinsipi müasir təhsil strategiyamızın əsas istiqamətlərinə çevrilmişdir.

Məhz bu səbəblə təhsilin sadəcə məzmununa deyil, həm də təcrübəsinə əsaslanan interaktiv metodlar xarici dilin tədrisinin innovativ və motivasiyaedici metodu olmaqla bərabər, nitq və şifahi ünsiyyət bacarıqlarının inkişafında da mühüm rol oynayır.

Məqalədə interaktiv metodların xarici dilin tədrisində kommunikativ səriştəliliyin inkişafında, təhsilin modernləşdirilməsində rolu və problemlə-dialoji, inkişafetdirici təlim metodlarının praktikada tətbiqi araşdırılır.

**Açar sözlər:** *xarici dil metodikası, interaktiv metod, kommunikasiya, səriştə və bacarıq, modern təhsil*

## Introduction

*“It is well known that language is a sign of socio-political experience and the existence of humanity. It serves as a means of communication, a way for people to influence one another, and a tool of intellectual practice.”* (Bayramov & Əlizadə, 2009). The need for language and the purposes for which it is used give rise to different approaches to language learning, such as practical, academic, and communicative approaches. Based on these approaches, appropriate teaching methods, techniques, and instructional tools are selected.

### Research

Teaching methods can generally be classified into three categories: passive, active, and interactive. It should be noted that interactive teaching methods are currently in a stage of development and have begun to be widely applied in foreign language teaching. *“The main advantage of active interactive learning is the emergence of genuine cognitive motivation—that is, the desire to acquire knowledge. This is grounded in the learners’ ability to resolve real cognitive contradictions that arise during the learning process. Emotions generated from such contradictions help mobilize mental resources, stimulate cognitive activity, and enable learners to maintain sustained concentration. As a result, knowledge is not presented in a ready-made form; instead, it is acquired through independent search and discovery, making the learning process active rather than passive.”* (Veysova, 2007).

When traditional teaching methods are used, students who acquire theoretical knowledge often lack opportunities to apply it in practice. *“In interactive methods, choice means empowering learners with autonomy, decision-making, and voice over their learning process, moving away from a “one-size-fits-all” approach. It allows participants to choose the way they engage with material, select the tools they use, and take ownership of their educational path, which in turn fosters motivation and deepens understanding.”* (Ashurova, 2024). However, if during the learning process they are engaged in activities such as searching for information, transmitting it, and explaining it, they can become an integral part of genuine learning. *“Interactive learning is based on active participation, such as discussion, experimentation, and action-in order to reinforce knowledge in a lasting way. For example, imagine learning how to bake a cake: instead of simply reading a recipe, you are in the kitchen measuring ingredients, mixing them, and waiting for the batter to rise in the oven. Interactive learning works in the same way—it transforms theory into practice.”* (Interaktives lernen, 2025).

Motivation is considered one of the key psychological factors of interactive teaching methods. *“Motivation is a factor that not only facilitates learning but also makes teaching easier. It increases the productivity of the lesson and positively changes the atmosphere of the classroom.”* (Ur, 2009). In particular, the creation of both intrinsic and extrinsic motivation is essential during the teaching of a target language. While the primary purpose of learning our mother tongue is communication with family members and self-affirmation within society, learning a foreign language may involve a variety of objectives, such as academic development, career and employment opportunities, travel and others. Interactive teaching methods require teachers not only to be knowledgeable but also competent and flexible. They should be able to manage not only their students’ successes but also their failures, acting not only as educators but also as psychologists and facilitators. Thus, it can be said that the teacher’s role in the classroom is multifaceted. Teachers themselves must also continuously develop and engage in lifelong learning. Considering that, depending on age groups and

language proficiency levels, the motivation of foreign language learners may arise quickly but can also diminish rapidly, it becomes important to create a supportive and developmental classroom environment. Ensuring active participation during the teaching process and fostering teacher–student as well as student-student interaction will contribute to the development and maintenance of motivation and will also support the enhancement of cognitive abilities. *“The interactive teaching method enables an influence not only on the cognitive domain but also on the emotional, affective, and motivational spheres of the individual. It is a teaching method aimed at reducing psychological tension, overcoming psychological barriers, and developing both communicative and organizational skills.”* (Kutbiddinova et al., 2016).

Interactive methods represent an innovative and effective approach that prepares learners for dynamic and real-world communication. Rather than keeping students in the role of passive listeners, these methods encourage active participation, promote the integration of twenty-first-century language skills, and support adaptive learning. *“The main way to achieving success in the target language is to use it as a tool to reach one’s goals.”* (Holdsworth, 2001). Through the application of such methods in the learning process, cultural factors (thinking and communication), sociological factors (behavior within a group, interpersonal relations and cooperation), and psychological factors (attention and individual characteristics) are taken into consideration.

*“Modern instruction in foreign language teaching refers to the pedagogical mastery and competence demonstrated by the teacher during the instructional process. If the teacher creates appropriate conditions in the classroom and allocates time for students’ individual reasoning, and if the topic being taught is delivered through suitable techniques that ensure activity and interactivity, it can be said that the teacher is capable of organizing the lesson in accordance with innovative educational requirements.”* (Isayeva, 2021). Interactive teaching methods, considered modern and innovative approaches, support the development of all four language skills in the target language—listening, speaking, reading, and writing and create opportunities for their use throughout the lesson. Through activities such as role-playing, debates, and similar practices, both speaking and listening skills are developed, while various stories and presentations encourage the development of reading and writing abilities among students. In this way, target language skills are acquired more naturally and in ways that reflect real-life situations. Through such approaches, learners develop not only language skills but also independent and analytical thinking, decision-making abilities, and a sense of responsibility for their own learning. The peer-learning model is also supported. Students are able to evaluate one another, express judgments, and learn from each other. In some cases, explanations provided by peers may be easier to understand than those provided by the teacher, or responding to a classmate may be less stressful than responding directly to the teacher. *“Through interactive teaching methods, the teacher’s role shifts from direct control to indirect guidance, acting as a facilitator. In this way, the language environment in the classroom develops from maximum control toward maximum creativity”* (Littlewood, 2002).

Occasionally, learners may know grammatical rules, correct pronunciation, and the meanings of words, yet they may still struggle to combine them into complete sentences. Likewise, even when they know the meanings of words, they may be unable to use them appropriately in the required contexts. What is the reason for this deficiency? One possible explanation is that the words have not been practiced repeatedly through sentences and texts or used in various situations until they become automatic habits. When constructing sentences in our native language, cognitive and speech processes in the brain function simultaneously. However, in the target language, factors such as learners’ psychological gap from the language, fear of making mistakes, anxiety, limited practice, the absence of a natural language environment and insufficient interactive communication may result in hesitant and fragmented speech. *“Automatic communicative skills” or automaticity in the target language refers to the ability to use, understand, and interpret the language quickly, effortlessly, and without conscious thought or mental translation. It is a key component of language fluency and is acquired through extensive practice. Its main characteristics include:*

**Speed** – *the recognition, retrieval, and use of language occur instantly. The use of the target language becomes similar to the way the native language is used.*

**Absence of translation** – learners stop mentally relying on their native language and directly access the meaning and structure of the target language.

**Minimal attention** – while using the language, learners are able to focus not only on linguistic form but also on other activities simultaneously, such as speaking while performing another task.

**Transition from rules to examples** – conscious use of the language is ensured.”(Suzuki et al., 2025).

Interactive methods are primarily based on role plays, debates, brainstormings, speaking and writing tasks, including essays which promoting a communicative language teaching approach and transform the foreign language classroom from an artificial environment into a stage for real-world communication. As a result of such interactive activities, not only are listening and speaking skills developed, but students’ vocabulary is also enriched. *“Vocabulary acquisition and lexical management do not merely represent the recognition of words; they also enable learners to express their ideas orally or in writing in different contexts. The learning strategy is not limited to memorization but is also achieved through repetition.”*(Klenner & Gacitúa, 2024). This is because students repeatedly hear, repeat, and practice the meaning, pronunciation and contextual use of the same words not only from the teacher but also from their peers, which facilitates deeper learning and retention.

As previously mentioned, interactive methods require teachers to be not only knowledgeable but also competent and flexible. Teachers should present topics that stimulate students’ interest, expose them to the target language and encourage not only speaking but also listening skills. Topics and related questions should be selected and formulated in such a way that they allow for extended discussions and create opportunities for interactive communication. All of this largely depends on the teacher, as well as on their experience and professional competence. *“In interactive instruction, the learner’s experience serves as the primary source of academic knowledge. The teacher is not merely a transmitter of information but rather the organizer of the student’s independent cognitive activity aimed at the production of genuine knowledge.”*(Juraev, 2015). One of the positive aspects of interactive methods is that they foster not only knowledge and skills in a foreign language but also the development of positive personal qualities among learners. They encourage students to take responsibility for their decisions and independent learning, to engage in exploration, to perceive mistakes as a natural and inevitable part of the learning process and to learn from their peers. Furthermore, interactive methods are considered dynamic and flexible approaches that play a key role in establishing the psychological, sociological and pedagogical foundations necessary for learners of the target language.

## Conclusion

Undoubtedly, foreign language teaching cannot be carried out through a single method alone. It is necessary to apply different methods while taking into account the learners’ language proficiency level, motivation and interests, age and the available teaching materials. However, it should be noted that the main objective of any method is to facilitate comprehension and to achieve effective and long-term results in foreign language instruction. In a foreign language classroom, every student possesses unique learning strategies, cognitive abilities and different ways of understanding. Therefore, a competent teacher must take these differences into account, apply a variety of methods and techniques, strengthen the integration of knowledge and skills, maintain an engaging classroom atmosphere and foster as well as sustain interest in the foreign language both inside and outside the classroom. Certainly, foreign language lessons that are limited to only a few academic hours are not sufficient for the full development of the communicative function of language. Learning a target language is not a process that ends with memorizing vocabulary or mastering grammatical rules. Continuous communication and interaction between individuals are considered essential for this purpose. Therefore, during foreign language instruction, the use of interactive methods is considered learner-centered approaches which can contribute to both the theoretical and practical acquisition of the target language and promote the development of both academic and everyday communication.

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