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МАЗМУНЫ

INCREASING LINGUOCREATIVITY AND MOTIVATION THROUGH INTERACTIVE METHODS IN ENGLISH TEACHING

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Tayanch so'zlar: lingvistik ijodkorlik, interaktiv usullar, metafora, kommunikativ kompetensiya, ingliz tilini o'qitish.

Ключевые слова: языковая креативность, интерактивные методы, метафора, коммуникативная компетенция, преподавание английского языка.

Key words: linguistic creativity, interactive methods, metaphor, communicative competence, English teaching.

РЕЗЮМЕ:
Ushbu maqola ingliz tilini o'qitishda interaktiv usullarning, xususan, rolli o'yinlar va dramatizatsiya texnikalarining talabalarning lingvistik ijodkorligi va motivatsiyasiga ta'sirini o'rganishga bag'ishlangan. Tadqiqot davomida sifat va miqdoriy ma'lumotlar yig'ish usullari qo'llanildi, jumladan so'rovnomalar, dars kuzatuvlari va suhbatlar. Natijalar shuni ko'rsatdiki, interaktiv usullar orqali til o'rgatish talabalarning tilga bo'lgan qiziqishini, ijodiy fikrlash qobiliyatini va o'z-o'zini baholash ko'rsatkichlarini sezilarli darajada oshirgan. Maqolada interaktiv yondashuvlarning an'anaviy ta'lim usullari bilan solishtirganda samaradorligi namoyish etiladi, shuningdek, o'qituvchilar uchun o'qitish jarayonini yanada interaktiv va ijodiy qilish bo'yicha amaliy tavsiyalar taqdim etiladi.

РЕЗЮМЕ:
Данная статья посвящена изучению влияния интерактивных методов в преподавании английского языка, в частности ролевых игр и драматизации, на языковую креативность и мотивацию студентов. В исследовании были использованы качественные и количественные методы сбора данных, включая анкеты, наблюдения за уроками и интервью. Результаты показали, что обучение языку с применением интерактивных методов значительно повысило интерес студентов к предмету, их креативное мышление и показатели самооценки. В статье демонстрируется эффективность интерактивных подходов по сравнению с традиционными методами обучения, а также предлагаются практические рекомендации для преподавателей по созданию более интерактивного и креативного учебного процесса.

SUMMARY:
This article is devoted to studying the impact of interactive methods in teaching English, in particular, role-playing and dramatization techniques, on students' linguistic creativity and motivation. The study collected data using qualitative and quantitative methods, including questionnaires, lesson observations, and interviews. The results showed that language teaching through interactive methods significantly increased students' interest in the language, creative thinking, and self-assessment indicators. This article demonstrates the effectiveness of interactive

approaches compared to traditional teaching methods and provides practical recommendations for teachers to make the teaching process more interactive and creative.

In the context of globalization, the role of English in international communication and business is increasing. Therefore, traditional approaches to teaching English may no longer meet modern requirements. Interactive methods, in particular role-playing and dramatization techniques, are of great importance in modern language teaching. These approaches are effective tools for increasing students' interest in the language, developing linguistic creativity and increasing motivation.

This article aims to determine how interactive methods in teaching English affect students' linguistic creativity and motivation. The study analyzes the experiences of teachers and students in the lesson process and studies the effectiveness of language teaching through role-playing and dramatization.

Interactive methods play an important role in the process of teaching modern English. The theoretical approaches put forward by Harmer emphasize the use of interactive methods, in particular role-playing and dramatization, in order to actively involve students in the lesson process, develop their communication skills and increase their interest in the language. Ellis, within the framework of the concept of task-based language teaching, shows that interactive teaching methods serve to further consolidate students' language knowledge. Both authors emphasize the active participation of students in language teaching, the development of independent thinking and communication skills. Linguocreativity is considered as the ability to creatively process language units and create new meanings. This ability is an important factor in increasing students' interest in the language and developing their metalinguistic awareness.

Previous studies have demonstrated different methodological approaches to the formation of linguocreativity and its impact on student motivation. For example, in related theoretical and empirical studies, it has been observed that interactive methods increase students' creative potential and improve motivation in the lesson process. These approaches encourage students not only to master language knowledge, but also to think creatively and create new lexical constructions [4].

In his article, Szerencsi emphasizes the need to expand the concept of linguistic creativity, which is traditionally used in the literary and aesthetic fields. The author suggests that in order to bridge the gap between language and literature teaching, the concept of creativity can be expanded and incorporated into the practical teaching process [4].

Empirical research conducted in recent years confirms the effectiveness of language teaching using interactive methods. In a study conducted by Biynazarova et al. , the results of a pedagogical experiment with the participation of 7th grade students showed that using interactive methods such as role-playing and dramatization significantly increased students' linguocreativity and motivation for language [1]. The research also confirms the development of more active participation, independent thinking and communication skills among students in language teaching through interactive methods. These results are also consistent with the theoretical approaches of Harmer and Ellis , who noted that interactive methods serve to further increase students' interest in language and creative potential. [2]

Wang and Cheng's research found a relationship between metaphorical creativity, language skills, and creative motivation in English. The results of the study show that regular performance of linguo-creative tasks significantly increases students' communicative competence. At the same time, it was found that the use of interactive methods in language teaching can further strengthen students' creative abilities [6].

This study used an integrated approach of qualitative and quantitative methods. The research sample was based on 7th grade students (46 in total). Interactive methods – especially role-playing and dramatization techniques – were introduced during the lesson. The methodology consisted of the following stages:

1) Lesson process and introduction of interactive methods:

Students were divided into small groups and performed special tasks to model real-life situations. Using role-playing and dramatization, students were able to freely express their thoughts, create new lexical units, and demonstrate a creative approach to language practice.

2) Data collection:

3) Questionnaires: Specific questionnaires were distributed throughout the study to measure students' motivation and linguistic creativity.

4) Lesson observations: During the lesson, the teacher and researcher observed the lesson process in real time, recording students' active participation and creative activity.

5) Interviews: After the lesson, semi-structured interviews were conducted with students and teachers to analyze their attitudes and experiences with interactive methods.

The results of the questionnaire were analyzed using statistical methods, such as mean scores and variance calculations. In addition, lesson observations

and interviews were studied using the content analysis method to determine how students' interest in the language and linguocreativity change with the use of interactive methods. The results of the study confirmed that interactive methods have a positive effect on students' linguocreativity and motivation in teaching English:

The results of the survey showed that after the introduction of interactive methods, students' motivation for language learning and creative thinking potential significantly increased. New lexical constructions and innovative expressions created by students also reflected this growth.

a) Active participation and revitalization of the lesson process:

During the lesson observations, it was clearly observed that students were actively involved in the lesson process, they strengthened their communication and creative cooperation during the distribution of roles in small groups and the modeling of real situations.

b) Positive opinions of teachers and students:

The results obtained based on the interviews showed that teachers emphasized that interactive methods make the lesson process more interesting and effective, and increase students' interest in the language and creative potential. Students, in turn, expressed satisfaction with the opportunity to freely exchange ideas and express themselves creatively in the lessons.

The results of the study showed that interactive methods – especially role-playing and dramatization – are effective in significantly increasing students' linguistic creativity and motivation in teaching English. The data obtained from the questionnaire results, lesson observations and interviews reinforce the theoretical approaches put forward by Harmer and Ellis [3]. They argue that interactive approaches help to actively involve students in the lesson process, increase their interest in the language and creative potential. The study by Biynazarova et al. [1] also clearly demonstrated the importance of role-playing and dramatization methods in enlivening the lesson process and increasing students' participation in the language. In our study, interactive methods also significantly improved students' ability to create new lexical constructions, independent thinking and communication skills. At the same time, the role of interactive methods in increasing motivation for the language among students was also demonstrated as an important factor.

In addition, the results of the study by Biynazarova et al. proved the effectiveness of interactive methods and their positive impact on increasing linguistic creativity among students in the lesson process. At the same time, limitations were identified during the study, such as individual differences

within the group, teacher experience and changes in the lesson conditions, which may affect the effectiveness of interactive methods.

As recommendations for future research, it is emphasized that teachers and researchers should further optimize methodological approaches when using interactive methods, taking into account lesson conditions and individual characteristics within the group. Also, future empirical studies should more broadly analyze the impact of interactive methods on language interest, creative thinking, and communication skills.

In general, the results obtained on the effectiveness of interactive methods in increasing students' interest in the language and linguocreativity serve as an important scientific basis for updating the methodology of teaching English and making the teaching process interactive. This approach can be taken as the main evidence for developing practical recommendations for teachers to make lessons more interesting, encourage students to participate actively, and develop their creative potential.

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