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IMPACT OF INTERACTIVE METHODS ON LEARNERS' MOTIVATION IN DEVELOPING SPEAKING SKILLS

Tursunova Iroda Salimovna

Doctoral Student,

National Pedagogical University

of Uzbekistan named after Nizami

Tashkent, Uzbekistan

E-mail: iroda.tursunova@gmail.com

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Abstract. The article examines how interactive methods influence the motivation of non-philology university students to develop English speaking skills. Grounded in self-determination theory, the L2 motivational framework and the willingness-to-communicate model, the study employed a quasi-experimental pretest - posttest design with an experimental group taught through project-based work, the Delphi technique, the conceptual table, role-play and structured pair–group interaction, and a control group taught through conventional presentation–practice–production lessons.

Keywords: interactive methods, speaking skills, motivation, self-determination theory, willingness to communicate, speaking anxiety, Delphi technique, project-based learning, non-philology students.

GAPIRISH KO'NIKMASINI RIVOJLANTIRISHDA INTERAKTIV METODLARNING MOTIVATSIYAGA TA'SIRI

Annotatsiya. Maqolada interaktiv metodlarning nofilologik yo'nalish talabalarining ingliz tilida gapirish ko'nikmasini rivojlantirishga bo'lgan motivatsiyasiga ta'siri o'rganilgan. O'zini o'zi belgilash nazariyasi, L2 motivatsiya modeli va muloqotga tayyorlik konsepsiyasiga tayangan holda kvazi-eksperimental tadqiqot o'tkazildi: tajriba guruhida loyihalashtirish, Delfi texnikasi, konseptual jadval, rolli o'yin va juftlik–guruhli o'zaro ta'sir metodlari qo'llanildi, nazorat guruhida an'anaviy mashg'ulotlar olib borildi.

Kalit so'zlar: interaktiv metodlar, gapirish ko'nikmasi, motivatsiya, o'zini o'zi belgilash nazariyasi, muloqotga tayyorlik, gapirish xavotiri, Delfi texnikasi, loyihalashtirish.

ВЛИЯНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ НА МОТИВАЦИЮ ПРИ РАЗВИТИИ НАВЫКОВ ГОВОРЕНИЯ

Аннотация. В статье исследуется влияние интерактивных методов на мотивацию студентов нефилологических направлений к развитию навыков говорения на английском языке. На основе теории самодетерминации, модели мотивации L2 и концепции готовности к общению проведено квазиэкспериментальное исследование: в экспериментальной группе применялись проектирование, техника Дельфи, концептуальная таблица, ролевая игра и парно-групповое взаимодействие, в контрольной группе занятия велись традиционно.

Ключевые слова: интерактивные методы, навыки говорения, мотивация, теория самодетерминации, готовность к общению, речевая тревожность, техника Дельфи, проектирование.

INTRODUCTION

Speaking is widely regarded as the most demanding of the four language skills, because it requires learners to retrieve vocabulary and grammar in real time, to manage the social risks of interaction and to monitor their own output while attending to an interlocutor. For students of non-philology specialities, such as psychology, these demands are intensified: English classes occupy a modest share of the curriculum, opportunities for authentic communication outside the classroom are limited, and many learners enter university with a history of grammar-focused instruction that has left them able to read and translate but reluctant to speak.

In the Republic of Uzbekistan, foreign language education has been placed among the priorities of state educational policy. The Presidential Decree of 10 December 2012 set the task of shifting foreign language teaching towards communicative competence and modern pedagogical technologies, while the Concept for the development of higher education until 2030 calls for student-centred, practice-oriented and interactive forms of instruction. These documents create both an obligation and an opportunity for university teachers to reconsider how speaking is taught.

Motivation is a decisive factor in this reconsideration. Dörnyei argues that motivation determines why learners decide to do something, how long they are willing to sustain the activity and how hard they pursue it [1; p.7]. Because speaking improves only through repeated, effortful participation, a learner who is anxious, bored or convinced that speaking is "not for me" will not accumulate the practice that skill development requires. Teachers frequently report that interactive methods "bring the class to life", yet the mechanism through which such methods affect motivation, and the size of that effect for non-philology students, remain insufficiently documented in the Uzbek higher-education context.

The aim of the present study is therefore to determine the impact of a system of interactive methods on the motivation of non-philology students to develop English speaking skills. The study addresses three research questions: Do interactive methods increase intrinsic and instrumental motivation for speaking compared with conventional instruction? Do they change the affective variables that mediate speaking, namely self-efficacy, anxiety and willingness to communicate? Are changes in motivation accompanied by measurable gains in oral performance?

LITERATURE REVIEW

Theories of L2 motivation. Research on language learning motivation began with Gardner's socio-educational model, which distinguished integrative orientation, a desire to identify with the target language community, from instrumental orientation, the pursuit of practical benefits such as employment or examinations [3; p.10]. Later work shifted attention from stable orientations to classroom-situated motivation. For speaking instruction, the implication is that the *design of classroom activity* rather than learners' fixed dispositions may be the most accessible lever for raising motivation.

Affective variables in speaking. Two constructs connect motivation with actual speech. Willingness to communicate (WTC), modelled by MacIntyre, Clément, Dörnyei and Noels as a pyramid of situational and enduring influences, describes readiness to enter discourse at a given moment with a given person [6]. Foreign language classroom anxiety, identified by Horwitzs and Cope, comprises communication apprehension, fear of negative evaluation and test anxiety, and is consistently most acute in speaking tasks [5]. A motivated

learner with high anxiety may still remain silent; thus any account of motivation for speaking must consider anxiety and WTC alongside motivation itself.

Interaction as a condition for acquisition. The interaction hypothesis proposes that negotiation of meaning during conversation makes input comprehensible and draws learners' attention to gaps in their knowledge. From a sociocultural perspective, Vygotsky's zone of proximal development explains how learners accomplish with peers and teachers what they could not yet manage alone. Interactive methods operationalize these principles by making peer interaction the main medium of learning.

Interactive methods and motivation. Cooperative learning research demonstrates that positive interdependence and individual accountability increase engagement and achievement. Goh and Burns emphasise that speaking development requires attention not only to fluency and accuracy but also to learners' metacognitive awareness and their emotional readiness to speak [4;]. In Uzbek methodological literature, Jalolov stresses that communicative orientation and learners' activity are central principles of foreign language teaching. Nevertheless, most existing studies either measure motivation without measuring speaking performance, or report performance without explaining the motivational mechanism. Moreover, the specific methods of project-based design, the Delphi technique and the conceptual table have rarely been examined together with non-philology students. The present study addresses this gap.

METHODS

Research design. A quasi-experimental pretest–posttest design with a non-equivalent control group was used, since intact academic groups could not be randomly reassigned. The experimental work was carried out in the 2024-2026 academic year at Nizami National Pedagogical University, Kattakurgan State Pedagogical Institute and Fergana State University.

Intervention. The core methods were the following:

Project-based learning method. Groups of four to five students prepared a mini-project related to their future profession, for example a short counselling dialogue, a psychology awareness campaign or a survey of peers' study habits, and presented it orally. Each member

had an individual role, which ensured both interdependence and accountability.

The Delphi method. Adapted from the expert-forecasting procedure of Dalkey and Helmer, the method was organized as successive rounds: students first formulated individual opinions on a problem question in writing, then discussed anonymized summaries of the group's positions, revised their views and finally defended a consensus orally. The preliminary written round reduced the pressure of immediate public speaking while the later rounds required argumentation and negotiation.

The conceptual table. Learners compared concepts, cases or viewpoints along several criteria in a table and then used the table as a scaffold for an oral comparison or mini-debate. The table externalized the content of the talk, freeing cognitive resources for language.

Supporting techniques. Role-play, think–pair–share, information-gap tasks and "inside–outside circle" rotations were used for warm-up and fluency practice. Teacher feedback was delayed and focused on two or three salient errors per task, and students kept a speaking reflection log.

The CG was taught with a presentation–practice–production sequence: the teacher introduced language, students completed controlled exercises and then performed teacher-led question–answer work or prepared monologues.

Qualitative findings. Three themes emerged from the interviews. First, students described the Delphi rounds as a "safe start": writing their opinion before speaking gave them something to say and reduced the fear of making a mistake in front of the group. Second, the professional relevance of the projects made English "useful for psychology, not just for exams", which students linked to their willingness to prepare outside class. Third, learners valued the sense of belonging produced by small-group work; several noted that they spoke more because "the group needed my part".

DISCUSSION

The results answer the three research questions affirmatively. Interactive methods were associated with substantially higher motivation for speaking, with more favourable affective states and with better oral performance than conventional instruction.

The pattern of effects is consistent with self-determination theory. The largest gains

were in intrinsic rather than instrumental motivation, which suggests that the methods acted on learners' experience of the activity itself rather than on its external rewards. Each method can be related to a basic need: the Delphi technique and the conceptual table supported *competence* by scaffolding the content and language of talk; project-based design supported *autonomy* through choice of topic and role; and cooperative group structures supported *relatedness*.

In other words, motivation in this study functioned less as a direct cause of improvement than as a link in a chain: interactive design → need satisfaction and lower anxiety → higher motivation → more speaking practice → better performance. The stronger growth in fluency and interactive competence than in accuracy is likewise expected, because interactive methods maximize the quantity and authenticity of speaking time, whereas accuracy develops more slowly and benefits from focused feedback.

The modest growth of instrumental motivation in both groups indicates that students already recognized the practical value of English; the distinctive contribution of interactive methods lay in turning this recognized value into actual engagement in speaking. For non-philology students, for whom English is not the core of their professional identity, this distinction is especially important.

Several limitations should be acknowledged. The quasi-experimental design does not exclude the influence of teacher differences between groups; the intervention lasted one semester, so the durability of the motivational gains remains unknown; and the questionnaires rely on self-report. Future research could use delayed posttests, mediation analysis to test the proposed causal chain statistically, and comparisons across other non-philology specialities.

CONCLUSION

The study demonstrates that a system of interactive methods - project-based design, the Delphi technique, the conceptual table and cooperative speaking techniques - significantly enhances the motivation of non-philology students to develop English speaking skills. The methods increased intrinsic motivation, speaking self-efficacy and willingness to communicate, reduced speaking anxiety and were accompanied by large gains in oral

performance, particularly in fluency and interactive competence.

On this basis the following recommendations are offered to university teachers: precede public speaking with an individual written or tabular preparation stage, as in the Delphi technique and the conceptual table; connect speaking tasks to students' future profession to increase relevance; organize group work with distinct individual roles to ensure both interdependence and accountability; delay and limit corrective feedback during fluency-oriented tasks; and monitor students' anxiety and willingness to communicate as indicators of motivational climate alongside achievement scores. Implementing these principles can help translate the objectives of national foreign-language policy into everyday classroom practice.

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