

THE ROLE OF INTERACTIVE TECHNOLOGIES IN SHAPING THE PEDAGOGICAL TRAINING OF FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: *In the context of globalization and the rapid development of modern technologies, the use of interactive technologies in education has become one of the most important requirements of the pedagogical process. This paper explores the role of interactive technologies in shaping the pedagogical training of future English language teachers. It emphasizes how interactive methods not only enhance students' motivation, creativity, and independent thinking, but also contribute to the development of teachers' professional competence. The integration of interactive technologies into teacher education improves the quality of English language teaching, fosters innovative pedagogical approaches, and equips future teachers with the necessary skills to meet the demands of modern education. The study concludes that interactive technologies are an effective tool for advancing the pedagogical preparation of future English language teachers and ensuring their competitiveness in the global educational environment.*

Keywords: *Interactive technologies; pedagogical training; future English language teachers; motivation; professional competence; innovative approaches; education quality.*

In the modern era of globalization, English has become the language of international communication, science, and innovation. The growing demand for competent English language teachers requires a fundamental modernization of pedagogical training in higher education. In Uzbekistan, great importance is attached to the development of foreign language education. President Shavkat Mirziyoyev, in his Address to the Oliy Majlis, emphasized that “the rapid development of science and education is the decisive factor in the competitiveness of our country.” Furthermore, in his Decree “On measures to further improve the system of learning foreign languages” (2021), he stated that “knowledge of foreign languages is one of the most important competencies of a modern specialist.”

These strategic priorities demonstrate that the preparation of future English language teachers should not be limited to traditional methods but must be aligned with innovative pedagogical approaches, particularly through the use of interactive technologies. Interactive learning methods foster student engagement, critical thinking, collaboration, and creativity – qualities essential for 21st-century educators.

Purpose and Objectives: The purpose of this research is to analyze the role of interactive technologies in shaping the pedagogical training of future English language teachers. The main objectives are: To identify the theoretical foundations of

interactive technologies in teacher education. To examine the effectiveness of interactive tools and methods in the training process. To explore practical strategies for integrating interactive technologies into English language teacher education.

Interactive technologies include a wide range of methods and tools such as role plays, debates, problem-based learning, case studies, digital platforms, online simulations, and collaborative projects. These methods transform the traditional teacher-centered model into a student-centered learning environment.

In the training of future English language teachers, interactive technologies serve several important functions: Development of communicative competence – Role-plays, discussions, and digital storytelling encourage students to use English in authentic contexts; enhancement of critical and creative thinking

- Problem-solving tasks, debates, and case studies cultivate analytical skills; integration of digital literacy

- Platforms such as Moodle, Kahoot, Quizlet, and Google Classroom allow future teachers to master online teaching skills; promotion of collaboration

- Group projects and interactive workshops foster teamwork and social learning, motivation and engagement

- Interactive lessons are more dynamic and help sustain students' interest in the learning process; practical experience shows that the use of interactive technologies increases not only language proficiency but also professional competencies such as classroom management, adaptability, and innovation in teaching practice.

Conclusion:

The effective preparation of future English language teachers requires a shift from traditional methods toward interactive and technology-enhanced approaches.

By integrating interactive technologies into teacher education, higher education institutions can ensure the development of pedagogical, linguistic, and digital competencies.

This approach aligns with the educational reforms in Uzbekistan, which aim to raise a new generation of specialists capable of meeting global challenges.

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