

**ROLE OF INTERACTIVE METHODS IN TEACHING ENGLISH TO AGRONOMY
STUDENTS**

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ABSTRACT

The increasing demand for English proficiency in the agricultural sector requires effective teaching approaches that develop students' communicative competence. This article examines the role of interactive methods in teaching English to agronomy students in higher education institutions. Special attention is given to communicative and task-based activities such as role-plays, simulations, group discussions, and project work. The study highlights how interactive methods enhance students' speaking skills, motivation, and professional language use. The findings indicate that learner-centered and profession-oriented instruction significantly improves the quality of English language learning among agronomy students.

Keywords: interactive methods, English language teaching, agronomy students, communicative competence, speaking skills.

Introduction

In the context of globalization and international cooperation, English has become an essential tool for professional communication in the agricultural sector. Agronomy students are increasingly required to use English in academic studies, professional training, and international projects. Therefore, higher education institutions face the challenge of preparing students who can communicate effectively in English within their professional field.

Traditional teaching methods often focus on grammar and reading skills, which may limit students' opportunities to develop oral communication. As a result, modern English language teaching emphasizes interactive methods that encourage active participation and real-life communication. This article aims to analyze the role and effectiveness of interactive methods in teaching English to agronomy students.

Moreover, it is important to incorporate subject-specific content into the language learning process. The use of authentic resources, including research articles, field-based reports, and practical case studies, enables students to develop both language proficiency and professional knowledge. Interactive approaches such as role-playing, collaborative discussions, problem-solving activities, and real-life agricultural simulations foster communicative competence, critical thinking, and teamwork. As a result, this approach helps prepare graduates who are not only fluent in English but also able to function effectively in international professional contexts.

Main Body.

Interactive methods play a crucial role in modern English language teaching, particularly in professionally oriented education. As traditional teacher-centered approaches often fail to provide sufficient opportunities for active communication, interactive techniques have become an effective alternative. They are based on active learner participation and collaboration. These methods involve continuous interaction between students and teachers, as well as among students themselves. In English language teaching, interactive approaches help learners practice language skills in meaningful contexts. For agronomy students, such methods are particularly valuable because they allow the integration of professional content with language learning.

Role-Plays and Simulations. Role-play and simulation activities enable students to practice real-life professional situations, such as discussing farming techniques, presenting agricultural projects, or negotiating agribusiness issues. These activities improve students' speaking fluency and help them acquire professional vocabulary. Moreover, role-plays reduce anxiety and build confidence by creating a supportive learning environment. For example:

Situation: Enhancing crop productivity through sustainable agricultural practices

Roles:

Agronomist – offers expert guidance on soil and crop management

Farmer – describes challenges related to declining yields

Agricultural Consultant – proposes innovative and environmentally friendly solutions

Task:

Students engage in a discussion on sustainable farming methods, including crop rotation, soil analysis, the use of organic fertilizers, and efficient irrigation techniques.

Sample Dialogue:

Farmer: My harvest has been decreasing over the past few years. I am concerned about soil quality. What would you recommend?

Agronomist: It would be beneficial to conduct regular soil testing and implement crop rotation to preserve soil nutrients.

Agricultural Consultant: In addition, applying organic fertilizers and using drip irrigation systems can improve yield while minimizing environmental impact.

Learning Outcomes:

Develop fluency in professional communication

Expand vocabulary related to agronomy

Increase confidence through practice in realistic communicative situations.

Group Discussions and Project Work. Group discussions and project work play a crucial role in enhancing students' speaking skills by promoting active participation, idea exchange, and collaborative problem-solving. Through such interaction, learners develop fluency, accuracy, and the ability to use appropriate language structures in context. When topics are directly related to agriculture, such as crop management, soil conservation, climate change, or food security, students show greater engagement and motivation, as they can clearly see the relevance to their future professional activities. This connection significantly strengthens both their linguistic and professional competence.

Project-based learning further supports communicative development by involving students in meaningful and practice-oriented tasks. Activities such as delivering presentations on sustainable agriculture, analyzing agro-technological innovations, or designing farm management strategies require learners to research, structure information, and express ideas effectively in English. Consequently, students not only expand their subject-specific vocabulary but also gain confidence in using English for professional purposes.

In addition, group projects contribute to the development of essential soft skills, including critical thinking, problem-solving, teamwork, and leadership. Collaborative work encourages students to negotiate meaning, provide constructive feedback, and respect diverse perspectives, thereby creating a supportive and interactive learning environment.

Furthermore, the integration of digital tools and modern technologies, such as online collaboration platforms, virtual simulations, and multimedia presentations, can significantly enhance the effectiveness of these methods. Such tools provide opportunities for blended and autonomous learning, allowing students to practice English beyond the classroom.

Overall, the use of interactive methods fosters communicative competence, learner autonomy, and sustained motivation. Students become active participants in the learning process

and are better prepared for real-life professional communication in the agricultural sector, where effective interaction and collaboration are essential.

Conclusion

In conclusion, interactive methods play a crucial role in teaching English to agronomy students by creating learner-centered and professionally relevant learning environments. Techniques such as role-plays, simulations, group discussions, and project-based learning actively engage students in the learning process and provide them with opportunities to use English in meaningful, real-life agricultural contexts. These methods significantly enhance students' speaking fluency, confidence, and ability to apply professional vocabulary accurately and appropriately.

Furthermore, interactive and communicative activities encourage critical thinking, problem-solving, and collaboration, which are essential skills for future agricultural specialists. By discussing agronomic issues, presenting project work, and participating in simulations related to farming practices, sustainable agriculture, and agribusiness, students develop not only linguistic competence but also professional awareness and communicative readiness for their future careers.

Therefore, integrating interactive and profession-oriented approaches into English language instruction enables teachers to improve overall learning outcomes and better prepare agronomy students for effective academic and professional communication in the agricultural sector. Such an approach ensures that English is not taught as an isolated subject but as a practical tool for professional growth, international cooperation, and lifelong learning in the field of agriculture.

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