

**THE IMPACT OF INTERACTIVE TEACHING METHODS IN CHEMISTRY LESSONS ON THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE SKILLS**

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This study investigates the impact of interactive teaching methods in chemistry lessons on the development of students' communicative skills. The research focuses on the integration of cooperative learning, inquiry-based activities, guided discussions, and peer feedback into chemistry instruction. The findings show that interactive learning environments significantly improve students' ability to use scientific terminology, explain chemical concepts clearly, engage in evidence-based argumentation, and collaborate effectively with peers. The study demonstrates that interactive methods contribute not only to improved communication skills but also to deeper conceptual understanding and increased learning motivation. In modern education, the formation of communicative competence is considered a key learning outcome alongside subject knowledge. In chemistry education, however, traditional teacher-centered approaches often restrict students' opportunities for discussion, explanation, and collaborative reasoning. Interactive teaching methods create conditions for active participation, meaningful dialogue, and cooperative problem solving, which are essential for developing students' scientific communication skills. Therefore, investigating the role of interactive methods in enhancing communicative competence in chemistry lessons is highly relevant to contemporary educational practice [1].

The purpose of this study is to examine the influence of interactive teaching methods in chemistry lessons on the development of students' communicative skills and to identify effective instructional strategies that enhance students' ability to express chemical ideas, justify reasoning with evidence, and participate actively in academic communication. The study proposes a chemistry-specific framework that links interactive teaching methods with measurable indicators of students' communicative competence. It introduces a structured system of communicative tasks, including Claim–Evidence–Reasoning activities, micro-debates, role-based laboratory communication, and group reporting. In addition, the research develops assessment criteria and rubrics for diagnosing communicative growth in chemistry and demonstrates the combined impact of interactive instruction and formative feedback on communication and conceptual understanding. The results of the study provide chemistry teachers with practical tools and ready-to-use interactive lesson elements, such as discussion prompts, collaborative task formats, laboratory communication roles, and peer-feedback instruments. These tools support formative assessment, help identify students' communication difficulties, and enable targeted pedagogical interventions. The proposed approach can be applied in secondary school chemistry lessons and adapted to various topics, enhancing both learning outcomes and classroom communication culture [2]. The study concludes that interactive teaching methods have a significant and positive effect on the development of students' communicative skills in chemistry lessons. Systematic use of interactive strategies fosters active dialogue, scientific argumentation, and collaborative learning while strengthening students' conceptual understanding and motivation. Consequently, interactive teaching methods should be regarded as an essential component of modern chemistry education, contributing to the formation of communicatively competent and scientifically literate learners

**References**

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