THE CONCEPT OF INTERACTIVE TECHNOLOGIES IN TEACHING ENGLISH AND THEIR PEDAGOGICAL ESSENCE

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Abstract

In the modern educational system, improving the effectiveness of the teaching process, strengthening students' motivation for learning, and forming them as active subjects of education is considered one of the urgent problems of pedagogical science. Today, education is viewed not merely as the delivery of knowledge, but as a complex process aimed at ensuring the intellectual, social, and professional development of the individual. Therefore, it is becoming increasingly important to orient the teaching process in higher education institutions toward the student's personality, taking into account their needs, interests, and individual capabilities.

Keywords: interactive technologies, pedagogical essence, communicative approach, student-centered learning, subject-subject relations, independent thinking, digital competence.

Introduction In the educational process, alongside the formation of knowledge, skills, and abilities, special attention is paid to developing students' independent thinking, critical approach, and creative activity. According to modern pedagogical approaches, a student should not be a passive recipient of ready-made knowledge but should be formed as a subject who actively seeks, analyzes, and applies knowledge in practical activities. Such an approach develops students' abilities for self-development, independent decision-making in problem situations, and the application of learned knowledge to real-life situations.

Particularly in the process of teaching English, it has been frequently emphasized in scientific research that relying on traditional, primarily teacher-

centered approaches does not sufficiently ensure student engagement in the lesson. In such approaches, the teacher acts as the primary source of information, while the student often remains in the role of a passive listener. Consequently, students' communicative activity decreases, and their skills in expressing thoughts freely and using the language in real communicative situations are not sufficiently developed.

The process of learning a foreign language, specifically English, is based on communication, where the active participation of the student is of paramount importance. Language mastery is not limited to memorizing grammatical rules or translating texts; it is defined by the ability to use it in real speech situations. Therefore, there is a growing need for modern pedagogical approaches in English language teaching that ensure student activity during the lesson and involve them in independent and creative work.

Literature Review

This situation creates a necessity for the use of interactive technologies in English language teaching. Interactive approaches ensure students' active participation in the lesson, increase their interest in the language, develop communication skills, and significantly improve educational effectiveness. From this perspective, the gradual transition from traditional approaches to modern, student-centered, and interactive technologies in English language teaching emerges as an important pedagogical task.

In traditional teaching methods, the student participates more as a passive listener and a recipient of ready-made knowledge. Such an approach yields limited results in forming communication skills, free expression of thought, and the application of language in real situations, which are crucial in learning a foreign language. Therefore, the introduction of interactive technologies that activate the

educational process and involve students in independent and creative activity is recognized as one of the priority directions of modern pedagogy.

In pedagogical literature, the concept of "interactive" is derived from the English word *interaction*, meaning "mutual influence," "reciprocal action," or "communication." Interactive educational technologies are understood as a system of methods and techniques based on subject-subject relations in the educational process, ensuring active cooperation between the teacher and students, as well as among students themselves [Selevko, 2010]. These technologies activate the learning process and serve to develop the learner's ability to independently search for, analyze, and apply knowledge in practice.

The pedagogical essence of interactive technologies lies in placing the student at the center of the educational process. The teacher acts not as a person providing ready-made knowledge, but as an organizer, facilitator, and consultant of the learning process. This approach strengthens students' sense of responsibility for their own learning and encourages them to think independently and participate actively.

The pedagogical essence of interactive technologies in English language teaching is, first and foremost, closely linked to the communicative approach. The communicative method aims to teach the language not just as a set of grammatical rules, but as a tool for real communication. In this approach, listening, speaking, reading, and writing skills are developed in integration with one another. Interactive technologies ensure exactly this integration and enhance students' active participation in the lesson [Richards, 2015].

In the modern educational system, increasing the efficiency of the educational process, strengthening students' motivation to learn, and forming them as active educational subjects is one of the topical issues of pedagogical science. Today, education is considered a complex process aimed at ensuring the intellectual, social,

and professional development of the individual, rather than being limited to just providing knowledge. For this reason, it is gaining importance to direct the teaching process in higher education institutions to the student's personality, taking into account their needs, interests, and individual capabilities.

Along with the formation of knowledge, skills, and qualifications in the educational process, special attention is paid to the development of students' independent thinking, critical approach, and creative activity. According to modern pedagogical approaches, the student should be formed not as a recipient of knowledge in a ready state, but as a subject who actively searches for it, analyzes it, and uses it in the process of practical activity. Such an approach develops students' abilities for self-development, independent decision-making in problematic situations, and application of learned knowledge to real-life situations.

Specifically, it has been emphasized many times in scientific research that relying on traditional, mainly teacher-centered approaches in the process of teaching English does not sufficiently ensure the activity of students in the lesson. In such approaches, the teacher appears as the main source of information, and the student often remains in the role of a passive listener. As a result, the students' activity in entering into communication decreases, and their skills in expressing their thoughts freely and using the language in real communicative situations are not sufficiently developed.

The process of learning a foreign language, in particular, English, is based on communication, in which the active participation of the student is of great importance. Mastery of the language is not limited only to memorizing grammatical rules or translating texts, but is determined by the ability to use it in real speech situations. Therefore, there is an increasing need for modern pedagogical approaches that ensure students' activity in the lesson process and involve them in independent and creative activities in English language teaching.

This situation creates the need to use interactive technologies in teaching English. Interactive approaches ensure the active participation of students in the lesson process, increase their interest in the language, develop communication skills, and significantly improve the effectiveness of education. From this point of view, the gradual transition from traditional approaches to modern, student-centered, and interactive technologies in teaching English is manifesting as an important pedagogical task.

Methodology Scientific sources note that the main features of interactive technologies consist of the following:

- Active participation of students in the educational process;
- Priority of mutual communication and cooperation;
- Organization of education based on problem situations;
- Development of independent and creative thinking;
- Availability of opportunities for reflection and self-assessment [Passov, 2011].

These features allow for improving the quality of education through the effective use of interactive technologies in English lessons. Students do not limit themselves to just remembering their knowledge but learn to apply them in real communicative situations.

Results and Discussion The pedagogical essence of interactive technologies in English language teaching is directly related to increasing students' activity. Activity is manifested in the student's conscious participation in the educational process, independent decision-making, and the ability to apply knowledge to practical activities. In sessions organized on the basis of interactive methods, students express their opinions freely, participate in debates, and develop their language skills through group and pair work.

In the science of pedagogy and methodology, there are various approaches to the classification of interactive technologies. Interactive methods widely used in English language teaching include problem-based learning, the project method, role-plays, debates, case studies, brainstorming, "think–pair–share," clusters, and brain-attack technologies [Harmer, 2015]. These methods expand students' opportunities to enter into communication, speak freely, and use the language in real situations.

Interactive forms of education based on information and communication technologies also gain important significance in English language teaching. Sessions organized with the help of online platforms, mobile applications, virtual classrooms, and multimedia tools encourage students' independent work, develop their digital competence, and make the educational process more efficient [Hafizov, 2025].

The introduction of interactive technologies in teaching English in the educational system of Uzbekistan is supported at the level of state policy. In regulatory legal documents, the use of modern pedagogical and information technologies in teaching foreign languages is defined as an important task. This requires English language teachers to organize the lesson process on an innovative basis and to use interactive methods effectively [Khafizov, 2025].

Conclusion In conclusion, interactive technologies in English language teaching are an effective tool that serves to increase students' activity, develop their communicative competence, and improve the quality of education from a pedagogical perspective. Their systematic and purposeful application significantly increases the effectiveness of English language lessons and creates a solid foundation for training modern competitive specialists.

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