STUDENTS' ACADEMIC ACTIVITY IN THE EDUCATIONAL PROCESS AND THE METHODOLOGICAL FOUNDATIONS OF ITS ENHANCEMENT

Hafizov Abror Alisher o'g'li,

International Islamic Academy of Uzbekistan

abrorbek.hafizov92@gmail.com

Abstract

One of the most important indicators determining the effectiveness of the educational process is the academic activity of students. Academic activity refers not only to the student's physical presence in class sessions but also to their active, independent, conscious, creative, and responsible approach to the learning process, deep understanding of the subject being studied, and the desire to apply acquired knowledge in various educational and life situations [Zimnyaya, 2010]. In this sense, academic activity is regarded as one of the primary pedagogical criteria determining the level of mastery of educational content.

Keywords: academic activity, methodological foundations, cognitive activity, motivational readiness, metacognitive management, student-centered learning, problem-based learning.

Introduction

In modern pedagogical science, the concept of academic activity is becoming much broader in scope than the traditionally interpreted levels of "class attendance" or "active responding." In scientific research, this concept is explained as a complex set of structures such as cognitive activity, motivational readiness, and

metacognitive management [Khutorskoy, 2013]. While cognitive activity represents the student's active participation in the processes of perception, analysis, comparison, and generalization of knowledge, motivational readiness signifies the level of internal need and interest in educational activity. Metacognitive management includes the student's ability to plan, monitor, and evaluate their own learning activities.

Literature Review

From a psychological-pedagogical point of view, the source of academic activity is embodied in a person's natural need for cognition—the desire to perceive, understand, and master the world [Rubinstein, 2012]. However, this natural inclination does not always automatically transform into active learning activity. Awakening, developing, and directing it within the educational process depends directly on the quality of pedagogical methods, educational technologies, and the learning environment employed by the teacher.

The issue of ensuring students' academic activity is of particular importance in higher education institutions, as at this stage, the student must be formed as an individual ready for independent learning. If the educational process is organized in a traditional, one-sided, and teacher-centered manner, passivity, indifference, and studying merely for grades may be observed among students [Leontiev, 2005]. Such a situation leads to a decrease in academic activity and a weakening of educational effectiveness.

Therefore, modern pedagogical approaches define the enhancement of academic activity as a central task of the educational process. Lessons organized based on interactive, communicative, and student-centered methods strengthen students' cognitive and motivational activity, encouraging them to express their opinions freely, make independent decisions, and become active participants in the

learning process [Selevko, 2010]. Consequently, academic activity becomes not just activity in class, but a factor in the student's overall intellectual and personal development.

According to educational theory, student activity is formed under the influence of internal and external factors. Internal factors include the student's interests, needs, personal motivation, and intellectual and psychological characteristics. External factors are directly related to teaching methods, the organization of the lesson process, the educational environment, the teacher's pedagogical skill, and the educational technologies being utilized.

Viewed from this perspective, interactive technologies emerge as an important pedagogical tool for increasing student activity. Interactive methods ensure that the student is involved in the educational process as an active participant rather than just a listener [Hafizov, 2024]. Through group and pair work, solving problem situations, discussions, and role-plays, students learn to think independently, defend their points of view, and use the language as a practical means of communication.

Furthermore, interactive technologies build self-confidence in students, encouraging them to express thoughts without fear of making mistakes and creating a favorable psychological environment during the lesson. As a result, the process of learning English becomes more effective, and student activity increases steadily.

Increasing student activity in teaching English is primarily related to the implementation of the communicative approach. The communicative method envisions organizing language learning as a process of real communication [Hafizov, 2025]. In this, the student appears not as a passive listener during the lesson but as an active participant. They strive to express their thoughts in English, engage in dialogue with a partner, and resolve problem situations using the language.

The role of interactive methods in increasing student activity is incomparable. Methods such as group and pair work, role-plays, discussions, and project activities strengthen students' participation in the lesson. Through such methods, students exchange ideas, engage in debate, make collaborative decisions, and learn to communicate freely in English. Consequently, the lesson process becomes more vibrant and educational effectiveness increases.

Methodology

In pedagogical literature, the concept of "activity" is interpreted as the student's conscious, independent, and creative participation in the educational process. Activity is manifested not only in the student's participation in the lesson but also in their internal attitude toward educational activity, their conscious mastery of knowledge, and their ability to apply it in practical activity. In this sense, student activity is considered one of the important pedagogical indicators determining educational effectiveness.

Student activity is expressed in their internal need for knowledge, educational motivation, responsible approach to educational tasks, and ability for independent thinking. As emphasized in psychological-pedagogical research, students with a high level of activity develop deeper mastery of knowledge, analytical thinking, and a creative approach. For this reason, increasing student activity is being defined as one of the primary goals of the educational process in the modern educational system.

Results and Discussion

Student activity takes on special significance in the process of learning English because language mastery occurs through a process of active communication rather than passive knowledge. In English, activity is mainly manifested in the student's readiness to enter into communication, express thoughts freely, participate in

questions and answers, engage in discussions, and use language units in real communicative situations. A student who does not participate actively may only master the language at a theoretical level, which leads to the insufficient formation of communicative competence.

One of the important methodological foundations for increasing student activity is problem-based learning technology. In lessons organized on the basis of problem situations, students are forced to think independently, analyze, and search for ways to solve the problem. In English lessons, such an approach creates opportunities for students to use the language in real situations. For example, assignments based on problem questions, controversial topics, or real-life situations significantly increase student activity.

The project method is also considered effective in developing student activity. In sessions organized on a project basis, students independently research a specific topic, collect and analyze information, and present their results in English. This develops not only their language skills but also their creative and critical thinking abilities.

Information and communication technologies also hold great importance in increasing student activity. Lessons organized with the help of online platforms, interactive whiteboards, mobile applications, and multimedia tools actively involve students in the educational process. Through such technologies, students have the opportunity to work independently, complete tests, participate in virtual communication, and evaluate their own knowledge.

Increasing student activity in the process of teaching English in higher education institutions of Uzbekistan is one of the important directions of state educational policy. Regulatory legal documents define the tasks of student-centered education, the use of interactive methods, and the introduction of modern

pedagogical technologies. This requires English language teachers to organize lessons based on an innovative approach.

Conclusion

In conclusion, student activity in the educational process is an essential condition for the effective teaching of English. Interactive technologies, the communicative method, and modern pedagogical approaches serve to increase student activity, develop their language competence, and improve the quality of education. Therefore, the deep study and practical implementation of methodological foundations aimed at increasing student activity in English language teaching remains an urgent task.

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