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MODELS FOR DEVELOPING STUDENTS' ACTIVITY AND COMMUNICATIVE
COMPETENCE THROUGH INTERACTIVE METHODS IN THE
EDUCATIONAL PROCESS

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Annotation: This article analyzes the theoretical and practical foundations of enhancing students' activity and developing their communicative competence through the use of interactive methods in the educational process. From the perspective of modern pedagogical approaches, the content of interactive methods, their integration into the learning process, and their role in encouraging students to think independently, engage in communication, and become socially active are comprehensively discussed. Additionally, the components of communicative competence, the stages of its formation, and its close relationship with interactive methods are thoroughly explained. The research findings indicate that the effective use of interactive methods contributes to active knowledge acquisition, the development of communication culture, and the overall improvement of educational effectiveness.

Keywords: Interactive methods, communicative competence, student activity, pedagogical technology, communication, educational process, innovative approach, collaborative learning, constructivism.

Аннотация: В данной статье анализируются теоретические и практические основы повышения активности учащихся и развития их коммуникативной компетентности посредством использования интерактивных методов в образовательном процессе. С точки зрения современных педагогических подходов подробно рассматриваются содержание интерактивных методов, их интеграция в учебный процесс, а также их роль в побуждении учащихся к самостоятельному мышлению, участию в коммуникации и социальной активности. Кроме того, подробно раскрываются компоненты коммуникативной компетентности, этапы её формирования и тесная взаимосвязь с интерактивными методами. Результаты исследования показывают, что эффективное использование интерактивных методов способствует активному усвоению знаний, развитию культуры общения и повышению общей эффективности образовательного процесса.

Ключевые слова: Интерактивные методы, коммуникативная компетентность, учебная активность, педагогическая технология, общение, образовательный процесс, инновационный подход, совместное обучение, конструктивизм.

INTRODUCTION

The modern education system serves as one of the key factors of societal development by contributing to the growth of human capital. In today's context of globalization, students are expected to possess not only theoretical knowledge but also



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skills such as independent thinking, problem-solving, teamwork, and effective communication. From this perspective, traditional teaching methods are increasingly being replaced by interactive methods. Interactive methods place the learner at the center of the educational process and transform them into an active participant.

In the fields of pedagogy and psychology, the concept of interactivity refers to the process of acquiring knowledge through mutual collaboration. In this regard, the socio-cultural theory of development proposed by Lev Vygotsky is of great importance, emphasizing that knowledge is formed through social interaction. Similarly, the constructivist approach of Jean Piaget highlights the necessity of active learner participation. Therefore, interactive methods are considered an essential tool for developing communicative competence in the educational process.

MAIN PART

The application of interactive methods in the educational process is currently considered one of the most relevant areas of pedagogical research, as it serves as an effective tool for increasing students' activity, encouraging independent thinking, and developing communicative competence. The traditional model of education is mainly teacher-centered, where knowledge is delivered in a ready-made form and students act as passive recipients. However, modern approaches require a shift toward a learner-centered process, where students are shaped as active participants. In this regard, interactive methods help organize learning not as a passive process, but as an active, creative, and social experience.

The essence of interactive methods lies in organizing collaboration among students, encouraging the exchange of ideas, discussion, and collective problem-solving. In this process, students learn not only from the teacher but also from each other, which leads to the formation of knowledge as a social construct. This aspect reflects the practical application of the socio-cultural theory proposed by Lev Vygotsky, which emphasizes that knowledge is formed and developed through communication and cooperation¹⁷.

Interactive methods play a crucial role in developing students' communicative competence. Communicative competence is not limited to speech skills alone; it also includes the ability to express ideas clearly, listen to others, select appropriate language forms according to the communication context, and follow cultural norms of interaction. Methods such as group work, debates, and role-playing activities are particularly effective in developing these skills. For instance, during debates, students learn to justify their opinions, provide arguments, and analyze opposing viewpoints, which simultaneously enhances their communicative and cognitive development.

The effectiveness of interactive methods is directly related to the level of student engagement. Engagement, in turn, depends on factors such as motivation, interest, and the learning environment. If the lesson is engaging, based on real-life situations, and connected to students' personal experiences, they are more likely to participate actively in the

¹⁷ Lev Vygotsky (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.



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learning process. Therefore, when applying interactive methods, teachers must consider students' needs, interests, and individual characteristics.

Group work methods play a significant role in developing students' social skills. In such settings, students share responsibilities, distribute tasks, and collaborate to achieve common goals. This not only improves academic outcomes but also fosters a culture of teamwork. Additionally, working in small groups increases individual participation, as each member has the opportunity to express their ideas.

The "brainstorming" method is an effective tool for developing creative thinking in students. In this approach, no idea is immediately criticized; instead, all ideas are freely expressed. This encourages students to think independently, take initiative, and adopt a creative approach. In the next stage, the proposed ideas are analyzed, and the most suitable ones are selected. This process also contributes to the development of critical thinking skills¹⁸.

In the role-playing method, students perform various social roles and act out specific situations. This approach helps develop students' empathy, that is, the ability to understand others' perspectives, and also forms communication skills applicable to real-life situations. It is especially effective in language learning, as it brings speech activity closer to natural contexts.

Interactive methods become even more effective when integrated with modern information technologies. Online platforms, virtual classrooms, interactive tests, and digital educational resources support students' independent learning and expand their communicative activity. This allows the educational process to continue not only within the classroom but also beyond it.

At the same time, there are certain pedagogical challenges associated with the use of interactive methods. One of them is ensuring the active participation of all students, as some may remain passive or excluded within group settings. Another challenge is the complexity of the assessment system, since not only the final result but also the learning process itself needs to be evaluated. Therefore, it is important for teachers to develop clear and effective assessment criteria.

Overall, interactive methods are among the most effective pedagogical tools that activate the learning process, place the student at the center, and foster communicative competence. Their proper and systematic implementation significantly enhances the quality of education.

Analyses conducted on the use of interactive methods in the educational process indicate that this approach is considerably more effective than traditional methods in increasing student engagement and developing communicative competence. However, the practical effectiveness of these methods depends directly on several pedagogical,

¹⁸ Osborn, A. F. (1953). *Applied Imagination: Principles and Procedures of Creative Thinking*. New York: Charles Scribner's Sons.



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psychological, and organizational factors, and neglecting these aspects may lead to unsatisfactory outcomes¹⁹.

One of the most important aspects highlighted in discussions is the role of the teacher. When interactive methods are applied, the teacher acts not only as a knowledge provider but also as a facilitator, guide, and organizer of the learning process. If the teacher does not fully understand this role or applies interactive approaches only formally, student engagement may significantly decrease. Therefore, the effectiveness of interactivity largely depends on the teacher's methodological preparedness and pedagogical skills.

Another important issue relates to students' individual differences. Experience shows that not all students participate equally actively. Some are naturally open and communicative, while others may be more introverted and less involved in group discussions. This can reduce the effectiveness of interactive methods. Therefore, teachers need to apply a differentiated approach to involve every student in the process.

It is also emphasized that the development of communicative competence is not limited to language knowledge alone. Skills such as communication culture, active listening, апрыментation, and selecting appropriate language according to context are equally important. Interactive methods provide opportunities to develop these skills within natural communication settings. However, their effectiveness depends on proper lesson organization and the use of tasks that simulate real communicative situations.

Motivation is another key factor closely linked to the effectiveness of interactive methods. If students participate only out of obligation, the main purpose of interactivity is lost. In contrast, students with high intrinsic motivation tend to be more active and develop communicative competence more rapidly. Therefore, it is essential for teachers to design lessons that are engaging, relevant, and based on problem-solving situations.

The issue of assessment is also a significant point of discussion. In interactive lessons, not only the final outcomes but also students' participation, level of collaboration, and thinking processes should be evaluated. However, implementing such comprehensive assessment in practice is often challenging, which may create difficulties in fully adopting interactive methods²⁰.

Furthermore, the integration of modern information technologies is considered an important factor in increasing the effectiveness of interactive methods. Digital platforms provide students with broad opportunities for independent work, communication, and idea exchange. However, improper use of technology may lead to distraction and negatively affect the quality of education, which is also noted in discussions.

In general, although interactive methods demonstrate high effectiveness in developing student engagement and communicative competence, their success largely depends on the teacher's methodological expertise, students' individual characteristics, motivation levels, and the overall organization of the learning environment.

¹⁹ Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: George Washington University.

²⁰ Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Open University Press.



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CONCLUSION

In conclusion, interactive methods are an integral part of the educational process and play a significant role in increasing students' engagement and developing their communicative competence. They foster independent thinking, creativity, and a culture of communication among learners. In the modern education system, the effective use of interactive methods largely depends on the professional competence of the teacher, and the proper organization of this process can significantly enhance the quality of education.

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