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THE PEDAGOGICAL ESSENCE AND NECESSITY OF INTERACTIVE TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

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Abstract

This article explores the fundamental shift from traditional teacher-centered methodologies to modern, student-centered interactive technologies within the context of English Language Teaching (ELT). It analyzes the pedagogical essence of "interaction" as a system of subject-subject relations that fosters independent thinking, critical analysis, and practical application of linguistic knowledge. The study emphasizes that interactive approaches are not merely supplementary tools but essential components of the communicative method, aimed at developing real-world speech proficiency. By placing the student at the center of the educational process, these technologies enhance motivation and ensure a more comprehensive intellectual and professional development of the learner.

Keywords: interactive technologies, student-centered learning, English Language Teaching (ELT), communicative approach, pedagogical essence, independent thinking.

Introduction

In the modern educational landscape, the effectiveness of the teaching process is increasingly defined by the level of active student engagement. The transition from traditional models to interactive technologies has emerged as a critical pedagogical task. Interactive approaches ensure students' active participation in the lesson, increase their interest in the language, develop communication skills, and significantly improve educational effectiveness. Consequently, the gradual shift toward modern, student-

centered technologies in English language teaching is no longer an option but a necessity for quality education.

The Limitations of Traditional Methodology

In traditional teaching methods, the student participates primarily as a passive listener and a recipient of ready-made knowledge. In such a framework, the teacher appears as the sole source of information, while the student remains in a reproductive role. Scientific research consistently emphasizes that this teacher-centered approach yields limited results in forming communication skills, free expression of thought, and the application of language in real-world situations—all of which are crucial in learning a foreign language. As a result, students' communicative activity decreases, and their ability to function in real-life speech situations remains underdeveloped.

Defining Interaction in 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**. According to Selevko (2010), these technologies ensure active cooperation between the teacher and students, as well as among students themselves. Unlike passive models, 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 Shift to Student-Centered Learning

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

In the modern educational system, education is considered a complex process aimed at ensuring the intellectual, social, and professional development of the individual. Therefore, it is vital to direct the teaching process to the student's personality, taking into account their unique needs, interests, and individual capabilities.

Integration with the Communicative Approach

The pedagogical essence of interactive technologies in ELT is 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. Interactive technologies ensure the integration of listening, speaking, reading, and writing skills, allowing them to develop in harmony rather than in isolation (Richards, 2015).

Modern pedagogical approaches suggest that the student should be formed as a subject who actively searches for knowledge and uses it in the process of practical activity. This develops the student's ability for self-development and independent decision-making in problematic situations, allowing them to apply learned knowledge to real-life contexts.

Conclusion

The process of learning a foreign language is inherently based on communication. Mastery of English is determined by the ability to use it in real speech situations rather than merely memorizing rules or translating texts. Interactive technologies bridge the gap between theoretical knowledge and practical application. By fostering independent and creative activities, these technologies ensure that the educational process is dynamic, motivating, and, ultimately, effective in preparing students for the demands of the modern world.

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