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THE METHODOLOGICAL FOUNDATIONS OF ENHANCING STUDENT ACADEMIC ACTIVITY THROUGH INTERACTIVE TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

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Abstract

This article analyzes the psychological and pedagogical nature of student academic activity and the factors influencing its development in higher education. It contrasts traditional teacher-centered models with modern interactive and communicative approaches, highlighting how internal motivations and external educational environments intersect. The study emphasizes the role of interactive methods—such as group work, role-plays, and problem-solving—in transforming students from passive listeners into active participants. Special attention is given to the communicative approach in English language teaching (ELT) as a primary vehicle for fostering self-confidence, independent thinking, and practical linguistic competence.

Keywords: academic activity, interactive technologies, communicative approach, student-centered learning, higher education, pedagogical methods.

Introduction

The effectiveness of modern higher education is fundamentally linked to the level of student engagement. 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. The process of awakening and directing this energy depends directly on the quality of pedagogical

methods, technologies, and the learning environment.

The Challenge of Academic Passivity

Ensuring student activity is particularly critical in higher education, where the goal is to form individuals ready for independent lifelong learning. When the educational process is organized in a traditional, one-sided, and teacher-centered manner, it often breeds passivity and indifference, leading students to study merely for grades (Leontiev, 2005). Such a stagnant environment results in a decrease in academic activity and a significant weakening of overall educational effectiveness.

Internal and External Factors of Activity

Educational theory suggests that student activity is a product of two interacting forces:

- **Internal Factors:** These include the student's personal interests, psychological needs, intrinsic motivation, and unique intellectual characteristics.
- **External Factors:** These are directly shaped by the teacher's pedagogical skill, the organization of the lesson, the educational environment, and the specific technologies utilized.

Modern pedagogical approaches define the enhancement of these factors as a central task. By utilizing interactive and student-centered methods, educators can strengthen cognitive and motivational activity, transforming the classroom into a space where students express opinions freely and make independent decisions (Selevko, 2010).

Interactive Technologies as a Catalyst

Interactive technologies have emerged as a vital tool for shifting the student’s role from a listener to an active participant (Hafizov, 2024). Through collaborative structures such as:

1. **Group and Pair Work:** Fostering peer-to-peer communication and teamwork.
2. **Problem-Based Learning:** Challenging students to solve real-world scenarios.

3. **Role-Plays and Discussions:** Encouraging students to defend their viewpoints and build self-confidence.

These methods create a favorable psychological environment where the fear of making mistakes is replaced by a drive for expression.

The Communicative Approach in English Language Teaching

In the specific context of ELT, increasing student activity is inextricably linked to the communicative approach. This method envisions language learning not as a series of drills, but as a process of real communication (Hafizov, 2025). Instead of absorbing grammar rules in isolation, students engage in dialogue and resolve problem situations using the target language. This makes the lesson process more vibrant and ensures that student activity translates directly into practical linguistic competence.

Conclusion

The role of interactive methods in higher education is incomparable. By implementing project activities, debates, and collaborative decision-making, educators can move beyond the "knowledge transfer" model toward a model of "personal development." As students become active participants, the educational process becomes more effective, preparing them for the intellectual demands of their future professional careers.

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