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MECHANISMS FOR DEVELOPING STUDENTS' LEARNING ACTIVITY BASED ON INTERACTIVE PEDAGOGICAL DIALOGUE

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Abstract

This article discusses the mechanisms for organizing pedagogical dialogue in higher education institutions based on interactive methods and thereby increasing students' learning and cognitive activity. The article analyzes the differences between traditional education and interactive dialogue, psychological and pedagogical factors within the framework of cooperation between a teacher and a student, and effective methods that increase activity. It also provides practical recommendations for the formation of students' critical thinking, problem-solving skills, and motivation.

Keywords: interactive dialogue, pedagogical dialogue, learning activity, motivation, cooperative pedagogy, modern educational technologies, critical thinking, pedagogical mechanisms.

NTRODUCTIONIn the modern education system, improving the quality of communication between teachers and students, creating an effective learning environment, and using teaching technologies based on the active participation of students are among the most important tasks today. That is why the interactive model of pedagogical communication is becoming an integral part of the educational process. Current globalization processes, the expansion of digital educational platforms, and changes in the psychological development of students require new approaches from the teacher. The interactive communication model transforms the student from a passive listener into an active participant, developing his or her competencies such as thinking, collaboration, analysis, and creative approach. Also, the Law of the Republic of Uzbekistan “On Education”, the principles of “New Uzbekistan - New Education”, and the increasing demand for the use of advanced pedagogical technologies in the system of continuous education make this topic relevant. Effective use of interactive communication models helps the teacher organize a lesson interesting, rich in communication, and student-centered. Thus, the relevance of this topic is determined by the following: the need to modernize the educational process; the need to form communicative, social and intellectual competencies in students; practical confirmation of the effectiveness of interactive methods; state requirements for the introduction of modern pedagogical technologies; the need to improve the quality of lessons and humanize the educational process. One of the main goals of the modern education system is not only to transfer ready-made knowledge and skills, but also to educate students as independent-thinking, active and creative specialists. The nature of pedagogical communication and its content play a decisive role in improving the quality of higher education. In particular, in the current era, when the flow of information is rapidly increasing, the traditional "teacher - information provider, student - receiver" model is losing its effectiveness. This requires the widespread introduction of an interactive communication model into the pedagogical process and new mechanisms that increase the learning activity of students. In today's modern education system, the era of simply passive assimilation of information is over. The main goal is to develop independent, critical and creative thinking skills in students. One of the most effective factors for achieving this is interactive pedagogical communication. Interactive communication (from the English inter - mutual, act - to act) is the active interaction, cooperation and exchange of experience of participants in the educational process. During the study, methods of analysis, comparison, observation and generalization of the results of pedagogical experiments and tests were used. The principles of cooperative pedagogy and a competency-based approach were used to assess the impact of interactive communication on student activity.

The main mechanisms for developing learning activity

Increasing students' learning activity is a complex system, which relies on the following mechanisms:

• Motivational mechanism: Arousing the student's internal need and interest in learning.

• Cognitive (cognitive) mechanism: Developing the skills of independent search for information, analysis and solving problem situations.

• Communicative mechanism: Expressing opinions freely, conducting discussions and logically justifying one's point of view.

• Reflective mechanism: Being able to evaluate one's knowledge and activities, drawing conclusions from mistakes.

1. The essence of interactive pedagogical communication

Interactive communication is not just an exchange of information, but also an equal partnership, dialogue and joint creative activity between educational subjects (teacher and students).

• Monological communication (Traditional): Information is transmitted one-way, the student is a passive listener.

• Interactive communication (Modern): Information flows in two or more directions, the student becomes an active participant and analyst.

2. Mechanisms for increasing student learning activity

The development of student activity is carried out through the following main mechanisms:

Type of mechanism Content and practical form Expected result	**Type of mechanism Content and practical form Expected result**	**Type of mechanism Content and practical form Expected result**
Motivational mechanism Arousing the student's internal and external interests, showing the practical significance of the topic being studied. Increased responsibility and interest in the learning process.	Motivational mechanism Arousing the student's internal and external interests, showing the practical significance of the topic being studied. Increased responsibility and interest in the learning process.	Motivational mechanism Arousing the student's internal and external interests, showing the practical significance of the topic being studied. Increased responsibility and interest in the learning process.
Cognitive-interactive mechanism Using problem-based learning, "Brainstorming", case study and debate methods. Formation of logical and critical thinking.	Cognitive-interactive mechanism Using problem-based learning, "Brainstorming", case study and debate methods. Formation of logical and critical thinking.	Cognitive-interactive mechanism Using problem-based learning, "Brainstorming", case study and debate methods. Formation of logical and critical thinking.
Reflective mechanism Creating the opportunity for self-assessment and peer review. The ability to objectively assess one's knowledge and work on mistakes.	Reflective mechanism Creating the opportunity for self-assessment and peer review. The ability to objectively assess one's knowledge and work on mistakes.	Reflective mechanism Creating the opportunity for self-assessment and peer review. The ability to objectively assess one's knowledge and work on mistakes.
Psychological-environmental mechanism Creating an atmosphere of free, fearless and sincere dialogue in the audience.	Psychological-environmental mechanism Creating an atmosphere of free, fearless and sincere dialogue in the audience. Students' ability	Psychological-environmental mechanism Creating an atmosphere of free, fearless and sincere dialogue in the audience. Students' ability

Students' ability to express their opinions without hesitation and a culture of communication.	to express their opinions without hesitation and a culture of communication.	to express their opinions without hesitation and a culture of communication.

Interactive pedagogical communication methods

The most effective and practical methods that have proven themselves in developing student activity:

1. "Brainstorming"

• Purpose: To find as many ideas and solutions to the problem as possible in a short time.

• Application: The teacher poses the problem. Students express any idea (even if it is unusual). Criticism is prohibited. At the end, ideas are sorted.

2. "Case-Study"

• Purpose: To apply theoretical knowledge in practice and analyze problem situations.

• Application: Students are given a real-life or professional problem case. They are divided into small groups, analyze the situation and present the most optimal solution.

3. "Debate and Discussion" (Debates)

• Purpose: To form a culture of critical thinking, logical reasoning and communication.

• Application: A controversial topic is selected. The groups are divided into "Affirmative" and "Negative" teams and defend their positions with evidence.

4. "Jigsaw" (Amazing mosaic)

• Purpose: To develop teamwork and a sense of responsibility.

• Application: A large text is divided into several parts. Each student, having studied his part, becomes an "expert" and then explains it to other members of his team**.**

5. "FSMU" technology

• Purpose: To express his idea clearly and consistently.

o F – State your opinion ("In my opinion...")

o S – Give a reason ("Because...")

o M – Give an example ("I will justify this with an example...")

o U – Summarize ("In conclusion...")

3. Stages of organizing interactive communication

1. Preparatory stage: The teacher defines a problematic question or practical situation that will be discussed in the lesson.

2. Activity stage: Students discuss the task in small groups and offer their solutions.

3. Reflection and evaluation: The results are analyzed together, and the teacher summarizes the conclusions as a facilitator.

Research shows that students who receive education in an interactive pedagogical communication environment have a significantly higher level of information retention (70-80%) than in a traditional lecture (10-20%). However, there are some difficulties in implementing these mechanisms in practice:

• Insufficient facilitation (guidance) skills of teachers;

• Time limit in the classroom;

• Shyness and low self-confidence of some students.

To overcome these problems, teachers need to constantly improve the culture of pedagogical communication and properly plan classes.

CONCLUSION

Interactive pedagogical communication is one of the most effective factors in increasing students' learning activity, transforming them from passive listeners into active knowers. The systematic introduction of the motivational, cognitive and reflexive mechanisms considered in the article into the educational process provides the following opportunities:

1. Students' independent and critical thinking capacity increases.
2. Teamwork and scientific substantiation skills develop.
3. A healthy pedagogical environment based on mutual respect and cooperation between the teacher and the student is established.

The interactive model of pedagogical communication in modern education ensures the active participation of students, helps to deepen the assimilation of knowledge and develop practical skills. This model is based on two-way communication between the teacher and students, making the educational process lively and effective through questions and answers, group work, role-playing games and problem situations. Interactive pedagogical communication forms independent thinking, creative approach, critical thinking and social skills in students. Therefore, it is an important tool for increasing the effectiveness of modern education and ensuring the personal development of students. The effective use of interactive communication technologies in higher education institutions serves as an important foundation for bringing the quality of personnel training to a new level. Increasing the activity of students based on interactive pedagogical communication brings the quality of higher education to a new level. In this process, the teacher acts not only as a transmitter of knowledge, but also as a facilitator (assistant) guiding the process.

Practical recommendations:

1. Organize classes not only in the form of lectures, but also through constant question-and-answer sessions and work in small groups.
2. Create a friendly and free atmosphere in the classroom so that students are not afraid to make mistakes.
3. Effective use of modern digital technologies and interactive platforms (Kahoot, Mentimeter, etc.).

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