DEVELOPING COMMUNICATION SKILLS THROUGH INTERACTIVE TEACHING METHODS

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Annotation. This thesis highlights the pedagogical significance and methodological potential of developing students' communication skills through interactive teaching methods. It analyzes the role of such interactive methods as discussions, debates, brainstorming, role-playing activities, small-group work, and collaborative learning in enhancing students' communicative engagement in the educational process. Furthermore, it substantiates the pedagogical opportunities for developing students' independent thinking, ability to express their viewpoints freely, listen to others, exchange ideas, work in teams, and cooperate effectively in communication. Particular attention is paid to increasing students' speaking activity, developing a culture of interpersonal communication, and ensuring educational effectiveness through the purposeful and systematic application of interactive methods.

Keywords: interactive methods, communication skills, communicative competence, educational process, independent thinking, speaking activity, collaborative learning, discussion, debate, role-playing activities, communication culture.

Аннотация. В тезисе рассматриваются педагогическое значение и методические возможности формирования коммуникативных навыков учащихся на основе интерактивных методов обучения. Анализируется роль таких интерактивных методов, как дискуссия, дебаты, мозговой штурм, ролевые игры, работа в малых группах и совместное обучение, в повышении коммуникативной активности учащихся в образовательном процессе. Также обосновываются педагогические возможности развития у учащихся самостоятельного мышления, способности свободно выражать собственную точку зрения, слушать собеседника, обмениваться мнениями, работать в команде и эффективно взаимодействовать в процессе общения. Особое внимание уделяется повышению речевой активности учащихся, формированию культуры межличностного общения и обеспечению эффективности обучения посредством целенаправленного и систематического применения интерактивных методов.

Ключевые слова: интерактивные методы, коммуникативные навыки, коммуникативная компетентность, образовательный процесс, самостоятельное мышление, речевая активность, совместное обучение, дискуссия, дебаты, ролевые игры, культура общения.

In the context of globalization and the rapid development of information and communication technologies, one of the important tasks facing the education system is not only to enhance students' theoretical knowledge but also to develop their abilities to think independently, express their viewpoints freely, communicate effectively with others, and actively participate in collaborative activities. In modern society, an individual's social engagement, professional success, and ability to adapt to society largely depend on their communication skills. Therefore, developing and improving students' communicative competence in the educational process is considered one of the pressing pedagogical issues.

Communication skills include an individual's ability to interact with other people, express their thoughts clearly, coherently, and comprehensibly, listen to interlocutors, understand their opinions, participate in discussions, and cooperate effectively in various social situations. The development of these skills requires purposeful pedagogical activities that take students' age-related and individual characteristics into account. In particular, ensuring students' active participation in the educational

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process, encouraging independent thinking, and engaging them in interpersonal communication are among the key factors in communicative development.

In traditional educational settings, the teacher often assumes the role of the primary source of information, while students mainly act as listeners and recipients of knowledge. In some cases, this approach may limit students' opportunities to express independent opinions, exchange ideas, and actively participate in communication. In this regard, the widespread introduction of interactive teaching methods into the educational process is of great importance. Interactive methods are based on cooperation between teachers and students, as well as interaction among students themselves. They serve to increase learners' engagement in the learning process, develop independent thinking, and foster communication skills.

Currently, opportunities for using interactive methods such as brainstorming, clustering, debates, discussions, the fishbone diagram, the INSERT method, the Boomerang method, role-playing activities, small-group work, and the analysis of problem situations are expanding in educational practice. These methods teach students to substantiate their opinions, analyze different perspectives, ask and answer questions, respect the views of others, and make collective decisions. As a result, the educational process becomes not merely a means of acquiring knowledge but also an important pedagogical environment that promotes students' social and communicative development.

Another important aspect of interactive methods is that they create favorable conditions for demonstrating students' individual abilities, engaging shy students in communication, and developing a culture of mutual cooperation. For example, role-playing activities help students communicate in various real-life situations, debates enable them to defend their positions using evidence and arguments, while small-group activities develop the skills of exchanging ideas and cooperating to achieve common goals.

At the same time, when applying interactive methods, it is important to select them in accordance with educational objectives and content, take students' age-related and psychological characteristics into consideration, and systematically organize tasks aimed at developing communicative activities. This is because the effectiveness of interactive methods is determined not merely by their application but also by their appropriate pedagogical organization, the establishment of an effective communication environment among students, and the assessment of achieved outcomes.

Although considerable attention is currently being paid to developing students' communication skills in the educational process, several pedagogical, methodological, psychological, and organizational problems remain in effectively organizing this process. In particular, the insufficient provision of pedagogical conditions for students to express their opinions freely, actively participate in communication, listen to interlocutors, exchange ideas, and cooperate in teams may negatively affect the development of their communication skills. Therefore, identifying existing problems in the application of interactive methods and developing effective pedagogical solutions to overcome them are of particular importance.

One of the main problems encountered in the educational process is students' participation as passive listeners. In traditional education, the delivery of ready-made knowledge by teachers, limited question-and-answer activities, and insufficient opportunities for students to express independent opinions may reduce their communicative engagement. As a result, although students possess certain knowledge, they may experience difficulties in expressing their thoughts independently, providing comprehensive and well-reasoned answers, participating in discussions, and defending their viewpoints.

The solution to this problem is to organize the educational process based on student engagement. In this context, teachers should act not merely as providers of knowledge but as educators who facilitate students' independent thinking, communication, and collaborative activities. The use of discussions, debates, brainstorming, small-group work, and problem-based analysis during lessons increases students' communicative engagement. In particular, providing every student with opportunities to express opinions, ask questions, and participate in discussions is one of the essential pedagogical conditions.

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Another pressing problem is the lack of confidence and shyness among students when expressing their opinions freely. Some students experience difficulties when speaking in public and are afraid of giving incorrect answers or being criticized by their peers. Such psychological barriers restrict their active participation in communication. Consequently, students may fail to demonstrate their existing knowledge and abilities fully.

To address this problem, it is necessary to establish a positive psychological environment in the educational process, respect students' personal opinions, and encourage them to express their thoughts freely. When assessing students' responses, teachers should pay attention not only to mistakes but also to their willingness to think, communicative engagement, and independent approaches. Students' self-confidence can be enhanced by initially organizing pair conversations, subsequently conducting small-group discussions, and gradually involving them in whole-class debates. Such an approach contributes to the consistent development of communicative engagement.

Another problem in developing communication skills is the insufficient development of students' listening culture and their ability to respect the opinions of interlocutors. During communication, some students may tend to promote their own viewpoints without listening to others, interrupt interlocutors, or prioritize their own opinions during discussions. However, effective communication involves not only expressing one's thoughts but also understanding interlocutors, analyzing their perspectives, and establishing relationships based on mutual respect.

A suitable solution to this problem is to use interactive exercises aimed at developing active listening, mutual respect, and communication ethics. For example, activities such as "Pair Conversation," "Continue the Thought," "Understand Your Interlocutor," and "Making Decisions Together" can help students develop the ability to listen attentively to others, ask questions, summarize ideas, and participate appropriately in discussions.

Furthermore, the inappropriate methodological selection of interactive methods is another significant problem. In some cases, teachers use interactive methods merely to make lessons more interesting, without sufficiently considering how the selected method contributes to the development of communication skills. As a result, although students may demonstrate visible activity during lessons, the expected improvements in their communication culture, ability to substantiate ideas, listening skills, and cooperation may not occur.

The solution to this problem is to select interactive methods according to educational objectives and expected learning outcomes and apply them systematically and consistently. For example, brainstorming promotes students' independent thinking and idea-sharing skills, while debates enable them to defend their viewpoints with supporting arguments and analyze alternative opinions. Role-playing activities develop the ability to communicate in various real-life situations, organize conversations, and choose appropriate communicative behaviors. Small-group work, in turn, develops cooperation, task distribution, and collective decision-making skills.

Insufficient consideration of students' individual and age-related characteristics is also one of the important pedagogical problems in developing communication skills. Students differ in their speech development, vocabulary, need for communication, ability to express their thoughts, and psychological characteristics. Assigning tasks of the same level of difficulty to all students may create challenges for some while providing insufficient developmental stimulation for others.

To overcome this problem, differentiated and individualized approaches should be implemented in the educational process. Communicative tasks should be designed in accordance with students' existing knowledge and skills, age-related characteristics, and individual abilities. For example, students who experience difficulties initiating communication may initially be given simple question-and-answer activities, short conversations, and pair exercises. Students with higher levels of communicative ability and engagement may be assigned discussions, complex problem situations, presentations, and project-based activities. This approach creates individual opportunities for every student's communicative development.

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Another important problem is the insufficient development of students' vocabulary and verbal expression abilities. In some cases, students experience difficulties selecting appropriate words and expressions to communicate their thoughts, presenting their ideas in a logical sequence, or providing relevant arguments during conversations. This situation may limit their participation in communication.

A suitable solution to this problem is the regular use of speaking exercises, topic-based conversations, text-based discussions, thought-continuation activities, and paraphrasing tasks in the educational process. Students should be given opportunities to substantiate their opinions on specific topics, formulate questions, respond to problem situations, and draw conclusions. Furthermore, tasks aimed at using new words and expressions in communicative situations can expand their verbal abilities.

In the current digital learning environment, there are also problems associated with the use of information and communication technologies in developing communication skills. Although digital tools offer significant opportunities in the educational process, their use is sometimes limited to presenting electronic materials or completing test assignments. Consequently, the opportunities that these technologies provide for interaction, exchanging ideas, and collaborative activities among students are not fully utilized.

The solution to this problem is to direct digital technologies toward communicative activities. In particular, online discussions, virtual group projects, video presentations, electronic forums, and collaborative assignments can be used to develop students' written and oral communication skills. In this context, digital tools should serve to facilitate the exchange of ideas, information processing, and the achievement of common goals among students.

The insufficient integration of theoretical knowledge with practical communication activities is another pressing problem in developing communication skills. Students may possess theoretical knowledge about communication rules, speech culture, conversation procedures, and communication etiquette. However, if they are not provided with sufficient opportunities to apply this knowledge in practical situations, it may not develop into sustainable communication skills.

To address this problem, it is necessary to use tasks based on real-life situations, role-playing activities, social situation simulations, and practical discussions. For example, students may be assigned tasks involving organizing conversations in various social situations, exchanging opinions on specific issues, resolving disagreements through communication, and reaching collective decisions. Such activities help reinforce theoretical knowledge through practical experience.

In addition, teachers' methodological preparedness to use interactive methods directly affects the effectiveness of developing communication skills. To apply interactive methods effectively, teachers should have a thorough understanding of their content, objectives, stages of implementation, and expected outcomes. In some cases, poor time management, ineffective organization of group activities, or the inability to engage all students in the learning process may make it difficult to achieve the expected results.

The solution to this problem is the continuous development of teachers' professional and methodological competencies. For this purpose, seminars, practical sessions, pedagogical training programs, and experience-sharing activities dedicated to the application of interactive methods should be organized. Furthermore, developing methodological guidelines, collections of exercises, and sample lesson plans aimed at improving students' communication skills can contribute to enhancing the quality of educational practice.

Another important issue is the insufficient improvement of mechanisms for assessing communication skills and determining their development dynamics. In the educational process, considerable attention is usually paid to students' knowledge levels, whereas their ability to initiate communication, express thoughts coherently, demonstrate listening skills, cooperate with others, and adapt to communicative situations is not always assessed systematically.

The solution to this problem involves developing assessment criteria and indicators for communication skills and applying pedagogical diagnostic methods. In this regard, it is advisable to focus on the following indicators:

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- **Communication engagement:** active participation in conversations and discussions, and the ability to ask questions.
- **Ability to express ideas:** presenting one's viewpoint clearly, coherently, and logically.
- **Listening culture:** listening attentively to the interlocutor and responding appropriately to their opinions.
- **Cooperation skills:** working in groups, exchanging ideas, and participating in collective decision-making.
- **Communicative adaptability:** organizing verbal and behavioral activities appropriately in different communication situations.

Pedagogical observation, interviews, questionnaires, practical communicative tasks, peer assessment, and self-assessment can be used to identify these indicators. This makes it possible to determine positive changes in students' communicative development, identify existing shortcomings, and improve subsequent pedagogical activities.

In general, overcoming the problems associated with developing communication skills through interactive methods requires a comprehensive pedagogical approach. In this regard, ensuring students' active participation in the educational process, creating a positive psychological environment, applying individualized approaches, using interactive methods purposefully, integrating theoretical knowledge with practical activities, and regularly assessing communicative outcomes are of great importance.

CONCLUSION

Developing communication skills through interactive methods is one of the important pedagogical areas of the modern educational process. The effectiveness of this process depends on the appropriate selection of interactive methods, consideration of students' individual characteristics, the establishment of a learning environment based on mutual cooperation, and the systematic organization of communicative activities.

Thus, the purposeful application of interactive methods makes it possible to develop students' independent thinking, ability to substantiate their viewpoints, listen to interlocutors, exchange ideas, work in teams, and communicate effectively in various communicative situations. This not only enhances the effectiveness of the educational process but also creates an important foundation for students' social engagement, personal development, and future professional activities.

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