

Methodology of using interactive methods in developing communicative speech of primary school students using media technologies

Bekberganova Nazokat Oybek qizi
Lecturer at Urgench Innovation University
Independent researcher at Urgench State University
e-mail: bekberganovanazokat@gmail.com

Abstract: The article analyzes the psychological foundations of the effective use of interactive methods in developing communicative competencies of primary school students using media technologies. The article is based on the theory of socio-cultural development of L.S. Vygotsky and the concept of the "zone of proximal development" (ZPD), J. Piaget's teachings on the stages of cognitive development, A. Bandura's social-cognitive theory and the achievements of modern neuroscience. As Vygotsky noted, students actively acquire knowledge through social interaction, and in this process the teacher and media technologies play the role of "more knowledgeable others" (MO). According to Piaget's theory, children's cognitive abilities in primary school are formed in the process of logical thinking and categorization. Bandura's theory shows the importance of consolidating knowledge through observation, imitation and motivation. Neurobiological research, particularly in the field of neuroplasticity and executive function development, scientifically substantiates the effectiveness of interactive methods. This set of theoretical provisions serves as an important scientific basis for the development of a comprehensive methodology aimed at developing communicative speech in primary school students.

Key words: primary education, communicative speech, speech competence, interactive method, media technologies, communication skills, psycholinguistics.

Introduction

In the modern education system, the development of coherent communicative speech (CS) in primary school students is a pressing scientific and practical problem. Speech includes not only knowledge of grammar rules, but also the ability to effectively exchange ideas in real communicative situations, substantiate one's point of view and understand the opinions of others. From this point of view, the harmonious use of interactive methods and media technologies in the educational process plays an important role in the formation of students' language and speech competencies. Modern neurobiological research also confirms this process. In particular, the theory of neuroplasticity shows that in the process of communication, the brain forms new neural connections, accelerating students' speech development [Goswami, 2008].

The relationship between media technologies and interactive methods is of particular importance in the educational process. According to Richard Meyer's theory of multimedia education, the simultaneous processing of visual and auditory information increases the level of material acquisition by students [2; p. 318]. In this regard, the multimodal approach is most optimal for primary education. Given the age characteristics of children, the use of gamification, sensory devices and interactive games keeps their attention and increases motivation [3; p. 442]. At the same time, the concept of "dialogue pedagogy" by Paulo Freire interprets the process of acquiring knowledge as a two-way cooperation [4; p. 247], which reveals the essence of interactive methods.

Literature Review

Media technologies and interactive methods are widely studied as complementary and interrelated phenomena in the educational process. Research has shown that they cover not only technical capabilities, but also pedagogical and psychological factors. In particular, Richard Mayer's theory of multimedia learning emphasizes that the simultaneous processing of visual and auditory information improves the level of knowledge acquisition by students [2; p. 318]. This contributes to the process of concentration, especially in elementary school students. In addition, gamification is considered an effective method that meets the need of young students to gain knowledge through natural play. Interactive games, sensory devices, and multimedia content created using media technologies play an important role in increasing children's motivation to learn

[3; p. 442]. The social-cognitive theory proposed by A. Bandura substantiates the influence of interactive methods on the process of social learning. Students have the opportunity to effectively use media technologies in the process of acquiring new skills through observation and imitation. Video materials, virtual tutors and online collaboration platforms are vivid examples of this. According to the concept of "communicative pedagogy" by P. Freire, the educational process should be based not on a one-way transfer of knowledge, but on two-way communication between a teacher and a student [4; p. 247]. Interactive methods and modern media technologies serve the effective organization of this process.

Modern research also emphasizes the role of virtual reality (VR) and augmented reality (AR) technologies in the development of communicative speech. They allow students to develop speech skills in situations close to real life. The role of the feedback system in increasing the effectiveness of education by providing students with immediate feedback is also noted in many sources [5; p. 378].

In general, the analysis shows that the combination of media technologies and interactive methods plays an important role in the development of communicative speech in primary education. Rational use of these tools significantly increases not only the effectiveness of knowledge transfer, but also the culture of communication of students.

Research Methodology

This study analyzed the possibilities of using media technologies and interactive methods in the process of developing communicative speech of primary school students. Cognitive-psychological, pedagogical and information technologies were used as a methodological basis.

The study primarily examined the methodological capabilities of interactive whiteboards and multimedia projectors. Interactive whiteboards, unlike conventional writing instruments, operate on the basis of sensory technologies and stimulate children to active participation. Therefore, when presenting visual materials, the color, font and location of objects were selected in accordance with age characteristics [2; p. 318]. The methodological basis for this was the principles of avoiding excessive interactivity and reducing cognitive load.

The second direction was the methods of using multimedia content. Attention was paid to the activation of various sensory channels by combining video, audio, animation and interactive games. Mayer's theory of multimedia education also confirms that the simultaneous activation of visual and auditory channels increases cognitive efficiency [3; p. 442]. Therefore, the combination of a multimedia projector and an interactive whiteboard became an important part of the methodology.

The third direction involved developing speech skills methods based on digital games and simulations. The phonetic, lexical, and narrative foundations of games were studied. Puzzles or simulation games served to combine children's natural gaming needs with educational goals [4; p. 247]. Games based on social learning theory also used elements of observation and imitation.

The fourth methodological direction involved studying the use of virtual reality (VR) and augmented reality (AR) technologies. Virtual reality (VR) technologies made it possible to simulate communication situations close to real ones, placing children in a completely virtual environment. Augmented reality (AR) technologies, on the contrary, enriched the real environment with digital elements, making the learning process more interactive. For example, augmented reality (AR) cards made it possible to see new words in 3D and hear their pronunciation [5; p. 378]. In the fifth direction, methods for using sensory (tablet) technologies were developed. With the help of tablet devices, children's natural movements - touching, moving, zooming - were integrated into educational activities. This methodology contributed to the development of intuitive abilities of young students and the activation of communicative activity.

The results obtained in the course of the methodological study were obtained on the basis of the following stages:

1. Analysis of theoretical sources (based on the concepts of Mayer, Bandura, Freire);
2. Practical testing of interactive and multimedia tools;
3. Organization of experimental classes on the development of speech skills through game learning, modeling and virtual and augmented reality (VR/AR) technologies;
4. Observation and recording of changes in the motivation and development of communicative speech of students.

Thus, the research methodology was based on the principles of step-by-step theoretical substantiation, practical application and analysis of the results.

Analysis and Results

The study conducted a comprehensive analysis of the potential of media technologies and interactive methods in the development of communicative speech of primary school students. The results showed that the combination of technological tools and methodological approaches in the modern educational process significantly increases efficiency.

First of all, the method of using interactive whiteboards and multimedia projectors ensured the active participation of students in the lesson. The presentation of visual materials in an appropriate design, corresponding to the age characteristics of children, played an important role in attracting their attention [2; p. 318]. The use of multimedia content combining video, animation and audio recordings activated various sensory channels and increased the efficiency of assimilation of the material [3; p. 442].

The study showed that:

- The combination of media technologies and interactive methods allows for the effective development of communicative speech of students.
- Interactive whiteboards, multimedia content, digital games, virtual and augmented reality technologies, tablet devices ensure active participation of students in the learning process.
- The combination of group and individual activities promotes the joint development of social skills and speech competencies.
- Peer assessment and digital portfolios form critical thinking and self-development skills.

Thus, the results of the study showed the need for the integrated use of media technologies and interactive methods in the development of communicative speech in primary education.

Conclusion

The analysis shows that the use of interactive multimedia tools is of great importance for the effective organization of the primary educational process. Such tools not only increase children's interest in reading, but also develop their vocabulary, critical and creative thinking, communication and social skills. The combination of group and individual activities, teamwork using cloud technologies and peer assessment systems contribute to a deeper assimilation of knowledge by students, form a sense of responsibility and a culture of teamwork.

It has also been established that technological literacy and pedagogical competence of teachers are decisive factors in the effective use of interactive tools. Therefore, it is important to create special teaching aids, practical classes and platforms for the exchange of experience for teachers.

In general, the systematic introduction of interactive multimedia tools into the educational process improves the quality of students' knowledge and motivation for learning. This will contribute to the creation of an innovative education system that meets the needs of the digital generation.

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