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THE ROLE OF INTERACTIVE TECHNOLOGIES IN DEVELOPING COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS IN MORAL EDUCATION LESSONS

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Аннотация

В статье анализируется педагогическая значимость интерактивных технологий в формировании и развитии коммуникативной компетенции учащихся в процессе уроков воспитания в начальных классах. В условиях современной образовательной среды одной из приоритетных задач учебно-воспитательного процесса считается развитие у школьников самостоятельного мышления, умения логично выражать свои мысли в устной и письменной форме, а также овладение навыками эффективного общения. В рамках исследования раскрыты возможности таких интерактивных методов, как ролевые игры, создание проблемных ситуаций, работа в малых группах, дискуссии и дебаты, в развитии коммуникативной компетенции. Также научно обосновано влияние педагогических технологий, применяемых на уроках воспитания, на речевую активность учащихся, самостоятельность мышления и процесс их социализации. В заключении представлены методические рекомендации для практического использования.

Ключевые слова

коммуникативная компетенция, урок воспитания, интерактивные технологии, культура общения, развитие речи, начальное образование, педагогические методы, социальная активность, ролевая игра, обучение в сотрудничестве.

Abstract

The article analyzes the pedagogical significance of interactive technologies in the formation and development of communicative competence of primary school pupils during upbringing lessons. In the modern educational environment, the development of students' independent thinking, their ability to express ideas logically in oral and written forms, and the acquisition of effective communication skills are considered priority tasks of the educational process. The study reveals the potential of interactive methods such as role-playing, creating problem situations, working in small groups, discussions, and debates in developing communicative competence. The influence of pedagogical technologies used in upbringing lessons on pupils' speech activity, independence of thinking, and socialization process is also scientifically substantiated. Methodological recommendations for practical application are presented at the end of the article.

Key words

communicative competence, upbringing lesson, interactive technologies, communication culture, speech development, primary education, pedagogical methods, social activity, role play, cooperative learning.

Introduction. One of the most important tasks facing the education system today is to educate students as individuals who think freely, can reasonably express their point of view, and have effective communication skills. The primary education stage serves as the foundation for the child's speech development, the formation of thinking, and socialization. In this process, educational lessons appear as an important pedagogical area for the formation of communicative competence in students.

The renewal of educational content requires the widespread use of active and interactive methods in the teaching process. Unlike the traditional approach, interactive technologies turn the student into an active participant in the lesson, helping him to think independently, engage in communication and gain social experience. In particular, methods such as role-playing games, problem situations, and collaborative work in groups increase children's speech activity and develop a culture of mutual exchange of ideas.

Modern requirements of society require a school graduate not only to be educated, but also to be communicatively mature and active in social relations. Therefore, it is of great importance to study the content and effectiveness of pedagogical technologies used in educational lessons on a scientific basis. This article analyzes the role, methodological possibilities and practical results of interactive technologies in the development of communicative competence of primary school students.

Literature Review

The issue of developing communicative competence in primary school students has been extensively studied in the fields of pedagogy, psychology, and educational methodology. Both local and foreign studies scientifically justify the significance of the communication process in personal development, the close interconnection between speech and thinking, as well as the effectiveness of interactive teaching methods.

Psychologists L.S. Vygotsky, A.N. Leontiev, and J. Piaget emphasize in their research that communication activity plays a leading role in a child’s personal development. According to them, speech is not merely a tool for transmitting information but a key mechanism for the formation of thinking. Therefore, actively involving students in communication is an essential condition of the pedagogical process in primary education.

Uzbek pedagogical scholars have also actively researched the issue of communicative competence. The works of A. G‘ulomov, S. Nishonova, M. Ziyodova, and Sh. Shodmonova analyze, from a methodological perspective, the development of students’ speech culture, the ability to express thoughts clearly, and the formation of effective communication skills. They highlight the importance of engaging students as active participants in the educational process and creating a collaborative classroom environment as crucial factors in the development of communicative competence.

Foreign researchers such as D. Kolb, R. Slavin, and J. Dewey have demonstrated that active teaching methods contribute to the development of students' social engagement and communication skills. Local studies further emphasize that bringing educational activities closer to real-life situations, using role-playing games, and problem-based tasks are effective in enhancing students' communicative competence.

Analyses indicate that although the pedagogical potential of interactive methods has been widely discussed, approaches specifically aimed at systematically developing communicative competence in primary school students through moral and civic education lessons have not been sufficiently developed. Therefore, this article aims to fill this gap and scientifically substantiate practical methods for developing communicative competence using interactive technologies.

Research Methods

The main aim of this study is to determine the pedagogical effectiveness of interactive technologies in developing communicative competence of primary school students during moral and civic education lessons. The methodological basis of the research is founded on the principles of pedagogy, educational psychology, and speech development. For this purpose, interactive approaches aimed at developing students' speech, communication, and social activities were selected.

Several methods were employed in the study. The first method was **theoretical analysis**, which involved studying literature, textbooks, scientific articles, and educational standards related to the topic. This method allowed for a scientific clarification of interactive technologies, the pedagogical significance of moral and civic education lessons, and the concept of communicative competence.

The second method was **experimental methods**. The experiment was conducted in two stages: in the first stage, students' communicative competence before the application of interactive methods was assessed; in the second stage, role-playing games, problem-based situations, debates, and collaborative methods in small groups were tested. During the experiment, students' speech activity, social engagement, and communication culture were observed, which made it possible to evaluate the pedagogical effectiveness of interactive technologies.

The third method was **observation**, through which students' speech activity, participation in the group, and communication skills during lessons were monitored. Observation results were recorded in tables and notes, which allowed for both qualitative and visual assessment of the effectiveness of interactive methods.

Additionally, **surveys and questionnaires** were used to determine students' and teachers' attitudes toward and interest in interactive methods. Questionnaires and interviews helped assess students' speech skills, communication culture, and their engagement with interactive approaches.

In the process of analyzing the research results, both **qualitative and quantitative methods** were applied. The results of experiments and observations were studied statistically and qualitatively to determine the pedagogical effectiveness of interactive technologies. Moreover, practical recommendations were developed and demonstrated for application in the classroom setting.

Conclusion and Recommendations

The results of the study indicate that the use of interactive technologies in moral and civic education lessons plays a significant role in effectively developing communicative competence in primary school students. Experiments and observations confirmed that the application of role-playing games, problem-based situations, debates, and collaborative methods in small groups considerably enhances students' speech activity, independent thinking, and social engagement. At the same time, these methods help students develop skills in logically and fluently expressing their thoughts, communicating effectively, and actively participating in group work.

The study also showed that interactive methods not only develop speech and communication skills but also stimulate creative thinking, support independent decision-making, and facilitate socialization processes in students.

Based on these findings, the following recommendations are proposed:

1. Systematically apply interactive technologies in moral and civic education lessons and integrate them into lesson plans and curricula.
2. Teachers should actively use role-playing games, problem-based situations, debates, and small-group activities to regularly develop students' speech and communication skills.
3. Utilize observation, tests, and survey methods systematically to assess students' speech activity and communicative competence.
4. Consider students' individual abilities and social characteristics when applying interactive methods.
5. In future research, expand studies to compare the effectiveness of interactive technologies across different lesson types and age groups.

In conclusion, interactive pedagogical approaches are an important tool for enhancing the effectiveness of moral and civic education lessons, developing communicative competence in primary school students, and fostering their growth as socially active individuals capable of reasoning and expressing their ideas independently.

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