



INTERACTIVE PLATFORMS: CONCEPT AND LINGUODIDACTIC CLASSIFICATION

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Abstract

The 21st century education system is characterized by rapid transformation, digitalization, expansion of the media environment, and increasing complexity of learners' activities. These processes require a deeper didactic investigation of modern pedagogical technologies, particularly interactive, innovative, and ICT-based approaches. Interactivity, innovativeness, and digital communication are now considered not only methodological innovations but also strategic factors of education. This article systematically analyzes the theoretical foundations, classification, psycho-pedagogical mechanisms, and educational effectiveness of interactive technologies, with a special focus on their linguodidactic dimension.

Keywords: Interactive pedagogical technologies, constructivism, social learning theory, communicative approach, linguodidactics, educational technology, collaborative learning, communicative competence, critical thinking, digital learning platforms.

Introduction

Interactive pedagogical technologies represent one of the most important components of modern education, formed in accordance with the shift toward a subject–subject paradigm in teaching. The concept of interactivity (Latin *inter-actio* – “mutual action”) has its origins in communication psychology, social psychology, and cognitive pedagogy, and is reflected in the works of scholars such as J. Bruner, L.S. Vygotsky, and M. Tomasello.

According to L.S.Vygotsky's theory of the Zone of Proximal Development (ZPD), learners acquire knowledge more effectively through collaboration with



teachers or peers than through independent activity. Thus, interaction becomes a fundamental condition for internalization of knowledge. Vygotsky emphasizes that intersubjectivity and dialogic communication are key mechanisms of learning effectiveness. J. Bruner, in his cognitive development theory, explains interaction through the concept of scaffolding, where the teacher provides structured support that gradually decreases as the learner becomes more independent. M. Tomasello further highlights that human cognitive and cultural development is based on joint attention, intentionality, and cooperative interaction, making collaboration the core of interactive learning. Although interactive technologies are interpreted differently in pedagogical literature, their general essence lies in ensuring active, independent, and creative participation of learners in the educational process. G.K. Selevko defines interactive technologies as a system of teaching methods that stimulate learner activity and enable knowledge construction through teacher–student cooperation. V.P. Bespalko describes interactivity as a complex didactic system characterized by communication, reflection, and cooperative learning. Yu.K. Babansky interprets interactive methods as tools aimed at intensifying and activating learners' cognitive activity.

Thus, interactive learning is based on the transformation of the learner from a passive recipient of knowledge into an active subject of cognitive activity.

Constructivist theory emphasizes that knowledge is not transmitted in a ready-made form but constructed actively by the learner. Dewey highlights experiential learning, Piaget focuses on cognitive developmental stages, and Vygotsky emphasizes social mediation of learning.

From a constructivist perspective:

- the learner is an active knowledge constructor;
- the teacher acts as a facilitator;
- interactive methods promote problem-solving, collaboration, and critical thinking.

A. Bandura's social learning theory explains learning through observation, imitation, modeling, and reinforcement. According to this theory, learners acquire knowledge not only through direct experience but also through observing others.



Interactive methods such as group work, role-play, debates, simulations, and project-based learning are directly based on these principles. They create natural social environments where learning occurs through interaction and observation. Interactive platforms in language education can be classified linguodidactically according to their functional purpose:

- 1. Communication-oriented platforms** – focused on speaking and interaction (Zoom, Microsoft Teams, Google Meet).
- 2. Content delivery platforms** – supporting structured learning materials (Moodle, Google Classroom).
- 3. Assessment-oriented platforms** – providing testing and feedback (Kahoot, Quizizz, Socrative).
- 4. Collaborative platforms** – enabling group projects and peer interaction (Padlet, Miro, Trello).
- 5. AI-based adaptive platforms** – supporting personalized learning pathways (Duolingo, ChatGPT-based systems).

This classification reflects the integration of pedagogical objectives with technological functions, ensuring effective development of linguistic competencies.

Interactive pedagogical technologies represent a complex and multi-layered didactic phenomenon that has emerged as a result of the integration of several influential theoretical paradigms in education, including constructivism, social learning theory, communicative language teaching, and activity-based pedagogy. Unlike traditional instructional approaches, which position the teacher as the primary source of knowledge and the learner as a passive recipient, interactive technologies fundamentally restructure the educational process into a dynamic, dialogic, and co-constructive system of learning. In this system, knowledge is not transmitted in a linear form but is actively constructed through continuous interaction, negotiation of meaning, and collaborative problem-solving between participants in the learning process.

From a constructivist perspective, learning is understood as an active process of meaning-making, where learners build new knowledge structures based on prior experience, cognitive engagement, and social interaction. In this context, interactive pedagogical technologies create conditions in which learners are



required to analyze, compare, evaluate, and synthesize information rather than simply memorize it. Activities such as problem-based learning, project-based tasks, brainstorming sessions, and case studies stimulate higher-order thinking skills and foster deeper conceptual understanding.

Social learning theory further reinforces the importance of interaction in the learning process by emphasizing the role of observation, imitation, and modeling. According to this approach, learners acquire knowledge not only through direct instruction but also by observing the behaviors, strategies, and performances of peers and instructors. Interactive educational environments such as group discussions, role-playing activities, simulations, and collaborative tasks provide rich opportunities for such observational learning. These environments also enhance motivation, as learners are more likely to engage actively when they observe successful outcomes in their peers.

In addition, communicative theory highlights the importance of language use in authentic contexts. Interactive pedagogical technologies support communicative competence by creating opportunities for meaningful interaction, where learners use language as a tool for expressing ideas, negotiating meaning, and achieving communicative goals. This is particularly important in foreign language education, where the ability to communicate effectively in real-life situations is a primary learning objective. Through interactive platforms, learners are exposed to authentic discourse, spontaneous communication, and contextualized language use, which significantly improves their fluency and pragmatic competence.

From a linguodidactic perspective, interactive platforms play a crucial role in the development of key educational competencies, including communicative competence, critical thinking, problem-solving ability, and collaborative skills. These platforms enable learners to engage in continuous interaction with content, peers, and instructors, thereby transforming learning into an active and participatory process. The integration of multimedia resources, real-time communication tools, and adaptive learning systems further enhances the effectiveness of instruction by catering to different learning styles and individual needs.

Moreover, the effectiveness of interactive pedagogical technologies largely depends on the degree of alignment between technological tools and pedagogical



design principles. Simply introducing digital tools into the classroom does not guarantee improved learning outcomes. Instead, successful implementation requires careful instructional planning, clear learning objectives, and appropriate methodological frameworks. Teachers must design learning activities that meaningfully integrate technology into the pedagogical process, ensuring that it serves educational goals rather than functioning as an isolated technical add-on. Therefore, interactive technologies should not be perceived merely as technical instruments or auxiliary teaching aids. Rather, they must be understood as strategic components of modern educational methodology that fundamentally reshape the nature of teaching and learning. Their value lies in their ability to create learner-centered, collaborative, and cognitively engaging environments that support both academic achievement and the development of essential 21st-century skills.

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