

THE ROLE OF INTERACTIVE COMMUNICATION IN LEARNER-CENTRED EDUCATION

Kushbakova Vasila Namozovna

Annotation: Interactive communication is important in learner-centered education because it encourages student participation, engagement, and critical thinking. It transforms typical teacher-led classrooms into interactive settings in which students actively generate knowledge via conversation and shared experience. This technique boosts motivation, promotes autonomy, and develops critical communication skills required in 21st-century education.

Keywords: interactive communication, learner-centered education, cooperation, critical thinking, and motivation.

Annotatsiya: Interfaol muloqot talaba markazli ta'limda muhim o'rin tutadi. U o'quvchilar o'rtasida hamkorlik, faollik va tanqidiy fikrlashni rivojlantiradi. Bunday yondashuv an'anaviy o'qituvchi markazli darslarni faol ishtirok va muloqotga asoslangan muhitga aylantiradi. Natijada talabalarda mustaqillik, motivatsiya va samarali kommunikativ ko'nikmalar shakllanadi.

Kalit so'zlar: interfaol muloqot, talaba markazli ta'lim, hamkorlik, tanqidiy fikrlash, motivatsiya.

Аннотация: Интерактивное общение играет решающую роль в обучении, ориентированном на учащегося. Оно способствует развитию сотрудничества, активности и критического мышления среди студентов. Такой подход преобразует традиционные уроки, где доминирует преподаватель, в интерактивную среду, основанную на диалоге и совместном обучении. В результате формируются мотивация, автономия и ключевые коммуникативные навыки.

Ключевые слова: интерактивное общение, обучение, ориентированное на учащегося, сотрудничество, критическое мышление, мотивация.

Learner-centred education stresses students' active engagement in their own learning process. Learner-centered techniques focus on two-way communication

and cooperation, as opposed to teacher-centered models, in which information travels one-way from instructor to student. Interactive communication connects learners to meaningful knowledge building, promoting autonomy, creativity, and mutual respect (Brown, 2001).

Learner-centered education is fundamentally based on constructivist learning theories, including those articulated by Piaget (1952) and Vygotsky (1978). Both authors highlighted that learning is an active, constructive process in which people add new information to their current cognitive frameworks. However, their theoretical approaches differ significantly. Piaget's cognitive constructivism focuses on individual discovery and the learner's internal adaptation processes—assimilation and accommodation—that allow knowledge structures to grow (Piaget, 1952, p. 67).

In contrast, Vygotsky's social constructivism emphasizes the critical importance of social interaction and cultural mediation in cognitive development. He proposed that knowledge is initially constructed on the social level, through speech and shared action, before being absorbed by the learner (Vygotsky, 1978, p.57). His Zone of Proximal Development (ZPD) approach emphasizes that when directed by more competent peers or professors, students may perform above and beyond their particular capacities. This means that contact and discourse are not optional components of learning, but rather fundamental procedures that support the learner's intellectual development (Vygotsky, 1978, p.86).

In a learner-centered paradigm, such contact has instructional relevance. Learners use interactive communication to negotiate meaning, share opinions, and collaborate on understanding. The teacher's function transforms from information transmitter to facilitator and co-participant in the learning process (Bruner, 1996, p. 21). This reorientation promotes autonomy, critical thinking, and reflective involvement, aligning education with the needs of 21st-century learning.

Furthermore, learner-centered models encourage collaborative inquiry, using classroom speech as a social tool for meaning-making. When students participate in real communication, they not only strengthen their verbal and cognitive abilities, but

they also build interpersonal competence and intercultural awareness. As a result, learner-centered education, guided by constructivist ideas, promotes a holistic learning environment that emphasizes participation, interaction, and collective responsibility for knowledge generation. Interactive communication promotes:

Active involvement entails learners asking questions, debating ideas, and solving problems rather than passively accepting knowledge.

Collaborative learning - Group discussions and peer comments improve social interaction and cooperation (Johnson & Johnson, 1999).

Critical thinking is the process by which learners examine, evaluate, and synthesize knowledge.

Motivation and confidence - Communicative activities like debates and role plays allow students to openly express their thoughts.

As a result, communication serves as both a medium of education and a primary mechanism of learning.

Learner-centered tactics like group discussions and debates may successfully integrate interactive communication by allowing students to share and defend their opinions.

Project-Based Learning (PBL) promotes cooperative problem solving.

Peer teaching and feedback sessions help learners reflect on their development.

Technology-mediated communication includes online forums, digital storytelling, and collaborative platforms (Godwin-Jones, 2018).

These techniques assist instructors in developing a classroom culture based on respect, debate, and shared responsibility.

In learner-centered classrooms, teachers serve as facilitators rather than conventional authoritative figures. Their responsibilities include facilitating relationships, promoting engagement, and structuring learning experiences (Littlewood, 2004). By fostering an inclusive atmosphere, instructors ensure that communication is dynamic, meaningful, and equal.

Conclusion

Interactive communication is at the heart of learner-centred education. It transforms passive learners into active participants and fosters essential 21st-century skills such as collaboration, communication, and critical thinking. By embracing interactive methods, educators can cultivate learning environments that are engaging, democratic, and deeply human.

References

1. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.
2. Bruner, J. S. (1996). *The culture of education*. Harvard University Press.
3. Godwin-Jones, R. (2018). Emerging Technologies: Using Mobile Apps for Language Learning. *Language Learning & Technology*, 22(3), 48–51.
4. Johnson, D. W., & Johnson, R. T. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Allyn & Bacon.
5. Littlewood, W. (2004). The Task-Based Approach: Some Questions and Suggestions. *ELT Journal*, 58(4), 319–326.
6. Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press. (p. 67)
7. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. (pp. 57–86)