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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
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- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
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- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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INTERACTIVE METHODS FOR DEVELOPING SOCIOLINGUISTIC COMPETENCE IN HIGHER EDUCATION

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Abstract: This article examines the theoretical and methodological significance of interactive methods in developing sociolinguistic competence among higher education students. Particular attention is given to role-play, case studies, situational tasks, discussions, and collaborative activities that enable learners to use language appropriately according to social context, communicative purpose, participants' status, and cultural norms.

Key words: sociolinguistic competence, higher education, interactive methods, role-play, case study, situational tasks, communicative competence, social context, language teaching, cultural norms.

Annotatsiya: Ushbu maqolada oliy ta'lim talabalarida sotsiolingvistik kompetensiyani rivojlantirishda interfaol metodlarning nazariy va metodik ahamiyati tahlil qilinadi. Rolli o'yinlar, keys-stadi, vaziyatli topshiriqlar, munozara va hamkorlikka asoslangan faoliyatlar orqali talabalarning ijtimoiy vaziyat, kommunikativ maqsad, suhbatdosh maqomi va madaniy me'yorlarga mos til birliklarini tanlash ko'nikmalarini shakllantirish imkoniyatlari yoritiladi.

Kalit so'zlar: sotsiolingvistik kompetensiya, oliy ta'lim, interfaol metodlar, rolli o'yin, keys-stadi, vaziyatli topshiriqlar, kommunikativ kompetensiya, ijtimoiy kontekst, til o'qitish, madaniy me'yorlar.

Аннотация: В статье анализируется теоретико-методическое значение интерактивных методов в развитии социолингвистической компетенции студентов высших учебных заведений. Особое внимание уделяется ролевым играм, кейс-методу, ситуативным заданиям, дискуссиям и совместной деятельности, способствующим формированию навыков выбора языковых средств с учётом социального контекста, коммуникативной цели, статуса собеседника и культурных норм.

Ключевые слова: социолингвистическая компетенция, высшее образование, интерактивные методы, ролевая игра, кейс-метод, ситуативные задания, коммуникативная компетенция, социальный контекст, обучение языку, культурные нормы.

INTRODUCTION

In contemporary higher education, foreign language teaching is increasingly oriented not only towards the development of grammatical accuracy and lexical competence but also towards learners' ability to use language appropriately in different social and cultural contexts. Effective communication requires students to understand how linguistic choices vary depending on the relationship between interlocutors, their social status, age, cultural background, communicative purpose, level of formality, and the situation in which interaction takes place. Therefore, the development of sociolinguistic competence has become an important component of foreign language education at the university level.

Sociolinguistic competence enables learners to select and use linguistic forms that correspond to a particular communicative situation. A student may possess sufficient vocabulary and grammatical knowledge but still experience difficulties in real communication if he or she is unable to distinguish between formal and informal registers, interpret culturally conditioned meanings, choose appropriate forms of address, or adapt speech to different interlocutors. Thus, successful language learning involves not only knowing what is grammatically correct but also understanding what is socially and culturally appropriate.

The importance of sociolinguistic competence is particularly evident in higher education, where students participate in various academic, social, and professional communicative situations. The language used in an informal conversation with a classmate differs from that required in an academic presentation, professional interview, formal email, or intercultural discussion. Consequently, university language instruction should provide learners with opportunities to practise language in situations that reflect these social and communicative differences.

Traditional teaching approaches that mainly focus on explanation, memorisation, translation, and reproduction of isolated language units may not always create sufficient conditions for developing sociolinguistic competence. Students need contextualised communication in which they analyse social situations, identify relationships between participants, select an appropriate register, and adjust their language according to communicative circumstances. This makes interactive teaching methods particularly relevant.

Interactive methods encourage active participation, communication, cooperation, decision-making, and reflection. Role-play, case studies, situational tasks, group discussions, simulations, and collaborative activities can reproduce elements of authentic communication within the classroom. Such activities allow students to practise different social roles, communicative strategies, politeness forms, registers, and culturally appropriate language choices.

Furthermore, the internationalisation of higher education and the expansion of digital and intercultural communication increase the need for students to communicate effectively with people from different linguistic and cultural backgrounds. In this context, interactive methods can establish a meaningful connection between linguistic knowledge and its practical use, helping learners develop greater awareness of the relationship between language, social context, and communicative behaviour.

LITERATURE REVIEW

The theoretical foundations of sociolinguistic competence are closely associated with the concept of communicative competence. D. Hymes introduced a broader understanding of language ability by arguing that successful communication requires not only knowledge of grammatical rules but also knowledge of how language functions within particular social and cultural contexts. His approach emphasised the appropriateness of linguistic behaviour in relation to participants, circumstances, purposes, and socially accepted norms of communication [1; 269-293-b.]. This perspective established an important theoretical basis for understanding sociolinguistic competence as an integral element of effective language use.

The concept was further developed by M. Canale and M. Swain, who identified sociolinguistic competence as one of the principal components of communicative competence. Their model emphasised the importance of sociocultural rules of language use and the appropriateness of utterances according to communicative context. From this perspective, successful communication requires learners to consider such variables as the participants, their social relationship, the purpose of interaction, and conventions governing particular communicative situations [2; 1-47-b.]. M. Canale subsequently elaborated the model and maintained the distinction between grammatical correctness and sociolinguistic appropriateness, highlighting the importance of adapting language to different sociocultural conditions [3; 2-27-b.].

A more pedagogically oriented interpretation was proposed by M. Celce-Murcia, Z. Dörnyei and S. Thurrell. Their model of communicative competence includes sociocultural competence and draws attention to contextual factors, stylistic appropriateness, cultural conventions, social roles, and the relationship between linguistic choice and communicative situation [4; 5-35-b.]. Such an approach is particularly relevant to foreign language education because it demonstrates that knowledge of linguistic structures should be accompanied by the ability to select appropriate forms of communication in socially meaningful contexts.

The importance of socially appropriate language use is also reflected in the Common European Framework of Reference for Languages: Companion Volume. Sociolinguistic appropriateness is connected with the use of appropriate registers, politeness conventions, forms of address, degrees of formality, and the ability to adjust communication according to social relationships and contextual conditions [5; 136-138-b.]. These descriptors show that advanced language proficiency requires learners to demonstrate flexibility in adapting their speech to formal, informal, academic, professional, and intercultural situations.

Studies conducted in higher education demonstrate that sociolinguistic competence cannot be sufficiently developed through grammar- and vocabulary-oriented instruction alone. S. N. Abd Rahman, A. B. Razali, A. Abd Samad, J. J. Jeyaraj and N. S. Abdullah found that explicit instruction, classroom interaction, the collaborative construction of meaning, and a supportive communicative environment play an important role in developing university students' sociolinguistic competence [6; 1156-1170-b.]. Their findings indicate that students need continuous opportunities to examine how linguistic choices change according to social and communicative conditions.

The importance of creating an interactive learning environment is also supported by research into technology-mediated sociolinguistic instruction. Mujiono and S. Herawati investigated e-learning-based sociolinguistic instruction among university EFL students and demonstrated that systematically organised learning activities can contribute to the development of students' sociolinguistic competence [7; 627-642-b.]. Their research confirms the methodological value of combining contextualised language input, learner interaction, practical tasks, and opportunities for applying sociolinguistic knowledge rather than limiting instruction to theoretical explanations.



Within the context of philological higher education, S. Ziyaeva considers the improvement of sociolinguistic competence as a process closely related to students' ability to modify their speech behaviour according to social environment and communicative context. The study emphasises the need for methodological principles that connect linguistic material with social situations and communicative conditions [8: 150-171-b.]. This approach supports the use of activities in which learners analyse different social variables and select language forms appropriate to the communicative setting.

Among specific interactive techniques, case-study activities have considerable methodological potential. D. Sarimsakova examines the use of case studies in developing the sociolinguistic competence of future English teachers and stresses their usefulness for analysing intercultural and socially conditioned communicative situations [9: 54-65-b.]. Case studies require learners to identify communicative problems, evaluate alternative forms of behaviour, make decisions, and justify linguistic choices. Consequently, this method can help students connect sociolinguistic knowledge with practical communicative decision-making.

Task-based instruction also provides opportunities to develop context-sensitive language use. Z. Rahmonaliyeva's research on Task-Based Language Teaching in the Uzbek EFL context demonstrates the potential of contextualised tasks for improving learners' use of politeness strategies, registers, and pragmatic routines [10: 8-16 b.]. Such activities place learners in situations where successful task completion depends not only on grammatical accuracy but also on choosing language that corresponds to the interlocutor, purpose, and social circumstances of communication.

The pedagogical value of combining authentic materials with interactive classroom techniques has also been emphasised in research on the sociolinguistic competence of English language teachers. K. Nazmutdinova identifies authentic materials, role-playing activities, and technology-supported learning among the practical means of helping learners understand how culture, social status, and other contextual factors influence language use [11: 91-96-b.]. Such techniques provide students with models of naturally occurring language and create opportunities to practise appropriate linguistic behaviour in simulated communicative situations.

Role-playing activities, in particular, are closely connected with the practical nature of sociolinguistic competence. A. Razova notes that effective role-play should clearly specify participants' social status, relationships, communicative goals, and situational conditions. By modelling formal, informal, professional, academic, and intercultural situations, role-play enables learners to practise politeness formulas, forms of address, appropriate registers, apologies, complaints, requests, and other socially conditioned communicative acts [12: 176-178-b.].

The reviewed literature demonstrates that sociolinguistic competence requires a learning environment in which students can observe, analyse, compare, and practically use language in socially meaningful contexts. Although previous studies have examined explicit instruction, case studies, role-play, task-based learning, authentic materials, classroom interaction, and technology-supported learning, these techniques are frequently considered separately. Therefore, there is a methodological need to examine role-play, case studies, situational tasks, simulations, discussions, and collaborative activities as an interconnected system of interactive methods for developing sociolinguistic competence in higher education.

RESEARCH METHODOLOGY

The methodology of the present study is based on the systematic examination of interactive methods used for developing sociolinguistic competence in higher education. The main methodological emphasis is placed on the practical organization of teaching activities that enable students to use language in socially and culturally appropriate ways. Since sociolinguistic competence is formed through contextualized communication, the study considers interactive learning as a purposeful pedagogical process in which students are involved in meaningful exchanges, interpret social roles, respond to communicative situations, and make independent linguistic choices.

The methodological approach therefore focuses on the selection, adaptation, and application of interactive techniques that can reproduce real or near-real communicative conditions within the classroom. The study analyses role-play, case-study activities, situational tasks, simulations, group discussions, problem-solving activities, pair work, and collaborative tasks as the main forms of interactive instruction. These methods are selected because they provide opportunities for students to participate actively in communication and to adjust their language according to the context, level of formality, relationship between interlocutors, communicative purpose, and cultural expectations. The use of interactive methods is organized around the principle that sociolinguistic competence should be developed not through isolated explanation of language rules but through repeated practice in socially meaningful situations. For this reason, each task is expected to contain a clearly defined communicative context, specific roles for participants, a communicative goal, and conditions that require students to select appropriate linguistic forms. In role-play activities, for example, students may be required to act as a student and lecturer, employer and job applicant, customer and service provider, or close friends.

The methodological value of such activities lies in the fact that learners are encouraged to notice differences in forms of address, politeness strategies, register, tone, vocabulary, and degree of directness.

Case-study activities are used to develop students' ability to analyse communicative problems and identify inappropriate language use. Learners may be presented with a situation in which misunderstanding occurs because of an unsuitable form of address, excessive directness, inappropriate informality, or failure to consider cultural norms. Students analyse the situation, determine the reason for communicative failure, and propose alternative expressions that would be more suitable in the given context. Situational tasks are applied to practise specific speech acts such as requesting, apologising, refusing, thanking, inviting, giving advice, expressing disagreement, and asking for clarification. The same communicative function can be practised in several social contexts so that students can compare how linguistic choices change depending on the interlocutor and communicative setting. Simulations are used to create extended communicative environments in which students perform several connected actions and interact with different participants. Such activities may imitate academic meetings, interviews, service encounters, workplace communication, or intercultural discussions. Group discussions and collaborative tasks are included because they create natural opportunities for turn-taking, negotiation of meaning, expression of agreement and disagreement, clarification, and adaptation of speech to other participants.

The methodological organization of these activities involves three consecutive stages: preparation, interaction, and reflection. At the preparation stage, students are introduced to the communicative context, roles, objectives, and necessary linguistic resources. At the interaction stage, they perform the task independently or collaboratively, making decisions about appropriate language use. At the reflection stage, the completed interaction is analysed with particular attention to sociolinguistic appropriateness. Students discuss which expressions were suitable, which choices could be improved, and how the same message might be reformulated for a different social context. This final stage is important because it helps learners become consciously aware of the relationship between linguistic form and social meaning. The methodological framework also takes into account the gradual increase in task complexity. At the initial stage, students may work with controlled situations in which the roles and expected language are clearly defined.

At the next stage, they are given semi-controlled tasks that require a greater degree of independent decision-making. At a more advanced stage, students participate in open-ended communicative situations where they must independently interpret social variables, choose appropriate language strategies, and respond to unexpected changes in interaction. Such progression allows the development of sociolinguistic competence to move from recognition and guided practice towards independent and flexible language use. Particular attention is paid to the authenticity and relevance of communicative situations. Interactive tasks should reflect situations that university students are likely to encounter in academic, professional, social, and intercultural communication.

Therefore, the content of activities may include classroom communication, formal and informal conversations, academic discussions, job interviews, professional correspondence, service encounters, digital communication, and intercultural interaction. The methodological analysis also considers the role of teacher feedback. Feedback should not be limited to grammatical accuracy but should address the appropriateness of register, politeness, tone, forms of address, and communicative strategy. In this approach, grammatical correctness and sociolinguistic appropriateness are treated as interconnected but distinct aspects of successful communication. Students are encouraged to understand that an expression may be grammatically correct but socially inappropriate in a particular context.

The effectiveness of interactive methods is therefore considered in relation to their ability to engage learners in active communication, provide contextualized practice, develop awareness of social and cultural variables, and encourage reflection on language choices. Through the systematic use of such activities, the teaching process can provide students with repeated opportunities to observe, compare, practise, and evaluate different forms of socially appropriate language behaviour. This methodological approach supports the integration of sociolinguistic competence into everyday foreign language instruction and enables interactive methods to function as an organized system of pedagogical tools rather than as isolated classroom activities.

ANALYSIS AND RESULTS

The results of the methodological analysis indicate that interactive methods can significantly support the development of sociolinguistic competence when they are systematically connected with specific communicative situations and sociolinguistic skills. The analysis showed that the effectiveness of these methods depends not simply on students' participation in classroom activities but on the extent to which the tasks require learners to interpret social context, recognise differences between interlocutors, and select language forms appropriate to a particular communicative situation. Interactive learning therefore creates favourable conditions for transforming theoretical knowledge about language use into practical communicative behaviour.



The analysis identified several sociolinguistic skills that can be effectively developed through interactive instruction. These include the ability to distinguish between formal and informal registers, select appropriate forms of address, apply suitable politeness strategies, modify the degree of directness, use speech acts according to communicative purpose, and adapt linguistic behaviour to cultural and social expectations. These skills are especially important in academic, professional, intercultural, and everyday communication, where the same communicative intention may require different linguistic forms depending on the participants and context.

The comparison of interactive methods revealed that each method has a particular methodological function. Role-play is especially effective for practising social roles, register variation, forms of address, and politeness strategies. Case studies provide stronger opportunities for analysing communicative problems and identifying the causes of sociolinguistic inappropriateness. Situational tasks are useful for practising specific speech acts in different social contexts, while simulations allow students to integrate several sociolinguistic skills in more complex communicative environments. Group discussions and collaborative activities are particularly valuable for developing spontaneous interaction, turn-taking, agreement and disagreement strategies, clarification, and adaptation to the responses of other participants.

The results also suggest that the combined use of these methods is more productive than relying on a single type of interactive activity. Sociolinguistic competence includes several interconnected skills, and therefore its development requires a sequence of tasks with different levels of complexity. At the initial stage, students can analyse and compare prepared examples of socially appropriate and inappropriate language use. At the next stage, they can practise particular linguistic strategies through structured role-play and situational tasks. At a more advanced stage, simulations, discussions, and collaborative problem-solving activities can be used to encourage independent linguistic decision-making in less predictable communicative conditions.

Another important result is the identification of three methodological criteria that influence the effectiveness of interactive activities: contextual relevance, communicative involvement, and sociolinguistic appropriateness. Contextual relevance ensures that the task reflects realistic communicative conditions. Communicative involvement requires students to participate actively rather than passively reproduce prepared language. Sociolinguistic appropriateness focuses attention on whether the selected expressions correspond to the status of interlocutors, communicative purpose, degree of formality, and cultural norms. The combination of these criteria provides a practical basis for selecting and designing interactive tasks for higher education.

The analysis further demonstrates the importance of post-task reflection. Students should not only perform communicative activities but also evaluate the linguistic choices made during interaction. Comparing alternative expressions, identifying inappropriate forms, and discussing possible changes in register or politeness can strengthen students' awareness of the social meaning of language. Such reflection can also help learners understand that grammatical correctness alone does not guarantee communicative success.

Overall, the findings of the methodological analysis indicate that interactive methods can function as a systematic pedagogical mechanism for developing sociolinguistic competence in higher education. Their effectiveness is strengthened when tasks are authentic, socially meaningful, progressively organised, and followed by reflection on communicative appropriateness. Through such an approach, students can gradually develop the ability to use language flexibly and appropriately across different social, academic, professional, and intercultural contexts.

The analysis of interactive methods demonstrates that their main value in developing sociolinguistic competence lies in creating conditions in which students are required to make language choices according to the social characteristics of communication. In traditional language exercises, learners often concentrate on grammatical correctness, vocabulary, or the reproduction of predetermined structures, whereas interactive activities require them to consider not only what to say but also how, when, and to whom a particular expression should be used. This distinction is especially important in the development of sociolinguistic competence because successful communication depends on the learner's ability to interpret the communicative situation and adapt language accordingly. Among the analysed methods, role-play provides particularly favourable conditions for practising socially differentiated language use. When students perform different social roles, they encounter changes in status, social distance, level of formality, and communicative intention. For example, asking a close friend for assistance requires different linguistic choices from making the same request to a university lecturer or an employer. Through such comparison, students become aware that a grammatically correct expression may not always be sociolinguistically appropriate.

Role-play therefore enables learners to practise formal and informal registers, forms of address, politeness strategies, degrees of directness, and appropriate tone within a meaningful communicative context. Its effectiveness increases when the same communicative intention is presented in several situations and students are asked to modify their language according to changing social roles. Case-study activities perform a different but equally important function. Their main advantage is that they encourage students to analyse communication rather than simply participate in it. A case may present a misunderstanding between participants, an inappropriate form of address, an excessively direct request, an unsuitable response to criticism, or a culturally

sensitive communicative situation. Students are required to identify the source of the problem, explain why a particular expression may be inappropriate, and suggest alternative ways of communicating. Such analysis develops conscious sociolinguistic awareness because learners begin to associate linguistic forms with their possible social meanings and consequences.

Case studies are especially useful for situations in which cultural expectations influence the interpretation of language. They allow students to compare different communicative norms and recognise that the same expression may be interpreted differently depending on social and cultural context. Situational tasks are particularly effective when the objective is to practise individual speech acts and their variation across contexts. Requests, apologies, refusals, invitations, compliments, expressions of disagreement, advice, and clarification can all be realised through different linguistic forms.

A situational approach allows students to compare these alternatives and determine which forms are more appropriate for a particular relationship between speakers. For instance, direct forms may be acceptable in communication between close friends but may require mitigation in formal academic or professional situations. By changing one contextual variable at a time, such as the age, status, familiarity, or communicative purpose of the participants, the teacher can help students observe how language choice changes. This makes situational tasks particularly suitable for systematic development of context-sensitive language use. Simulations extend this process by creating more complex communicative environments. Unlike short role-plays, simulations may involve several participants, interconnected tasks, changing circumstances, and longer interaction.

A simulated job interview, academic meeting, customer-service situation, conference discussion, or international project can require students to combine several sociolinguistic skills simultaneously. They may need to introduce themselves appropriately, ask and answer questions, express disagreement, negotiate decisions, respond to unexpected comments, and maintain an appropriate level of formality throughout the interaction. This complexity makes simulations valuable at more advanced stages of instruction, when students are expected to apply sociolinguistic knowledge flexibly rather than follow a predetermined model.

Group discussions and collaborative activities also contribute significantly to the development of sociolinguistic competence because they create a space for spontaneous interaction. During such activities, learners need to manage turn-taking, interrupt appropriately, express agreement or disagreement, request clarification, respond to opposing opinions, and maintain cooperative communication. These behaviours are closely connected with sociolinguistic appropriateness. Group interaction also exposes students to different ways of expressing the same communicative intention and allows them to observe how their peers select linguistic strategies. However, the mere use of group work does not automatically develop sociolinguistic competence. Tasks need to contain a clear communicative purpose and require learners to pay attention to the social conditions of interaction.

Another important finding of the methodological analysis is that reflection should be considered an essential component of interactive learning. If students complete an activity without analysing their language choices afterwards, they may focus mainly on task completion and overlook sociolinguistic aspects of communication. Post-task reflection enables learners to examine which expressions were appropriate, which were too formal or informal, whether politeness strategies were effective, and how alternative linguistic choices might change the communicative effect.

Teacher feedback plays an important role at this stage. Instead of correcting only grammatical mistakes, the teacher should also comment on register, tone, forms of address, cultural appropriateness, and the degree of directness. Such feedback helps students understand the difference between linguistic correctness and communicative appropriateness. The comparison of the selected methods also suggests that no single interactive method is sufficient for developing all aspects of sociolinguistic competence. Role-play is particularly useful for practising social roles and register variation; case studies strengthen analytical awareness of communicative problems; situational tasks provide focused practice of speech acts; simulations support integrated and flexible language use; and group discussions develop spontaneous interaction and conversational management.

Therefore, these methods should be used in combination rather than as isolated classroom techniques. Their systematic integration allows students to progress from recognising sociolinguistic differences to practising them in controlled situations and eventually applying them independently in more complex communication. From this perspective, the development of sociolinguistic competence can be organised as a gradual process moving from awareness to guided practice, contextual adaptation, and independent communicative performance. Interactive methods are particularly suitable for such progression because they enable the teacher to control the complexity of the communicative context while gradually increasing students' responsibility for language choice.

At the initial stage, learners may compare prepared examples of formal and informal communication; at the intermediate stage, they may participate in structured role-plays and situational tasks; and at a more advanced stage, they may solve communicative problems through simulations, discussions, and open-ended collaborative activities. Consequently, the effectiveness of interactive methods depends not only on their variety but also



on their purposeful sequencing, contextual relevance, and connection with clearly defined sociolinguistic skills. When these conditions are taken into account, interactive methods can create a learning environment in which students move beyond knowledge of language forms and develop the ability to use those forms appropriately in academic, professional, intercultural, and everyday communication.

CONCLUSION AND SUGGESTIONS

The development of sociolinguistic competence is an essential component of effective foreign language education in higher education institutions. Students need not only grammatical and lexical knowledge but also the ability to select language forms that correspond to social context, communicative purpose, level of formality, relationship between interlocutors, and cultural expectations. Interactive teaching methods provide suitable conditions for developing these abilities because they involve learners in meaningful communication and require them to make context-sensitive linguistic choices.

The analysis shows that role-play, case studies, situational tasks, simulations, group discussions, and collaborative activities can contribute to different aspects of sociolinguistic competence. Their effectiveness is particularly evident when they are used systematically and connected with clearly defined communicative objectives. The combination of these methods enables students to move from recognising sociolinguistic differences to applying appropriate language independently in academic, professional, intercultural, and everyday situations.

A significant methodological condition is the purposeful organisation of interactive activities according to contextual relevance, communicative involvement, and sociolinguistic appropriateness. In addition, post-task feedback and reflection strengthen students' awareness of the relationship between linguistic form and social meaning. Therefore, interactive methods should be integrated into foreign language teaching not as occasional classroom activities but as a structured system aimed at developing socially and culturally appropriate communicative behaviour.

Overall, the systematic use of interactive methods can increase students' communicative flexibility, sociolinguistic awareness, and readiness to participate in diverse real-life interactions. Their implementation in higher education can thus support the formation of learners who are able to communicate not only correctly but also appropriately and effectively in different social and cultural contexts.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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