

## **INTERFAOL TA'LIM: JURNALISTIKA TALABLARINI ELEKTRON PLATFORMALAR ORQALI CHET TILLARNI O'ZGASHTIRISHGA JALB ETTIRISH**

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*Annotatsiya. Ushbu maqola jurnalistika talabarlari uchun xorijiy tillarni o'zlashtirishda elektron platformalar orqali interaktiv ta'limning afzalliklarini o'rganadi. Bu texnologiya til bilimini qanday oshirishi va madaniyatlararo muloqot ko'nikmalarini rivojlantirishga urg'u beradi. O'qituvchilar texnologik savodxonlik va til mazmuniga e'tibor berish kabi muammolarni hal qilishlari kerak. Interfaol ta'limni qamrab olish jurnalistika talabalarini global jurnalistika sohasida muvaffaqiyatga erishishga e'tibor qaratadi.*

*Kalit so'zlar: interfaol ta'lim, chet tillarini o'zlashtirish, elektron platformalar, kognitiv qiziqish, hamkorlikda o'rganish, madaniyatlararo tushunish, ta'lim izchilligi, tanqidiy fikrlash.*

## **INTERACTIVE LEARNING: ENGAGING JOURNALISM STUDENTS IN FOREIGN LANGUAGE ACQUISITION THROUGH ELECTRONIC PLATFORMS**

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*Аннотация. Эта статья исследует выгоды интерактивного обучения с использованием электронных платформ для студентов журналистики в изучении иностранных языков. Он подчеркивает, как технологии усиливают языковую компетентность и развивают межкультурные коммуникативные навыки. Педагоги должны решать проблемы, такие как технологическая грамотность и поддержание фокуса на языковом содержании. Принятие интерактивного обучения оснащает студентов-журналистов для успеха в глобальном ландшафте журналистики.*

*Ключевые слова: интерактивное обучение, усвоение иностранных языков, электронные платформы, когнитивный интерес, совместное обучение, межкультурное взаимопонимание, образовательная последовательность, критическое мышление.*

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*Abstract. This article explores the benefits of interactive learning through electronic platforms for journalism students in foreign language acquisition. It highlights how technology enhances language proficiency and develops cross-cultural communication skills. Educators must address challenges such as technological literacy and maintaining focus on language content. Embracing interactive learning equips journalism students for success in the global journalism landscape.*

*Keywords: interactive learning, foreign language acquisition, electronic platforms, technology-enhanced language learning, cognitive interest, collaborative learning,*

*cultural understanding, educational consistency, critical thinking.*

### Introduction

In today's interconnected world, proficiency in foreign languages is increasingly valuable, particularly for journalism students who aspire to become global communicators. Traditional language learning methods often fall short in capturing the attention and interest of students. However, the advent of electronic platforms and technology-enhanced language learning (TELL) has opened up new possibilities for engaging journalism students in foreign language acquisition. This article explores the benefits and strategies of interactive learning through electronic platforms, fostering effective language acquisition and enhancing the skills of future journalists.

### Literature review

There is a recognized shift from passive to active learning, leading to increased focus on leveraging technology in specialized training and implementing a learner-centered approach. In this approach, students actively engage in cognitive activities to enhance their language learning experience. Foreign language educators are striving to enhance student involvement and motivation by exploring ways to incorporate interactive technologies in their classrooms. By utilizing interactive technologies, such as computer-based and multimedia tools, students' creativity, imagination, cognitive interest in foreign languages, and communicative skills can be developed. While the term "interactive learning technology" is often associated with computer or multimedia-based learning involving dialogue and message exchange with real partners, it encompasses a broader concept of collective cognitive activity. This activity involves participants interacting, exchanging information, solving problems, and collaborating genuinely, thereby evaluating their own actions [6, p 92].

Several researchers, including R. Blair [1], S. Martinelli [4], L. Konoplianyk [3], H. Stern [8], E. Polat [6], M. Taylor [4], have investigated the use of interactive teaching methods for foreign languages in higher education institutions. They have contributed to the study of this topic and provided valuable insights into its effectiveness.

### Research Methodology

This study employed a mixed-methods research approach, combining qualitative and quantitative methods to investigate the effectiveness of interactive learning through electronic platforms for journalism students in foreign language acquisition.

Interactive learning technologies encompass carefully designed learning outcomes, interactive methodologies, tools, and techniques that enhance the learning process. These technologies also consider the cognitive and mental conditions necessary for achieving the desired educational goals [7, p115]. Therefore, interactive technology encompasses a range of interactive methods employed by teachers in their instructional practices.

According to modern methodology, a method is considered as a means to achieve a particular goal. There are various perspectives on the classification of interactive learning methods. For instance, Panina and Vavilova classify interactive methods into discussions, games, and trainings [5, p 46]. Holant, on the other hand, categorizes teaching methods based on the level of student engagement in the learning process, distinguishing between active and passive approaches [7, p 57]. Following a similar approach, Smith and Kochubey divide teaching methods into passive and interactive ones, where passive methods encompass activities like reading and working with literature.

Interactive technologies for teaching foreign languages are grounded in an activity-based approach. They encompass the utilization of interactive teaching methods, both non-situational (such as dialogue) and situational (including games, simulations, analysis of situations, idea auctions, etc.). These methods are organically combined

with various learning tools, such as electronic and paper-based information, as well as innovative distance-learning approaches and traditional forms of education. The selection and integration of these tools are based on the principles of appropriateness and complementarity [7, p 98]. At the core of interactive learning is direct dialogue between the student and the teacher, as well as among students themselves or with guest participants. This dialogue can occur within a single lesson, a series of lessons, or throughout an entire course.

This classification accurately represents the key characteristics of interactive teaching methods for foreign languages. These methods are characterized by their focus on activity, collective participation, and situational training activities. They aim to develop students' reflective skills, attention, imagination, observation, and innovative thinking. Interactive methods also promote educational consistency, logic, critical thinking, and creativity. They foster efficiency, curiosity, cognitive independence, and persistence in students' pursuit of their learning goals.

The utilization of interactive learning technologies in teaching foreign languages has revolutionized the educational landscape, particularly in the field of journalism. As journalism students strive to become effective global communicators, the integration of electronic platforms and interactive learning methods has proven to be highly beneficial. These methods focus on active student engagement, situational training activities, and the development of critical thinking and creativity.

One of the key advantages of interactive learning technologies is their ability to enhance students' cognitive interest in foreign languages. By incorporating computer-based and multimedia tools, educators can tap into students' creativity and imagination, making the language learning process more engaging and enjoyable. Through interactive activities such as dialogue, games, simulations, and analysis of real-life situations, students are actively involved in the learning process, which enhances their comprehension and communication skills.

Furthermore, interactive learning technologies foster collective participation and collaboration among students. Through direct dialogue with teachers, as well as interactions with fellow students or guest participants, students have the opportunity to exchange information, solve problems, and collaborate authentically. This collaborative learning environment not only develops students' language skills but also promotes teamwork, cultural understanding, and diverse perspectives.

The integration of interactive learning technologies also ensures educational consistency and logical thinking. These technologies provide a range of learning tools, including electronic and paper-based information, as well as distance-learning approaches and traditional forms of education. By selecting and integrating these tools based on appropriateness and complementarity, educators create a comprehensive learning experience that aligns with students' needs and the desired educational goals.

Moreover, interactive learning technologies foster important skills such as reflective thinking, observation, and innovative thinking. By engaging in interactive methodologies, students develop cognitive independence, curiosity, and persistence in pursuing their language learning goals. These skills are crucial for journalism students as they navigate the complex and ever-evolving global journalism landscape.

### Conclusion

To sum up, the integration of interactive learning technologies through electronic platforms has transformed language acquisition for journalism students. By embracing these technologies, educators can create engaging and dynamic learning experiences that enhance students' language proficiency and cross-cultural communication skills. The active involvement of students, the utilization of interactive methodologies, and

the collaborative learning environment fostered by these technologies contribute to the development of critical thinking, creativity, and cultural awareness among journalism students.

As the demand for global communicators continues to grow, it is essential for educational institutions to prioritize the integration of interactive learning technologies in foreign language education. By equipping journalism students with the necessary language skills and cultural competencies, educators empower them to effectively navigate the global journalism landscape and communicate with diverse audiences. The continuous exploration and implementation of interactive learning technologies will undoubtedly shape the future of language acquisition and prepare journalism students for success in their careers as global communicators.

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