



PEDAGOGICAL INTERACTION AS A KEY FACTOR IN THE FORMATION OF STUDENTS' LEARNING INTEREST

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Abstract: The article examines pedagogical interaction as a fundamental component of the modern educational process. Particular attention is paid to the role of interaction between teachers and students in the formation of learning interest and positive learning motivation. Pedagogical interaction is considered as a system of communication, cooperation, and mutual influence that creates favorable conditions for students' cognitive development. The article emphasizes that learning interest is formed gradually and depends on the quality of the educational environment and conscious pedagogical interaction. The significance of pedagogical interaction as a foundation of an effective and student-oriented educational process is highlighted.

Keywords: *pedagogy, pedagogical interaction, learning interest, learning motivation, educational environment, teacher–student communication.*

Introduction

Modern education is focused not only on the transmission of knowledge but also on the formation of students' interest in learning and their active involvement in the educational process. In this context, pedagogical interaction becomes one of the most important factors determining the effectiveness of teaching and learning.

Pedagogical interaction reflects the quality of relationships between teachers and students and significantly influences students' attitudes toward learning, their motivation, and their willingness to participate in educational activities. The



relevance of this topic is associated with the need to create an educational environment that supports students' intellectual development and personal growth.

The purpose of this article is to analyze pedagogical interaction as a key factor in the formation of students' learning interest within the educational process.

Pedagogical Interaction in the Educational Process

In pedagogical science, interaction is understood as a purposeful and organized process of cooperation between teachers and students. It includes communication, feedback, mutual influence, and joint activity aimed at achieving educational goals.

Pedagogical interaction is not limited to the transfer of information. It also involves emotional support, encouragement, and the creation of conditions for students' active participation in learning. When interaction is based on respect and cooperation, students perceive learning as a meaningful and valuable activity.

A subject–subject approach to pedagogical interaction allows students to act as active participants in the educational process rather than passive recipients of knowledge. This approach contributes to the development of autonomy, responsibility, and sustained learning interest.

Learning Interest as a Pedagogical Category

Learning interest is one of the central components of students' learning motivation. In pedagogy, interest is viewed as a stable positive attitude toward educational activity, characterized by curiosity, engagement, and a desire to acquire knowledge.

Learning interest does not arise spontaneously; it is formed under the influence of pedagogical conditions, including the nature of interaction between



teachers and students. Positive communication, emotional involvement, and supportive feedback play a significant role in maintaining students' interest in learning.

Recent pedagogical studies emphasize that learning motivation and cognitive interest are formed gradually and depend on the consistency of pedagogical interaction. According to the research conducted by Sh. R. Okhunov, the effectiveness of education increases when learning is organized as a step-by-step process supported by a positive educational environment and conscious teacher–student interaction. The author highlights that motivation is not a static characteristic but a pedagogically constructed phenomenon that develops through interaction, emotional support, and meaningful engagement in learning activities. This perspective confirms the importance of pedagogical interaction as a foundation for sustainable learning interest and educational success.

The Role of the Teacher in Pedagogical Interaction

The teacher plays a decisive role in organizing pedagogical interaction. Professional competence, communication style, and pedagogical position determine the quality of interaction and its impact on students' learning interest.

An effective teacher demonstrates openness, respect, and readiness for dialogue. Such an approach contributes to the creation of a positive psychological climate and encourages students to express their thoughts and ideas freely.

Conscious pedagogical interaction organized on the basis of cooperation supports students' confidence, responsibility, and positive attitude toward learning.

Pedagogical Interaction and Educational Environment



The educational environment includes a set of social, psychological, and pedagogical conditions in which learning takes place. Pedagogical interaction is an integral part of this environment and significantly influences its quality.

A supportive educational environment promotes students' learning interest, motivation, and academic engagement. Pedagogical interaction performs a regulating and guiding function, ensuring the coherence and effectiveness of the educational process.

Research in pedagogy confirms that the quality of interaction between teachers and students directly affects learning outcomes and students' attitudes toward education.

Key Points (Theses)

1. Pedagogical interaction is a fundamental factor in the formation of students' learning interest.
2. Subject–subject interaction enhances students' engagement and learning motivation.
3. Learning interest develops gradually within a supportive educational environment.
4. The teacher's pedagogical position plays a crucial role in organizing effective interaction.
5. The quality of pedagogical interaction influences students' attitudes toward learning and educational success.

Conclusion

Pedagogical interaction occupies a central position in the modern educational system and serves as a key condition for the formation of students' learning interest.



Through interaction, teachers not only transmit knowledge but also influence students' motivation, emotional well-being, and personal development.

Conscious and purposeful organization of pedagogical interaction allows the creation of a favorable educational environment in which learning becomes meaningful and engaging. Pedagogical interaction should be regarded as the foundation of an effective and student-oriented educational process.

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