

## TECHNOLOGIES FOR IMPLEMENTING A DIALOGICAL APPROACH IN THE EDUCATIONAL PROCESS

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**Abstract.** *This article examines technologies for implementing a dialogic approach in the educational process, with an emphasis on preparing political science students. It analyzes the philosophical and pedagogical foundations of dialogic pedagogy and contemporary research in the field of dialogic learning. Particular attention is paid to practical methods: the Socratic (question-dialogic) method and project-based learning (PBL), including examples of their application in political science education. It is shown that the implementation of dialogic technologies promotes the development of critical and metacognitive thinking, communicative and teamwork competencies, and also fosters independent and reflective student attitudes.*

**Keywords:** *dialogical approach, Socratic method, project-based learning (PBL), critical thinking, educational technologies, active involvement in discussions.*

**Annotatsiya.** *Ushbu maqolada ta'lim jarayonida dialogik yondashuvni amalga oshirish texnologiyalari, siyosatshunoslik talabalarini tayyorlashga urg'u berilgan holda, o'quv jarayonida o'rganishga qaratilgan. Unda dialogik pedagogikaning falsafiy va pedagogik asoslari va dialogik o'rganish sohasidagi zamonaviy tadqiqotlar tahlil qilinadi. Amaliy usullarga alohida e'tibor qaratilgan: Sokrat (savol-dialog) usuli va loyihaga asoslangan o'rganish (PBL), shu jumladan ularni siyosatshunoslik ta'limida qo'llash misollari. Dialogik texnologiyalarni joriy etish tanqidiy va metakognitiv fikrlash, kommunikativ va jamoaviy ish qobiliyatlarini rivojlantirishga yordam berishi, shuningdek, talabalarning mustaqil va refleksiv munosabatlarini rivojlantirishi ko'rsatilgan.*

**Kalit so'zlar:** *dialogik yondashuv, Sokrat usuli, loyihaga asoslangan o'rganish (PBL), tanqidiy fikrlash, ta'lim texnologiyalari, muhokamalarda faol ishtirok etish.*

**Аннотация.** *В статье рассматриваются технологии внедрения диалогического подхода в образовательный процесс с акцентом на подготовку студентов политологии. Проанализированы философские и педагогические основы диалогической педагогики и современные исследования в области диалогического обучения. Особое внимание уделено практическим методикам: Сократовскому (вопросно-диалогическому) методу и проектному обучению (PBL), включая примеры их применения в политологическом образовании. Показано, что внедрение диалогических технологий способствует развитию критического и метапознавательного мышления, коммуникативных и командных компетенций, а также формирует самостоятельную и рефлексивную позицию студентов*

**Ключевые слова:** *диалогический подход, Сократовский метод, проектное обучение (PBL), критическое мышление, образовательные технологии, активное вовлечение в дискуссии.*

**Introduction.** In the context of rapid changes in modern society driven by globalization, digitalization, and increasing demands on the quality of education, the search for effective pedagogical approaches focused on the development of the student's individual personality has become especially urgent. The traditional learning model, based primarily on the transfer of pre-existing knowledge from teacher to student, is gradually giving way to more flexible and interactive forms of organizing the educational process. One such approach is the dialogic approach, which involves active interaction between all participants in the educational process.

The dialogic approach to learning views education as a process of collaborative knowledge construction based on the exchange of opinions, argumentation, critical reflection, and respect for diverse perspectives. Within this approach, students are not passive recipients of information, but active participants in cognitive activity, capable of independent thinking, analysis, and reflection.

Furthermore, the introduction of technology helps increase student motivation, enhance their cognitive activity, and develop key 21st-century competencies such as critical thinking, communication skills, and teamwork. This is especially important in the context of the transition to blended and distance learning, where maintaining high-quality dialogue is becoming a key challenge.

Thus, research into technologies for integrating a dialogic approach into the educational process is a relevant area of research in pedagogical science and practice. This article aims to analyze modern technologies that facilitate the implementation of dialogic learning and to identify their potential for improving the effectiveness of the educational process.

**Literature analysis.** The problematic of the dialogic approach to education is widely represented in the works of Russian and international researchers and has deep philosophical and pedagogical foundations. The origins of dialogic pedagogy are linked to the works of M.Bakhtin, L.S.Vygotsky, and P.Freire, who viewed learning as a social and communicative process based on the interaction of educational actors.

According to L.S.Vygotsky's [11] sociocultural theory, learning occurs through social interaction, where language serves as a key tool for shaping thinking. He argued that cognitive development occurs through collaboration and dialogue between participants in the educational process. These ideas were further developed by M.Bakhtin [2], who viewed dialogue as a fundamental characteristic of human consciousness and culture. He believed that meaning is formed through the interaction of different perspectives, and learning represents a process of "dialogical development of personality."

Brazilian educator P.Freire [5] also emphasized the central role of dialogue, linking it to emancipatory pedagogy. In his classic work, "Pedagogy of the Oppressed", Freire criticized the transmissive model of education and proposed an educational practice in which dialogue becomes a means of critically understanding reality, strengthening students' subjectivity and their social agency. In Freire's work, dialogue plays a key role in the process of collaborative knowledge discovery, in which the teacher and students act as co-participants in the educational process.

Contemporary scholarly literature considers the dialogic approach not only as a philosophical category but also as a practical pedagogical technique. Dialogic learning is associated with the concepts of dialogic teaching and dialogic pedagogy, developed by international authors such as R.Alexander [1], C.Cazden [3], and others, which emphasize the quality of interaction and student participation in discussion, argumentation, and the joint construction of knowledge. Research shows that such approaches promote the

development of critical thinking, collaboration, and a deep understanding of educational material, as learning becomes a process of social intersubjective activity rather than simply the transfer of information.

Thus, the dialogic approach represents an integration of philosophical concepts of social communication and practical pedagogical techniques aimed at developing active and reflective educational subjects. Literary sources based on the works of Vygotsky, Bakhtin, and Freire, as well as contemporary research on dialogic teaching, provide a solid theoretical foundation for the analysis, implementation, and evaluation of the effectiveness of dialogic practices in the educational environment.

**Research methodology.** In today's world, the use of educational technologies that effectively implement a dialogic approach is particularly important. The development of digital tools, online platforms, learning management systems, and interactive communication tools opens up new opportunities for fostering productive dialogue both in and outside the classroom. Technologies allow for the expansion of educational spaces, ensuring continuous interaction, and taking into account the individual needs of students.

### **Results and discussion.**

#### ***Socratic (question-dialogue) method for students of political science:***

The Socratic method for political science students involves the use of questions aimed at analyzing political processes, institutions, ideologies, and public administration practices. The teacher (lecturer) acts as a facilitator, not providing ready-made answers but encouraging students to independently reason, argue their positions, and critically evaluate information sources.

#### ***Key features of the method:***

The dialogue is built on an analysis of current political events and theories.

Questions are aimed at identifying contradictions, ethical dilemmas, and cause-and-effect relationships in politics.

Students develop the ability to articulate a position, analyze alternative viewpoints, and form their own opinions.

#### ***Sample Questions and Situations***

##### ***1. Political Systems Analysis***

Topic: Democracy and Authoritarianism.

Instructor Questions:

"What factors make a democratic system stable?"

"Why do some states transition to authoritarianism?"

"Compare the benefits and risks of democracy and authoritarianism in the modern world."

Outcome: Students discuss real-world examples, evaluate theories of democratic transition (Tokman, Huntington), and formulate reasoned conclusions.

##### ***2. Political Processes and International Relations***

Topic: The Influence of International Organizations on National Policy.

Questions:

"How do UN/EU actions influence national policies?"

"Can we talk about sovereignty in the context of globalization?"

"What conflicts of interest arise between states and international organizations?"

Outcome: Students analyze case studies, discuss mechanisms of influence, and formulate alternative scenarios.

### 3. *Political Ethics and Civic Responsibility*

Topic: Corruption and Government Transparency

Questions:

"Why does corruption persist in some countries and is virtually nonexistent in others?"

"How can public institutions reduce corruption?"

"What moral and ethical dilemmas do politicians face when making decisions?"

Outcome: Students develop critical thinking and discuss the ethical aspects of government and civic responsibility.

### **Project-Based Learning (PBL) for Political Science Students**

Project-based learning is a pedagogical technique in which students solve complex, practice-oriented problems that require the application of theoretical knowledge, critical analysis, and teamwork.

For political science students, PBL focuses on modeling real-world political processes, exploring political phenomena, and developing strategies. The work is based on group collaboration and active dialogue, where students discuss alternative approaches, assess risks, justify decisions, and create a joint product (report, presentation, strategic plan, or policy brief).

#### ***Key features of PBL:***

Comprehensiveness: the project covers multiple aspects of political processes, theories, and analytical tools.

Role of the instructor: Curator and facilitator, guiding students, setting the project framework and questions that stimulate critical thinking.

Final product: a concrete outcome demonstrating understanding of the topic and the ability to apply knowledge in practice.

#### ***Sample Project for Political Science Students***

Topic: "Developing a Foreign Policy Campaign Strategy for a Fictitious State"

Project Stages:

1) **Problem Statement:** Students are assigned the task of representing the analytical group of the Ministry of Foreign Affairs of a fictitious state. Develop a foreign policy campaign strategy to strengthen the country's international influence.

2) **Research and Analysis:** Analysis of the international environment: geopolitical interests, economic ties, diplomatic organizations. Assess the strengths and weaknesses of the state, potential allies and adversaries.

3) Group Discussion: Students are divided into teams: diplomatic strategy, economic cooperation, and media policy. Discussion of various action scenarios and their consequences.

4) Strategy Development: Create a comprehensive plan with specific recommendations. Presentation and defense of the project to a "faculty council" (the role of the faculty member and a group of students).

5) Reflection and Feedback: Discussion of challenges, analysis of decisions made, and lessons learned from the project.

### ***Benefits of PBL for Political Science Students***

- It integrates theory and practice, making learning more realistic and relevant.
- It fosters the analytical and strategic skills needed for political science.
- It develops the ability to work in a team, discuss alternative approaches, and consider different points of view.
- It encourages critical thinking and independence through solving real or simulated political problems.

**Conclusion.** The dialogic approach to education represents a powerful methodological and practical foundation for developing active, critically thinking, and socially responsible individuals. Its philosophical roots—in the works of L.S.Vygotsky, M.M.Bakhtin, and P.Freire—allow us to view learning not as a simple transfer of knowledge, but as a process of collaboratively constructing meaning through the interaction of participants in the educational process.

The practical implementation of a dialogical approach is possible through a variety of pedagogical techniques. For example, the Socratic method promotes the development of critical thinking, argumentation, and analytical skills, especially when discussing complex political issues. Project-based learning (PBL) integrates theory and practice, developing research and strategic competencies, as well as teamwork skills. For political science students, these techniques allow them to simulate real political processes, analyze international events, and develop sound strategies, making learning more meaningful and closer to professional practice.

The practical implementation of a dialogic approach is possible through a variety of pedagogical technologies. The key benefits of implementing dialogic technologies include: developing critical and metacognitive thinking, enhancing communicative and teamwork competencies, and fostering independent and reflective student attitudes. Implementing a dialogic approach requires a systematic approach: training teachers, creating an environment for open communication, and utilizing modern educational tools.

Thus, a dialogic approach and related technologies not only enhance the effectiveness of the educational process but also contribute to the development of highly developed professionals capable of critical analysis, collaboration, and active citizenship. This is especially relevant for political science students, who must combine theoretical training

with practical skills in analysis and decision-making in complex social and political contexts.

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