



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



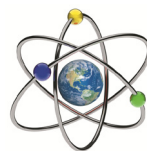
№1
2026

- 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

M

MAKTABGACHA VA MAKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



*Elektron nashr. 130 sahifa,
5-yanvar, 2026-yil.*

BOSH MUHARRIR:

Karimova E'zoza Gapirjanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

BOSH MUHARRIR O'RINBOSARI:

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

TAHRIRIYAT KENGASHI A'ZOLARI

Ibragimov X.I. – pedagogika fanlari doktori, akademik
Shoumarov G'.B. – psixologiya fanlari doktori, akademik
Qirg'izboyev A.K. – Tarix fanlari doktori, professor
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Sharipov Sh.S. – pedagogika fanlari doktori, professor
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)
Wookyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
G'afurov D. O. – falsafa fanlari doktori (Phd)
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Mirzayeva F. O. – pedagogika fanlari doktori (DSc), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Doniyorov S. M. – "Yangi O'zbekiston" va "Pravda Vostoka" gazetalarini tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari nomzodi (PhD)
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)
Vaxobov Anvar Abdusattor o'g'li – Pedagogika fanlari bo'yicha falsafa doktori, dotsent

Muassis: "Tadbirkor va ishbilarmon" MChJ

Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

EDITORIAL BOARD MEMBERS:

Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician

Shoumarov G'. B. – Doctor of Psychological Sciences, Academician

Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor

Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor

Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor

Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor

Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor

Madraximova F.R. – Doctor of Pedagogical Sciences, Professor

Kalonov M.B. – Doctor of Economic Sciences, Professor

Nabiyev D.X. – Doctor of Economic Sciences, Professor

Koldoshev K. M. – Doctor of Economic Sciences, Professor

Ikramxanova F.I. – Doctor of Philological Sciences, Professor

Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)

Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)

Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)

Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)

Wookyu Cha – President of the National University of Education, Korea (South Korea)

Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)

Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor

Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor

Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor

Aliyev B. – Doctor of philosophy, professor

Gafurov D. O. – Doctor of Philosophy (PhD)

Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor

Mirzayeva F. O. – Doctor of Pedagogical Sciences (DSc), Associate Professor

Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor

Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor

Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service

Saifnazarov I. – Doctor of philosophy, professor

Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)

Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor

Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Doniyorov S. M. – Editor-in-Chief of the Editorial Board of the newspapers "Yangi Uzbekiston" and "Pravda Vostoka", Honored Journalist of the Republic of Uzbekistan, Candidate of Philological Sciences (PhD)

Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor

Tangriyev A.T. – is a professor of Tashkent State University of Economics

Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor

Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region

Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun

Academy, Doctor of Philosophy (PhD) in Biological Sciences

Vakhobov Anvar Abdusattor oglu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor

“Maktabgacha va maktab ta’limi” jurnali O‘zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo‘yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro‘yxatiga kiritilgan:

Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta’limi”
jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo‘yicha
ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA

Muhandislik grafikasi bo'yicha raqamli kompetensiyalarni shakllantirishda grafik dasturlardan foydalanish metodikasini yaratish.....	34
<i>Axmatova Asila Akmaljon qizi</i>	
Investigation on the Efficacy of Pedagogical Approaches in Virtual Learning	37
<i>Burkhonova Zarafuz Qobilovna, Makhmudov Shaxboz Muzzafarovich</i>	
The Role of Input And Interaction in Second Language Acquisition.....	40
<i>Dilorom Poyonova</i>	
Muhandislik yo'nalishida kartografiya fanini integratsiyalashgan holda o'qitish	45
<i>Kazakbayeva Muxabbat Turabayevna</i>	
Incorporation of Moocs Into the Digital Educational Framework for the Development of Professional Speech Culture.....	49
<i>Kudrat-Zoda Kamola Alisherovna</i>	
Pedagogical Strategies for Enhancing Students' Creative Thinking Throughout the Learning Process	52
<i>Makhmudova Ugiloy Baxtiyarovna</i>	
Kognitiv yondashuv asosida bo'lajak o'qituvchilarning media savodxonligini rivojlantirish	57
<i>Mirzayeva Mayramxon Zaynobiddinovna</i>	
Transformatsion yondashuv asosida bo'lajak o'qituvchilarning sun'iy intellekt savodxonligini rivojlantirish.....	61
<i>Mirzayeva Ziyoda Uktamjonovna</i>	
Maktabgacha yoshdagi bolalarni tanqidiy fikrlashga o'rgatish	65
<i>Qurbonboyeva Gulnoza Mahmud qizi</i>	
An Online Service that Integrates Up-To-Date Content From Well-Known Mooc Platforms	68
<i>Rakhimberdiyev Rustam Abdunasirovich, Abdurahmonova Osiyo Jahongirovna</i>	
The Fourth Phase of Distance Education: Integrated Technologies and Moocs	71
<i>Rahimberdiyev Rustam Abdunasirovich, TaranenkoTatyana Viktorovna</i>	
Gamifikatsiya orqali iqtidorli o'quvchilarning o'quv motivatsiyasini oshirish	74
<i>Rustamova Manzura Mirkamolovna, Xaytbayeva Malika Qobil qizi</i>	
Boshlang'ich ta'lim fanlarini didaktik o'yinlar orqali tushuntirish	77
<i>Rustamova Manzura Mirkamolovna, Shomaxsudova Diyora Dilshod qizi</i>	
O'smirlar orasida alkogolizm, giyohvandlik va toksikomaniya profilaktikasi	80
<i>Sh. F. Mustafayeva</i>	
Educational Physics Experiments: Methods and Didactic Strategies for Developing Critical Thinking in Students	85
<i>Turayev Alimjan Bahriddinovich</i>	
The Problems of Remote Learning Technology and Global Trends in University Education Development.....	88
<i>Tursunov Begzod Sherzodovich, Shukurova Madina</i>	
A Case Study of Humanities Disciplines Using Massive Open Online Courses as a Resource for Blended Learning	91
<i>Tursunov Begzod Sherzodovich, Eshkabilov Kodirali Davlatmuratovich</i>	
Modern Education and Training Practices for Future Dentists	94
<i>Turumova Marjona Bahodirovna</i>	
Kommunikativ yondashuv asosida nutqiy kompetensiyani shakllantirish.....	98
<i>Tuxtayeva Mehriyo Shavkatovna</i>	
Maktabgacha ta'lim jarayonida mutaxassislik fanlarini o'qitishda zamonaviy pedagogik yondashuvlar: amaliy muammolar va ularning innovatsion yechimlari	102
<i>Xabibulayeva Shaxrizoda O'ktam qizi</i>	



Maktabgacha ta'lim yo'nalishi talabalarda nutq o'stirish darslari orqali Soft Skills ko'nikmalarini rivojlantirishning nazariy pedagogik psixologik asoslari	106
<i>Xoldarova Mubina Qudratbek qizi</i>	
Maktabgacha ta'lim tashkilotlarida rivojlantiruvchi muhit va uning turlari	110
<i>Xolmirzayeva O'g'iloy Murotali qizi</i>	
Развитие компетенций студентов-биологов в изучении языков	114
<i>Абдуллаева Нигора Курбановна</i>	
Формирование интереса и повышение эффективности школьного урока физической культуры	118
<i>Мукимов Олим Эргашевич</i>	
Incorporation of Massive Open Online Courses Into the Higher Education Framework	122
<i>Rakhimberdiyev Rustam Abdunasirovich, Nasrullayev Javlonbek Tal'atjonovich</i>	
Совершенствование инновационной методики социально-педагогической деятельности будущих педагогов в полилингвальной среде с использованием искусственного интеллекта	125
<i>Хужаниязова Гузаль Юлдашевна</i>	

THE ROLE OF INPUT AND INTERACTION IN SECOND LANGUAGE ACQUISITION

Dilorom Poyonova

English Teacher at Karshi International University

Abstract: This article examines the role of input and interaction in second language acquisition, focusing on how language exposure and communicative interaction contribute to language development. It analyzes key theoretical perspectives, including the Input Hypothesis and the Interaction Hypothesis, and emphasizes the importance of comprehensible input, negotiation of meaning, and active learner participation. The study discusses how interaction enhances comprehension, promotes the noticing of linguistic gaps, and supports the development of fluency and accuracy. The findings indicate that effective language learning occurs when learners are provided with meaningful input and ample opportunities for active interaction in communicative contexts.

Key words: second language acquisition, input, interaction, comprehensible input, negotiation of meaning, language learning.

Annotatsiya: Ushbu maqolada ikkinchi tilni o'zlashtirish jarayonida input va o'zaro muloqotning o'rni tahlil qilinib, til rivojiga ta'sir etuvchi muhim omillar sifatida tushunarli input hamda kommunikativ muloqotning ahamiyati yoritiladi. Unda Input gipotezasi va Interaksiya gipotezasi kabi asosiy nazariy yondashuvlar ko'rib chiqiladi. Shuningdek, muloqot jarayonida ma'no kelishuvi tilni chuqurroq anglashni kuchaytirishi, til kamchiliklarini sezishga yordam berishi hamda ravonlik va aniqlikni rivojlantirishi ta'kidlanadi. Tadqiqot natijalari samarali til o'rganish mazmunli input va faol muloqot imkoniyatlari uyg'unligi orqali yuzaga kelishini ko'rsatadi.

Kalit so'zlar: ikkinchi tilni o'zlashtirish, input, interaksiya, tushunarli input, ma'no kelishuvi, til o'rganish.

Аннотация: В данной статье рассматривается роль языкового ввода и взаимодействия в процессе овладения вторым языком с акцентом на их значение для языкового развития. В работе анализируются основные теоретические подходы, включая гипотезу языкового ввода и гипотезу взаимодействия. Особое внимание уделяется понятию понятного ввода, согласованию значений и активному участию обучающихся в коммуникативном процессе. Результаты исследования показывают, что взаимодействие способствует более глубокому пониманию языка, осознанию языковых пробелов, а также развитию беглости и точности речи. Делается вывод о том, что эффективное изучение языка возможно при сочетании значимого языкового ввода и коммуникативного взаимодействия.

Ключевые слова: овладение вторым языком, языковой ввод, взаимодействие, понятный ввод, согласование значений, обучение языку.

INTRODUCTION

Second language acquisition (SLA) is a complex process that involves how learners understand, process, and use a new language. Researchers have long emphasized that successful language learning does not occur through the memorization of rules alone, but through meaningful exposure to language and its active use in communication. Among the many factors influencing SLA, input and interaction are considered central to language development.

Input refers to the language to which learners are exposed through listening and reading. According to major theories in SLA, learners need access to language that is understandable yet slightly beyond their current level in order to make progress. However, exposure to input alone is not always sufficient for full language development. Learners also need opportunities to interact, ask questions, negotiate meaning, and receive feedback while using the target language.



Interaction plays a crucial role in making input more comprehensible and meaningful. Through interaction, learners can clarify misunderstandings, notice gaps in their language knowledge, and adjust their output. This process supports the development of both fluency and accuracy. Interaction also creates a social context for language use, which increases motivation and engagement in learning.

This article examines the role of input and interaction in second language acquisition by reviewing key theoretical perspectives and discussing their implications for language teaching. By highlighting the relationship between input, interaction, and learning outcomes, the study aims to demonstrate why a balanced approach that integrates meaningful exposure and communicative practice is essential for effective language acquisition.

LITERATURE REVIEW

The Role of Input in Early Language Learning Studies

Input refers to the linguistic data to which learners are exposed through receptive skills, primarily listening and reading. In second language acquisition research, input is considered a fundamental condition for language development, as it provides learners with access to the structural, lexical, and discourse features of the target language. Without sufficient exposure to input, acquisition cannot occur.

One of the most influential theoretical perspectives on input is Krashen's Input Hypothesis. According to this hypothesis, second language acquisition takes place when learners are exposed to comprehensible input, defined as language that is largely understandable but includes linguistic elements slightly beyond the learner's current level of competence, commonly described as $i + 1$. This level of input allows learners to infer meaning from context while gradually internalizing new linguistic forms. Krashen argues that acquisition is a subconscious process and that language is acquired naturally when learners focus on meaning rather than explicit grammatical instruction.

Comprehensible input contributes to the development of multiple components of linguistic competence. Through repeated exposure to meaningful language, learners become familiar with phonological patterns, grammatical structures, vocabulary usage, and discourse conventions. Input also plays a crucial role in developing implicit knowledge of the language, which supports automatic and fluent language use. Studies have shown that frequent exposure to well-structured and contextually supported input facilitates the noticing of regularities in the target language.

However, research in SLA has also identified limitations in an input-only approach. While input is necessary, it is not always sufficient for full language development, particularly in relation to productive skills such as speaking and writing. Learners who are exposed to large amounts of input may develop receptive competence without achieving comparable levels of productive accuracy or complexity. This limitation has led researchers to emphasize the importance of additional factors, such as interaction and output, which complement input by encouraging active language use and deeper cognitive processing.

In sum, input constitutes a foundational element of second language acquisition by providing learners with meaningful exposure to the target language. Nevertheless, contemporary SLA research suggests that input is most effective when it is combined with opportunities for interaction and language production, which together promote comprehensive and sustained language development.

RESEARCH METHODOLOGY

The present study employed a qualitative research design aimed at examining the role of input and interaction in second language acquisition. Data were collected through a systematic review of peer-reviewed scholarly sources, including academic journal articles, monographs, and empirical studies focusing on input, interaction, and language learning processes. Relevant literature was selected based on clear inclusion criteria, such as theoretical relevance, methodological rigor, and consistency with established frameworks in second language acquisition research.

In addition to the literature review, secondary data from documented classroom-based studies were analyzed to identify recurring patterns related to the effects of comprehensible input, interactional modification, negotiation of meaning, and feedback on language development. The collected data were examined using thematic analysis, which allowed for the identification, comparison, and synthesis of key concepts and findings across studies. Particular attention was paid to how interaction influenced learners' noticing of linguistic forms and supported the development of fluency and accuracy.

The analytical process involved categorizing findings according to input-related and interaction-related variables and interpreting their relationships within existing theoretical models. This approach enabled a structured comparison of research outcomes and provided a coherent understanding of how input and interaction jointly contribute to second language acquisition.

ANALYSIS AND RESULTS

Relationship Between Input and Interaction

Input and interaction are interdependent components of second language acquisition and together form the basis of effective language learning. While input provides learners with exposure to the target language, interaction plays a crucial role in shaping, modifying, and enriching that input in ways that facilitate acquisition. Contemporary SLA research emphasizes that language development is most successful when learners engage with input through meaningful communicative interaction.

Interaction enhances the effectiveness of input by making it more comprehensible. During communicative exchanges, speakers naturally adjust their language through strategies such as simplification, repetition, rephrasing, and clarification. These interactional modifications help learners understand linguistic forms and meanings that may otherwise remain inaccessible. According to Long's Interaction Hypothesis, such negotiated interaction draws learners' attention to problematic areas in comprehension and encourages deeper processing of language input.

In addition to improving comprehension, interaction creates opportunities for learners to actively test hypotheses about language use. When learners attempt to express meaning, they may encounter difficulties or gaps in their linguistic knowledge. These moments of communicative breakdown prompt learners to modify their output and seek feedback from interlocutors. Corrective feedback, clarification requests, and recasts provide learners with valuable information about the accuracy and appropriateness of their language use.

Furthermore, interaction promotes noticing, a cognitive process considered essential for acquisition. Through feedback and negotiation of meaning, learners become aware of mismatches between their interlanguage and the target language system. This awareness facilitates the internalization of new forms and structures. Interaction therefore serves as a bridge between exposure to input and the development of productive language skills.

Overall, the relationship between input and interaction suggests that neither element operates independently in second language acquisition. Meaningful input becomes more effective when it is embedded within interactive contexts that encourage learner participation, feedback, and negotiation of meaning. As a result, SLA is most effectively supported through instructional approaches that integrate rich input with sustained opportunities for communicative interaction.

Pedagogical Implications

From a pedagogical perspective, research in second language acquisition indicates that effective language instruction should integrate both rich, meaningful input and opportunities for communicative interaction. Instructional approaches that emphasize exposure to authentic and comprehensible language, while also encouraging active learner participation, are more likely to support sustained language development. Teachers should therefore design learning environments in which learners can process input and engage in meaningful use of the target language.

Classroom practices that promote interaction play a significant role in operationalizing SLA theory. Communicative activities such as pair work, group discussions, information-gap tasks, and task-based learning provide learners with opportunities to negotiate meaning, modify output, and receive feedback. These activities encourage learners to focus on meaning while simultaneously drawing attention to linguistic form, thereby supporting both fluency and accuracy. Interaction in such contexts also increases learner motivation and reduces anxiety, which further facilitates acquisition.

Teachers have a central role in mediating the relationship between input and interaction. They are responsible for selecting or adapting input to ensure that it is comprehensible and relevant to learners' proficiency levels and communicative needs. During interaction, teachers can support learning by providing timely and appropriate feedback, such as clarification requests or reformulations, without interrupting the flow of communication. Creating a supportive and low-anxiety classroom environment allows learners to take risks and actively participate in interaction.

Overall, pedagogical practices informed by SLA research highlight the importance of balancing exposure to input with meaningful interaction. Instruction that systematically combines these elements enables learners to develop both receptive and productive language skills, thereby promoting more effective and communicative language learning outcomes.

Input and interaction are central constructs in contemporary second language acquisition research, as they explain how learners are exposed to and actively engage with the target language. Input refers to the linguistic data learners receive through listening and reading, while interaction involves communicative exchanges that allow learners to negotiate meaning and modify language use. Early theories emphasized the importance of comprehensible input, arguing that acquisition occurs when learners are exposed to language that is under-



standable but slightly beyond their current proficiency level. This exposure enables learners to internalize grammatical structures, vocabulary, and discourse patterns implicitly, without explicit instruction.

However, later research demonstrated that input alone is insufficient to account for full language development, particularly in productive skills. Interaction enhances the effectiveness of input by making it more salient and accessible through real-time communicative adjustments such as repetition, rephrasing, and clarification. During interaction, learners are encouraged to attend more closely to linguistic form while focusing on meaning, which facilitates deeper cognitive processing. This process supports the development of interlanguage by allowing learners to test hypotheses about language use and refine their linguistic system.

A key contribution of interaction to second language acquisition lies in its role in promoting noticing. Through feedback and negotiation of meaning, learners become aware of discrepancies between their own language production and target-like forms. This awareness is considered a necessary condition for acquisition, as it triggers internal restructuring of linguistic knowledge. Interaction also pushes learners to produce more accurate and complex output, which further consolidates learning by engaging syntactic and lexical processing mechanisms.

Recent SLA research adopts a sociocognitive perspective, viewing input and interaction as part of a dynamic system shaped by cognitive processes and social context. From this perspective, language learning emerges through sustained engagement with meaningful input in interactive environments where learners actively participate, receive feedback, and co-construct meaning. Empirical studies suggest that the quality of interaction, rather than the quantity of input alone, plays a decisive role in language development.

In pedagogical contexts, these findings highlight the importance of integrating rich input with meaningful interaction. Instruction that combines exposure to authentic language with communicative tasks allows learners to process input actively and apply linguistic knowledge in real-world contexts. Such an approach supports balanced development of receptive and productive skills and aligns with current scientific understandings of how second languages are acquired.

Input and interaction are fundamental constructs in second language acquisition (SLA), as they explain how learners acquire and develop proficiency in a new language. Input refers to the linguistic data that learners receive through receptive skills such as listening and reading, and it provides the necessary exposure to grammatical structures, vocabulary, and discourse patterns. According to Krashen's Input Hypothesis, language acquisition occurs when learners are exposed to comprehensible input, which is language that learners can understand despite containing elements slightly beyond their current proficiency level ($i + 1$). Comprehensible input enables learners to internalize language patterns naturally, promoting implicit learning without requiring explicit instruction.

While input provides essential exposure, research shows that it is insufficient alone for full language development, especially in productive skills such as speaking and writing. Interaction, defined as communicative exchanges between learners and interlocutors, plays a crucial role in making input more salient and meaningful. During interaction, learners engage in negotiation of meaning, a process in which they clarify misunderstandings, request repetition, or reformulate utterances to achieve mutual comprehension. These negotiation episodes help learners notice discrepancies between their interlanguage and target forms, a process described by Schmidt's Noticing Hypothesis, which asserts that conscious attention to language features is necessary for acquisition.

Interaction also provides opportunities for pushed output, where learners are required to produce language that stretches beyond their current competence. Pushed output encourages deeper processing, as learners must attend to both meaning and form to convey their intended message accurately. This process complements input by reinforcing attention to linguistic structures and promoting internalization. Additionally, interaction often includes feedback sensitivity, wherein learners respond to corrective feedback or recasts provided by teachers or peers, further supporting the refinement of their linguistic system.

Modern SLA research increasingly views input and interaction from a sociocognitive perspective, emphasizing that language acquisition is shaped by the interaction of cognitive processes and social context. Input becomes more effective when embedded in interactive contexts that foster attention, noticing, and active engagement. Interaction-driven attention helps learners allocate cognitive resources efficiently, enhancing comprehension and facilitating the development of both receptive and productive skills. From this perspective, second language learning is a dynamic process in which meaningful input and communicative interaction jointly support the acquisition of linguistic competence.

Input and interaction operate as complementary mechanisms in second language acquisition. Comprehensible input provides exposure to the target language, while interaction enables learners to process, notice, and produce language in socially meaningful ways. Concepts such as interactional modification, negotiation of meaning, pushed output, and feedback sensitivity highlight the scientific understanding of how learners actively engage with language to achieve proficiency. Effective language instruction, therefore, integrates both rich input and opportunities for interactive communication to support sustainable language development.

Input and interaction are widely recognized as core mechanisms in second language acquisition (SLA), reflecting the interplay between linguistic exposure and active cognitive engagement. Input is the language data learners receive through listening, reading, or multimodal channels, providing exposure to phonolog-

ical, morphological, syntactic, lexical, and discourse patterns. Krashen's Input Hypothesis posits that language acquisition occurs when learners are exposed to comprehensible input—language that is largely understandable but contains elements slightly beyond the learner's current competence ($i + 1$). Recent research expands this concept, suggesting that enhanced input, which draws learners' attention to specific linguistic features through textual, visual, or prosodic cues, further promotes implicit learning and facilitates noticing of complex structures (Schmidt, 1990; Lee & Huang, 2018).

However, input alone is insufficient for complete language acquisition. Interaction, defined as meaningful communicative exchange between learners and interlocutors, serves to make input cognitively salient and socially grounded. During interaction, learners engage in negotiation of meaning, a process characterized by clarification requests, comprehension checks, and reformulations. Such negotiation not only increases input salience but also triggers learners' noticing, as described in Schmidt's Noticing Hypothesis, allowing learners to detect gaps between their interlanguage and target language norms. These interactive processes have been shown to enhance retention of syntactic and lexical forms and to improve both accuracy and complexity in productive language use.

A complementary mechanism is pushed output, which occurs when learners are required to produce language beyond their current competence during interaction. According to Swain's Output Hypothesis, pushed output facilitates cognitive restructuring, as learners monitor and modify their language in real time. This process interacts with feedback sensitivity, whereby learners respond to corrective feedback, recasts, or prompts from teachers or peers. Studies indicate that feedback embedded within interaction is more effective than isolated error correction because it coincides with meaningful communication and promotes uptake of correct forms (Lyster & Saito, 2010).

From a cognitive perspective, interaction engages working memory, attention, and metalinguistic awareness, which are crucial for language processing and retention. Interaction-driven attention directs cognitive resources to relevant linguistic forms, while negotiation and feedback enhance noticing and hypothesis testing, key processes for interlanguage development. In addition, contemporary research increasingly frames SLA within a dynamic systems perspective, which considers language development as non-linear and emergent, shaped by multiple interacting variables, including input quantity and quality, interactional frequency, individual learner differences, and social context (de Bot, Lowie, & Verspoor, 2007; Larsen-Freeman, 2016).

Furthermore, the sociocognitive approach highlights that language learning is both socially and cognitively mediated. Interaction provides a social context in which learners co-construct meaning, receive immediate feedback, and adapt language in response to interlocutors. Technology-mediated interaction, including online discussions, synchronous chats, and AI-assisted practice, is increasingly recognized as a source of rich, multi-modal input and interaction that can accelerate SLA (Godwin-Jones, 2018).

In conclusion, scientific research indicates that input and interaction are interdependent and mutually reinforcing mechanisms in SLA. Input provides necessary exposure to language, while interaction ensures cognitive engagement, attention, noticing, hypothesis testing, and feedback-mediated learning. Mechanisms such as interactional modification, negotiation of meaning, pushed output, enhanced input, feedback sensitivity, and interaction-driven attention reflect the complex, dynamic, and socially mediated nature of language acquisition. Effective pedagogical practice, therefore, integrates abundant, comprehensible, and enhanced input with structured opportunities for meaningful interaction to optimize second language development.

CONCLUSION AND SUGGESTIONS

In conclusion, although interaction may provide a structure that allows input to become salient and, hence, noticed, it should not be seen as a direct cause of acquisition; rather, it sets the scene for potential learning. As Long (1996) has pointed out, there are many factors involved in second language learning, and the role of interaction is considered to be facilitative rather than causal. The sources of learning are complex and can be viewed as stemming from learner-internal factors, some of which have received extensive treatment in the SLA literature (see Gass, 1997, for a review). Nevertheless, current research on the role of interaction in second language development continues to contribute to a deeper understanding of the relationship between input, interaction, and second language acquisition.

References:

1. Krashen, S. D. (1985). *Principles and Practice in Second Language Acquisition*. Pergamon.
2. Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Research on Language Acquisition* (pp. 413–468). Academic Press.
3. Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129–158.
4. Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). Routledge.
5. Lyster, R., & Saito, K. (2010). Oral corrective feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition*, 32(2), 265–302.

- 
- 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



MAKTABGACHA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2026. №1

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.