

THE NEED FOR INTERACTIVE TEACHING METHODS IN MODERN EDUCATION

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Abstract. This article highlights the importance of using interactive teaching methods when working with today's youth in secondary schools and higher education institutions. It emphasizes that traditional teaching alone is no longer sufficient; modern, innovative technologies are required. Interactive methods increase student engagement, motivation, and learning outcomes. The article presents several practical interactive techniques that can be applied in language and literature classes.

Key words: interactive methods, independent learning, critical thinking, information technology, competence-based approach.

Annotatsiya. Ushbu maqolada umumta'lim maktablari va oliy o'quv yurtlarida tahsil olayotgan hozirgi yoshlar bilan ishlashda interfaol o'qitish usullaridan foydalanishning ahamiyati yoritilgan. Maqolada an'anaviy ta'limning o'zi yetarli emasligi, zamonaviy va innovatsion texnologiyalar zarurligi ta'kidlanadi. Interfaol usullar o'quvchilarning faolligini, motivatsiyasini va o'quv natijalarini oshiradi. Shuningdek, maqolada til va adabiyot darslarida qo'llanishi mumkin bo'lgan bir qancha amaliy interfaol usullar keltirilgan.

Kalit so'zlar: interfaol usullar, mustaqil ta'lim, tanqidiy fikrlash, axborot texnologiyalari, kompetensiyaviy yondashuv.

Аннотация. В данной статье подчеркивается важность использования интерактивных методов обучения при работе с современной молодежью в общеобразовательных школах и высших учебных заведениях. Отмечается, что одного традиционного обучения уже недостаточно; необходимы современные, инновационные технологии. Интерактивные методы повышают активность учащихся, их мотивацию и результаты обучения. В статье представлены несколько практических интерактивных техник, которые могут быть применены на уроках языка и литературы.

Ключевые слова: интерактивные методы, самостоятельное обучение, критическое мышление, информационные технологии, компетентностный подход.

Introduction. In recent years, the education system of Uzbekistan has undergone significant reforms. President Shavkat Mirziyoyev has repeatedly stressed that teachers and professors must possess deep knowledge, a broad worldview, and actively implement the latest scientific and pedagogical achievements. He stated: "We consider preschool educators, schoolteachers, professors, and the scientific and creative intelligentsia as the four most important pillars in shaping the era of a new Renaissance." Today, young people under the age of 30 make up 60% of Uzbekistan's population. In the near future, they will become the country's main workforce. Therefore, it is essential to prepare them for the demands of the 21st century labor market. New professions such as web designers, testers, system administrators, Big Data specialists, IT specialists, and roboticists are emerging. To meet these challenges, educators must go beyond traditional lecturing and adopt interactive, learner-centered teaching methods.

Literature review and methodology. Research shows that interactive teaching methods are among the most effective tools for developing students' cognitive abilities. According to Akhmedova and Lagay (2016), modern technologies of teaching languages and literature help students think critically and independently. Konysheva (2007) emphasizes that interactive learning increases motivation and creates a positive classroom environment. Lvov (1997) also notes that well-organized interactive activities improve memory, attention, and language skills.

This article uses qualitative analysis and pedagogical observation. The author describes eight interactive methods tested in Russian language and literature classes at the university level. The goal is to show how these methods can be practically implemented.

Discussion. The word "interactive" comes from the Latin "inter" (between) and "agere" (to act). Interactive methods involve active communication between the teacher and students, as well as among students themselves. They engage all mental processes: perception, attention, memory, intuition, and thinking.

Below are eight interactive methods that have proven effective.

Method 1: "Learn to Distinguish" - Students are asked to distinguish between parts of speech and parts of the sentence. A table is provided with two columns. In the first column, students write parts of speech (noun, adjective, verb, etc.). In the second column, they write parts of the sentence (subject, predicate, object, etc.). A word bank is given at the bottom. This method helps students avoid confusion between grammatical categories.

Method 2: "Fill the Table" - After studying the topic "Independent and Auxiliary Parts of Speech," students complete a table. The table has columns for independent parts of speech, what they denote, what questions they answer, and examples. Another table is for auxiliary parts of speech. This method allows teachers to quickly assess student understanding.

Method 3: "Listen and Fill In" - This method develops attention and memory. Students listen to an audio recording of a short poem or text. They then receive a printed version with missing words. For example, a poem by Pushkin is used. Students must fill in the blanks. This helps them memorize the text more easily. It also encourages them to use dictionaries to find the meanings of rare words.

Method 4: "When Numbers Speak" - This method is suitable for group work. Students read a biography of a writer (e.g., Pushkin) that includes key dates of birth, education, work, marriage, and death. After reading, each group is given a large poster with dates written on it. Students must write next to each date what happened in the writer's life. This trains attention, memory, and teamwork.

Method 5: "Round Table" - This method is used for review. Groups receive a sheet with a topic, for example, "Parts of Speech." Each student writes one part of speech, the question it answers, its role in a sentence, and creates an example sentence. The group's answers are then checked, incorrect answers are crossed out, and points are awarded.

Method 6: “Black Box” - Students choose cards with tasks of different difficulty levels. For example, in a lesson on subject-predicate relations, students are given a list of phrases (e.g., “Me and my friend,” “One of the students,” “Many books,” “Reading”). They must form sentences where these phrases act as the subject and prove that they function as the subject. This method encourages independent thinking.

Method 7: “K-W-L” (Know – Want to know – Learned) - This is a well-known interactive strategy for developing critical thinking. Students draw a three-column table in their notebooks. In the first column (“Know”), they write what they already know about the topic. In the second column (“Want to know”), they write questions they hope to answer. In the third column (“Learned”), they write what they actually learned during the lesson.

The author provides an example from a phonetics lesson on Russian transcription. Students learn how vowel sounds are transcribed in stressed and unstressed positions. They then practice transcribing words. This method increases student engagement and allows the teacher to monitor each student’s progress.

Method 8: “Sort Questions into Shelves” - This method helps students learn to ask and identify questions for different parts of a sentence (subject, predicate, object, attribute, adverbial modifier). Questions are displayed on an electronic board. Students must quickly sort them into the correct categories. For example, “Who? What?” belong to the subject, “What does? What is it?” belong to the predicate, “Which? Whose?” belong to the attribute, etc.

Results. The application of interactive methods in language classes has shown positive results. Students become more active participants in the learning process. They develop the following competencies:

- Ability to organize their own learning and self-assessment;
- Ability to ask questions and find causes of phenomena;
- Ability to draw conclusions and present results orally and in writing;
- Ability to use technology (presentations) for their work.

Interactive methods also help students realize their individual intellectual potential. They reduce passive listening and increase active discussion. In classes where these methods are used, student attendance, participation, and performance improve significantly.

Conclusion. In conclusion, interactive teaching methods are not just a trend but a requirement of the time. Today’s students, growing up in a digital world, expect more than lectures and note-taking. They want to participate, discuss, create, and solve problems. Interactive methods meet these expectations.

Educators must therefore continuously improve their skills, learn new technologies, and apply interactive methods appropriately. When used correctly, these methods make lessons interesting, meaningful, and effective. They prepare students not only for exams

but for real-life challenges. As President Mirziyoyev said, the future of the new Renaissance depends on teachers who are innovative, knowledgeable, and forward-thinking.

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