

Article

Current Status of Application of Interactive Methods in The Educational Process

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Abstract: This article presents the role of interactive methods in improving the effectiveness of education and the current state of application of these methods in the educational process. The current state of application of interactive methods was studied and the results of a survey conducted on this topic were analyzed in depth. Based on the results obtained, conclusions and suggestions were made about the existing shortcomings, ways to eliminate them, and work to be done.

Keywords: Collaborative learning, interactive method, classification, method, problem-based learning, education, educational technologies, educational effectiveness, educational goals..

1. Introduction

Introduction. As we all know, the rapidly developing scientific and technological development of the 21st century does not bypass any sphere of social life. In recent years, a number of measures have been developed and implemented in our country to radically reform the education sector. As our Head of State noted: "We will continue the state policy on youth without any deviations. We will not only continue, but also, as our top priority, raise this policy to the high level that our time requires today" [1].

The future and well-being of our planet are connected with what kind of people our children will become and mature. Our main task is to create the necessary conditions for young people to realize their potential [2].

As the education system improves, the spirituality, consciousness, and thinking of people have been formed and improved. The education system needed to be comprehensively reformed and updated in form and content. After all, at a time when society demands the upbringing of a new personality, it is impossible to build a new society without changing the consciousness, worldview, knowledge and level of people and modernizing it [3].

Currently, modern teaching methods are widely used in the educational process. The use of modern teaching methods leads to high efficiency in the educational process. It is advisable to choose these methods based on the didactic task of each lesson. Enriching it with various methods that activate the activities of students while preserving the traditional form of the lesson leads to an increase in the level of mastery of students.

2. Methodology

Analysis of literature on the topic. Developing effective teaching methods is a very important task today. In this direction, N.Kh. Avliyokulov (dissertation "Theory of pedagogical technologies and didactic foundations of their application in the educational process"), N. Sayidakhmedov (dissertation "Theoretical and methodological foundations

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of the introduction of new pedagogical technologies into the educational process"), N. Azizkhojyeva ("Pedagogical foundations of the preparation of teachers for professional activity based on modern pedagogical technologies"), U. Tolipov (dissertation "Pedagogical foundations of the introduction of interactive teaching methods in higher educational institutions"), B. Ziyomammedov ("Design and management of the educational process based on pedagogical technologies"), J.T. Yo'ldoshev ("Dissertation "Increasing the effectiveness of the use of interactive methods in the educational process"), M. Ochilov ("Improving the educational process based on modern pedagogical technologies"), S. Mamashokirov ("Development of students' cognitive activity based on interactive methods"), O.U. Avlayev, S.N. Jorayeva, S.P. Mirzayeva (methodical manual "Teaching Methods"), J. Shamsiddinov, Z.Y. Asqarova, S.A. Kurbonova ("Organization of lecture classes in Uzbek literature based on modern interactive methods"), etc. conducted their scientific research. The concept of interactive methods in pedagogical research means active interaction between the student and the teacher [4]. Currently, a pedagogical problem is understood as a conflict between theoretical requirements and practical possibilities [5].

Research methodology. As we all know, Eastern thinkers have also left an indelible mark on the history of mankind with their important and well-founded views on education. Ideas close to interactive methods have existed in Uzbek and Eastern culture in general since ancient times, and these views are also an important source for modern pedagogy.

Al-Farabi (870-950) emphasized the "interaction of practical and theoretical knowledge" in teaching mathematics and philosophy. In his work "The Four Books of Scientific Sciences", he recommended the "question-answer" and "joint problem-solving" methods in teaching mathematical concepts [6]. These are the first forms of the current Socratic conversation and group work methods.

The principle of "practice-based learning" in teaching mathematics, astronomy, and geography was put forward by Al-Biruni. In his works, he recommended that students learn by "working with objects in front of their eyes", "observing" and "comparing" [7]. This is an ancient analogue of the current demonstrative method and visual learning.

There are a number of problems associated with the duration of the lesson and the organization of the lesson. The duration of the lesson (45 min) and the size of the class (more than 30 students) limit the possibility of fully using interactive methods [8]. He identified organizational difficulties in using group work methods: it takes 8-10 minutes to form groups, which reduces the main time of the lesson.

Despite the presence of modern interactive technologies (interactive whiteboards, tablets, gaming equipment), the level of practical equipment is low. 45% of educational institutions do not have the minimum equipment necessary for using interactive methods [9].

Research on interactive methods has shown that there are a number of problems in using such methods. Studies conducted in Uzbekistan have also identified the following problems:

To use interactive methods, first of all, teachers must be methodologically prepared for this. According to the results of a survey conducted among more than 500 primary school teachers in the 2022-2023 academic year, 67% of teachers indicated that they were not ready to use interactive methods [10]. The same is true globally: according to TALIS 2018, 64% of teachers in developing countries are not ready to use modern active methods [11].

In addition, 45% of educational institutions lack the necessary equipment (visual aids, educational materials, computing devices) to use interactive methods. Globally, UNICEF estimates that the supply of educational equipment in developing countries has decreased by 12% since the COVID-19 pandemic[12].

3. Result and Discussion

Analysis and results. Today, teachers in grades 1-4 mainly use visual and sensory methods, such as games, cards, and charts. It is worth noting that the new DTS (State Educational Standard) requires a competency-based approach, which encourages the use of interactive methods [13]. We also conducted a survey to study and analyze the current state of the use of interactive methods in the educational process. In this survey, we asked teachers the following questions:

1. Do you have information about interactive methods?
2. How often do you use interactive methods in your work?
3. Are there sufficient conditions for conducting lessons using modern educational technologies and interactive methods in your school?
4. Do you think interactive methods play an important role in increasing educational efficiency?
5. Do you find yourself struggling with the question "Which method or method should I use today?" every day while preparing for a lesson?
6. Do you think that interactive methods should be selected in proportion to the learning objectives (knowledge, understanding, application, analysis, synthesis and evaluation)?
7. Do you think that it is necessary to develop a classification of interactive methods separately for each subject?
8. In which part of the lesson do you use interactive methods more often?
9. Are you a supporter of teaching in the traditional way or based on modern pedagogical technologies?
10. What factors prevent you from teaching using interactive methods?
11. Would you like to have a classification of interactive methods and a teaching and methodological manual developed for each subject in proportion to the learning objectives?
12. If a teaching and methodological manual were developed that would contain lesson plans for each subject using interactive methods and even include a special QR code for using these interactive methods, would you use this manual?
13. Do you have any additional thoughts or suggestions on this topic?

260 teachers participated in this survey we conducted and expressed their thoughts and opinions on this topic. Below we present you with the results of this survey. According to the results of our research, 77.1% of teachers who participated in the survey said that they were fully informed about interactive methods. 22.5% of teachers said that they did not have sufficient information[14].

Most teachers stated that they use interactive methods more in the "Consolidation" part of the lesson. In addition, many teachers approved the creation of a methodological manual that classified interactive methods in each subject in proportion to the learning objectives. They noted that such manuals save teachers' time and increase the effectiveness of the lesson. Conclusions and suggestions. In conclusion, it can be said that today modern pedagogical technologies and interactive methods have entered the education sector in a holistic manner and have found their place. Undoubtedly, this is an important factor in increasing the effectiveness of education and providing quality education to the growing younger generation. However, there are also many problems waiting to be solved in this area. In particular, the shortcomings associated with the use of interactive methods in the educational process are significant. This situation was also confirmed in our research conducted above. To overcome such problems, we need highly qualified personnel, sufficient resources and material and technical resources. Today, we are on the verge of fully understanding the true essence of interactive methods, but the problems associated with their use continue to plague us to a significant extent. The elimination of the above shortcomings will undoubtedly be one of the important pillars for the education sector to reach a new level [15].

4. Conclusion

Interactive teaching methods play a crucial role in improving the effectiveness and quality of the modern educational process. The results of the study indicate that although many teachers are familiar with interactive methods and recognize their importance, there are still several challenges associated with their practical implementation in classrooms. These challenges include insufficient methodological preparation of teachers, limited availability of modern educational equipment, and time constraints during lessons.

The survey conducted among teachers revealed that most educators use interactive methods mainly during the consolidation stage of lessons, while their use during other stages of the learning process remains limited. The results also indicate that teachers strongly support the development of methodological guidelines that classify interactive methods according to educational objectives and subject areas.

Therefore, it is necessary to strengthen teacher training programs, improve the material and technical base of educational institutions, and develop methodological manuals that provide practical guidance for the use of interactive methods. The systematic implementation of these measures will contribute to increasing educational effectiveness, promoting student engagement, and ensuring the development of modern competencies among learners.

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