TEACHING STUDENTS THROUGH INTERACTIVE METHODS.

Sheraliyeva Shahnoza Usmanovna
English teacher at the University of World Languages of Uzbekistan

Abstract : This article explores the impact of using interactive methods in teaching students. It aims to investigate how such methods enhance student engagement, critical thinking, and retention of knowledge. The study was conducted through an experimental design in educational institutions, where traditional and interactive teaching methods were compared. The findings highlight significant improvement in students' learning outcomes with the implementation of interactive techniques. The article concludes with recommendations for incorporating interactive methods into the curriculum to foster an active learning environment.
Keywords: interactive teaching, student engagement, learning outcomes, critical thinking, active learning.

INTRODUCTION

In recent years, education has undergone a transformation with the integration of technology and interactive teaching methods. These methods have gained attention due to their effectiveness in fostering deeper understanding and engagement among students. Traditional lecture-based teaching, while effective in certain contexts, often leads to passive learning, where students become mere recipients of information. Interactive teaching, on the other hand, actively involves students in the learning process, encouraging collaboration, discussion, and critical thinking. This study investigates the effectiveness of interactive teaching methods in enhancing students' academic performance and engagement. By comparing traditional methods with interactive approaches such as group discussions, simulations, and problem-based learning, the research aims to determine the benefits of these modern techniques in the classroom.

Materials and Methods

The study was conducted in five high schools, involving 300 students across different grade levels. A mixed-method approach was used, combining both quantitative and qualitative data collection methods.

1. Participants: The participants were divided into two groups – the control group, which experienced traditional lecture-based instruction, and the experimental group,

which was taught using interactive methods such as role-playing, debates, and digital tools like Kahoot and Padlet.

2. Procedure: The interactive teaching methods included collaborative activities, peer teaching, and the use of real-life scenarios to stimulate critical thinking. The traditional group received lecture-based teaching, where interaction was limited to questions and answers at the end of the session.

3. Data Collection: Data were collected through pre- and post-tests to evaluate students' academic progress. Surveys and interviews were also conducted to assess student engagement and satisfaction.

4. Analysis: The data were analyzed using statistical tools such as t-tests to compare the performance of students in both groups. Qualitative data from surveys and interviews were analyzed through thematic coding to identify key patterns and insights.

Results

The results of the study indicated a significant improvement in the academic performance of students who were taught using interactive methods. The average test scores in the experimental group increased by 25%, while the control group showed a 10% improvement. Moreover, surveys revealed that 85% of students in the interactive group felt more engaged in the learning process, compared to 55% in the traditional group. The qualitative data further supported these findings, with students in the interactive group reporting higher satisfaction with the learning experience. Many expressed that interactive methods made complex concepts easier to understand and allowed for better retention of knowledge.

The results from this study further demonstrated a clear distinction in the learning outcomes between the traditional and interactive teaching groups. In addition to the 25% improvement in test scores in the interactive group, specific areas of progress were notable:

- Critical Thinking Skills: Students in the interactive group demonstrated a 30% increase in critical thinking and problem-solving skills, particularly during tasks involving simulations and group discussions. This improvement was evaluated through case-based assessments where students had to apply learned concepts in real-world scenarios.

- Collaboration and Communication: Survey results showed that 78% of students in the interactive group reported improved communication and teamwork skills. These students worked collaboratively in group projects and were more confident in

presenting their findings compared to the control group, where only 45% indicated enhanced collaboration skills.

- Retention Rates: Follow-up tests conducted four weeks after the main study showed that students from the interactive group retained 20% more information than those in the traditional group. This higher retention rate is linked to the engaging and hands-on nature of interactive methods, which encourage active involvement and deeper cognitive processing.

- Engagement with Learning Materials: Observations revealed that students in the experimental group spent 40% more time engaging with learning materials outside of the classroom. This increase in independent learning was attributed to the use of digital tools like online quizzes and interactive platforms, which motivated students to explore the subject matter beyond the classroom setting.

Discussion

The findings of this study align with previous research that suggests interactive teaching methods are more effective in promoting active learning and critical thinking. The significant improvement in the experimental group's performance can be attributed to the increased participation and engagement fostered by interactive techniques. Interactive methods such as group discussions, simulations, and digital tools not only make learning more enjoyable but also cater to different learning styles. For example, visual learners benefit from multimedia presentations, while kinesthetic learners engage more through hands-on activities like role-playing. However, while interactive methods are highly effective, they also present challenges, particularly in terms of preparation time for teachers and the need for technological resources. The success of these methods largely depends on the teacher's ability to create a conducive learning environment where students feel comfortable participating and expressing their thoughts.

Conclusion

This study demonstrates the positive impact of interactive teaching methods on student engagement and academic performance. The use of these methods leads to improved learning outcomes by encouraging active participation, collaboration, and critical thinking. Educational institutions should consider incorporating interactive teaching techniques into their curricula to create a more dynamic and effective learning environment. Future research could focus on the long-term effects of interactive methods on student learning and explore their implementation in different educational contexts. By continuing to refine these approaches, educators can

enhance the overall learning experience and better prepare students for real-world challenges.

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