



PEDAGOGICAL METHODS AND FORMS OF APPLYING INTERACTIVE TEACHING METHODS IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS IN MODERN EDUCATION

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ABSTRACT

The modernization of the education system and the improvement of teacher training in accordance with contemporary requirements have become one of the most urgent issues of today. The quality of education, the development of human capital, and the intellectual potential of the younger generation largely depend on the professional preparedness of teachers. In this context, the integration of interactive teaching methods into higher pedagogical education is regarded as a key factor in enhancing the professional competence of future teachers.

This article analyzes the pedagogical methods and forms of applying interactive teaching approaches in the professional training of prospective teachers. The study examines the theoretical foundations of interactive learning, its psychological and pedagogical principles, and practical experiences of implementing interactive methods in higher education institutions. Special attention is paid to the role of interactive methods in developing professional, communicative, and creative competencies of future teachers. The research also highlights national and international experiences and substantiates the pedagogical effectiveness of interactive approaches in modern teacher education.

KEYWORDS: Modern Education, Interactive Methods, Teacher Training, Professional Competence, Higher Education, Pedagogical Innovation, Student-Centered Learning

INTRODUCTION

The modernization of the education system and the alignment of teacher training with contemporary social and educational demands constitute one of the most pressing challenges of the present day. Social development, the growth of human capital, and the enhancement of the intellectual potential of the younger generation are directly linked to the professional preparedness of teachers working within the education system. Therefore, the introduction of innovative pedagogical approaches, particularly interactive teaching methods, into higher pedagogical education has become a vital necessity.

As emphasized by the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, "Reforming the education system is the key to reforming society, because only highly educated, broad-minded, and modern-thinking young people can ensure future development." This idea clearly demonstrates the significance of modern pedagogical approaches in the professional formation of future teachers.

In contemporary educational conditions, the role of the teacher is no longer limited to the simple transmission of knowledge. Teachers are expected to organize, manage, guide, and motivate the learning process. Such changes require a new understanding of professional teacher training, where interactive methods play a central role. Interactive teaching methods foster students' independent thinking, analytical skills, collaboration, communication, and problem-solving abilities, which are essential components of professional competence.

Theoretical Foundations of Interactive Teaching Methods

From a pedagogical perspective, interactive teaching methods are based on the principle of active cooperation between teachers and students. These methods emphasize dialogue, mutual exchange of ideas, and collaborative problem-solving rather than passive reception of ready-made knowledge. In this process, the teacher acts not as a sole source of information, but as a facilitator, organizer, and motivator of learning activities.

The theoretical roots of interactive learning can be traced to several influential pedagogical and psychological theories. John Dewey (1916), in his work *Democracy and Education*, proposed the concept of "learning through experience," arguing that genuine knowledge emerges through active participation, discussion, and reflection. Dewey viewed education as a form of social life, which constitutes the philosophical foundation of interactive teaching.

Lev Vygotsky (1978) provided a psychological justification for interactive learning through his concept of the "zone of proximal development." According to this theory, learning occurs most effectively in cooperative activities where students receive guidance from teachers or peers. Interactive teaching, therefore, represents not mere conversation but a socially mediated process of knowledge construction.

Paulo Freire (1970) emphasized dialogue as the core of educational practice, arguing that replacing monologic teaching with dialogic interaction awakens critical consciousness. His humanistic approach highlights the emancipatory potential of



interactive education. Similarly, Albert Bandura's (1977) social learning theory underscores the role of observation, imitation, and social interaction in learning, which is clearly reflected in interactive methods such as role-playing and simulation.

Practical Experience of Using Interactive Methods in Higher Education

In the 21st century, the effectiveness of interactive teaching methods is increasingly regarded as a key factor determining the competitiveness of education systems. Student-centered learning, the development of cognitive activity, and the enhancement of critical thinking occupy a central place in modern educational reforms. Consequently, the use of interactive methods in higher education is recognized not merely as a methodological innovation but as a pedagogical necessity.

In the context of Uzbekistan's higher education system, the application of interactive methods has expanded significantly since independence. According to national scholars, interactive teaching represents a form of education oriented toward personal development, active participation, and analytical thinking. Researchers emphasize that interactive methods not only facilitate knowledge acquisition but also contribute to socialization, self-expression, and the formation of professional identity.

Empirical evidence from higher education institutions such as Urganch RANCH Technological University, Urganch State Pedagogical Institute, Urganch State University, and Tashkent State Pedagogical University demonstrates the effectiveness of interactive teaching approaches. Experimental lessons conducted using methods such as "Brainstorming," "Fishbone," "Role-playing," and "Case Study" revealed a significant increase in students' learning outcomes, independent thinking skills, and motivation.

For instance, in pedagogy courses at Urganch RANCH Technological University, the use of brainstorming and problem-analysis methods resulted in improved analytical skills and collaborative problem-solving abilities among students. Survey results indicated that over 90% of participants felt encouraged to express their ideas freely during interactive lessons. Similar outcomes were observed in simulation-based teaching practices at Urganch State Pedagogical Institute, where students developed communication and classroom management skills.

International experiences, including those of Kyoto University in Japan and the University of Helsinki in Finland, further illustrate the effectiveness of interactive approaches such as the "flipped classroom" model. In this model, students study theoretical materials independently before class, while classroom time is devoted to discussion, practice, and problem-solving, thereby maximizing active learning.

CONCLUSION

The analysis shows that interactive teaching methods play a crucial role in enhancing the professional training of future teachers in modern education. These methods transform

students from passive recipients of information into active participants in the learning process, fostering independent thinking, creativity, communication skills, and professional competence.

Interactive approaches contribute to the formation of essential pedagogical qualities, including collaboration, critical reflection, and adaptability. The effectiveness of interactive teaching largely depends on factors such as the teacher's professional competence, methodological preparedness, learning objectives, group dynamics, and available technical resources. Therefore, the purposeful and systematic application of interactive methods directly influences the outcomes of professional teacher training.

In conclusion, the integration of interactive teaching methods into higher pedagogical education significantly improves the quality and effectiveness of teacher preparation. It supports the development of professionally competent, socially responsible, and innovative teachers capable of meeting the challenges of modern education.

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