



## The Use Of Modern Interactive Methods As A Factor In Improving The Quality Of Education

**M.B. Abdukhalikova** Associate Professor the International innovation university,  
ORCID: 0009-0001-6150-7695

UDC: 37:1174E-mail: [abduhalikovamarhabo1971@gmail.com](mailto:abduhalikovamarhabo1971@gmail.com)

**Аннотация:** В статье рассматриваются вопросы о роли использования интерактивных методов, а также внедрение на уроках технологии развития критического мышления.

**Ключевые слова:** информационная технология, технологии развития критического мышления профессиональная компетентность, интерактивные методы, интеграция

**Abstract:** The article examines the role of interactive teaching methods in enhancing the quality of education, as well as the implementation of critical thinking development technologies in classroom practice. Particular attention is paid to the pedagogical potential of interactive approaches in fostering students' professional competence, independence, and active engagement in the learning process.

**Keywords:** information technology, critical thinking development technologies, professional competence, interactive methods, integration

From the very beginning of human history, society has made every effort to prepare its children for a *достойная* (meaningful and dignified) life. However, at no other moment has human spirituality and intellectual responsibility been as significant as it is today. This is due to the fact that advances in science and technology have considerably expanded the power of human thought. At the same time, there is no absolute guarantee that this power will be used solely for constructive purposes. Therefore, at the present stage of human development, the formation of an educated, motivated, initiative-driven, cultured, and enlightened individual is of crucial importance.

In the context of rapid scientific and technological development and the globalization era, the flow of information has become unpredictable and increasingly complex. Under such conditions, it is no longer sufficient to focus on strengthening students' memory or to treat education merely as a process of knowledge transmission. The primary task of the modern educational system is to transform learners into active subjects of the educational process rather than passive recipients of information. In other words, students should become direct participants and performers within the educational system, capable of independently identifying, analyzing, and solving educational and professional problems.

Due to the wide and continuously expanding spectrum of information, modern education requires young people to seek effective and up-to-date ways to develop their knowledge and skills. Such changes in the organization and implementation of education have led to the increasing emergence of interactive teaching methods worldwide in recent years. Notably, these methods are aimed at fostering independently thinking, self-directed, and active learners. This approach to teaching assumes that the main activity in the learning process is carried out by students, who act as active subjects of education rather than passive recipients of knowledge. In this context, learners take on the role of performers within the educational process, while the teacher functions as a facilitator and guide. Interactive methods involve not only interaction between the teacher and students, but also active didactic interaction among students themselves.

The use of interactive methods in the learning process significantly transforms the position and role of the teacher. When applying interactive approaches, the teacher is required



to formulate real-life, meaningful tasks as learning objectives and encourage students to search for information independently by working with various sources. The pedagogical problems presented to students should not be artificially constructed; instead, they should be authentic, relevant, and sufficiently manageable to allow for purposeful inquiry and solution.

When teaching students to apply interactive methods in classroom activities, it is particularly effective to use action-oriented verbs that stimulate learners' initiative and engagement. Scholars and theorists of interactive learning methods emphasize such cognitive and pedagogical processes as classification, justification, research, generalization, analysis, modeling, diagnosis, evaluation, and motivation, all of which contribute to increasing student participation and involvement in the learning process.

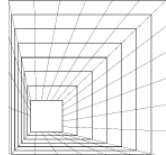
Interactive methods contribute not only to the transmission of knowledge from teacher to student, but also to the active construction of knowledge by learners themselves. This is essential, as knowledge acquisition represents only one of the fundamental goals of the educational process. According to *The Basic Concepts of Learning Taxonomy* (OMITT) developed by the American educational psychologist Benjamin Bloom, students' cognitive abilities are structured into six hierarchical levels. Within this taxonomy, knowledge represents the lowest stage of cognitive development, followed by understanding, application, analysis, synthesis (generalization), and evaluation.

No	Condition	Cognitive outcome
1	The learner recalls information from memory	Knowledge
2	The learner explains a definition in mathematics	Understanding
3	The learner provides an example or applies a definition in an essay	Application
4	The learner identifies missing key elements in a description	Analysis
5	The learner generalizes concepts and key features	Synthesis
6	The learner critically evaluates a definition	Assessment rating

Bloom's taxonomy emphasizes that knowledge is not an ultimate goal, but rather the initial instrument for shaping an individual who is independent, reflective, initiative-oriented, and capable of addressing both educational and real-life problems. After acquiring knowledge, learners move to the stage of comprehension, followed by the next phase—application—which implies using acquired knowledge in both standard and novel situations. It is important to note that this cognitive hierarchy functions as a stable and sequential structure that cannot be bypassed. One cannot progress to a higher level without successfully completing the previous one. Therefore, mastery of earlier stages is essential in order to reach the levels of analysis, synthesis (generalization), and evaluation.

#### An Example of Applying Bloom's Taxonomy to the Study of the Myth of Tomyris

Taxonomic Level	Questions, Examples, and Tasks
<b>Knowledge</b>	Provide a brief annotation of the topic. Describe the characters of the legend. Outline the events depicted in the myth. Indicate when the legend was written and identify its historical origins.
<b>Understanding</b>	Explain why the legend is rich in meaning. Describe the role of Tomyris in the plot. Interpret the description: " <i>Cyrus, the King of Iran, was tyrannical, aggressive, bloodthirsty, yet at the same time a disciplined ruler.</i> " Explain how the legend concludes. Summarize the overall content of the myth.
<b>Application</b>	Attempt to reinterpret the events of the legend independently. To what extent, in your opinion, do myth and heroism in contemporary history



	correspond to female figures? Conduct an imagined dialogue with Tomyris.
<b>Analysis</b>	Analyze the characters of the main protagonists based on their traits. Explain why Tomyris acted in such a manner toward her enemy. Describe how the historical context influenced the characters' behavior. Compare the image of Tomyris with modern representations of leadership.
<b>Synthesis (Generalization)</b>	Edit or reconstruct the narrative of the legend. Place yourself in the position of the protagonist. Write a poem or short story inspired by the myth.
<b>Assessment rating</b>	Provide a critical commentary on the legend. Justify or condemn the actions of the legendary characters. Substantiate the conclusion of the myth and assess its contribution to history.

The most important condition for the successful implementation of interactive methods in the educational process is effective cooperation among all participants in learning. Collaborative learning is not only engaging and enjoyable, but also highly productive. This is because innovative, accurate, and meaningful ideas often emerge through collective interaction and shared intellectual effort. One interactive method that can be effectively applied in classroom instruction and contributes significantly to the development of students' research skills is the **cluster method**. This approach teaches learners to think rapidly, analyze information, identify relationships among individual facts, and draw logical conclusions based on synthesized data.

The use of the **cluster method** is also a multi-stage process. At the first stage, the teacher formulates a general problem and writes key words on the board that may be used to address it. For example, when studying the myth of Tomyris through the cluster method, the guiding question may be: *“Does Tomyris lack a moral or noble justification for her actions?”* Key words such as *devotion, justice, kindness, honesty, selfishness, and pride* are proposed for discussion.

At the second stage, the class is divided into two groups:

- **Group 1:** *The Courageous Battle of Tomyris*
- **Group 2:** *The Tyranny of Cyrus, King of Iran*

Each group is instructed to conduct a cluster-based analysis grounded in the legend. Students are encouraged to identify as many key words, quotations, ideas, and associations as possible. At this stage, the boundaries of ideas and interpretations are not limited; rather, they are explored freely within the allocated time. After completing their cluster observations, each subgroup presents its findings to the teacher and other members of the class, engaging in collective discussion of the central problem. Thus, the application of interactive teaching and learning methods elevates the educational process to a new level by accelerating students' acquisition of knowledge and skills. Most importantly, interactive methods exert a positive influence on the formation of students' moral and spiritual values, thereby contributing to the development of national identity among young people.

Effective implementation of interactive methods requires careful and advance planning of the educational process. In this context, the teacher must take into account the specificity of the subject matter, its place within the curriculum, learners' needs, and the ability to organize collaborative activities. Only under these conditions can the desired and guaranteed educational outcomes be achieved.



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