THE ROLE OF INTERACTIVE METHODS IN INCREASING STUDENTS' ACTIVITY

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ANNOTATION This article analyzes the role and pedagogical significance of interactive methods in increasing students' activity. It highlights the opportunities for developing students' cognitive activity, independent thinking, creative approach, and communicative skills through the use of an interactive approach in the educational process. The effectiveness of such interactive methods as "Brainstorming," "Cluster," "Debate," "Insert," and "Case-study" in improving lesson efficiency is also substantiated. The research findings demonstrate that the effective use of interactive methods enhances the quality of education, increases students' active participation in the learning process, and contributes to the formation of independent learning skills.

KEYWORDS: interactive methods, student activity, educational effectiveness, independent thinking, creative approach, pedagogical technology, learning process, communicative skills, cooperative learning, innovative education.

One of the main requirements placed on the modern education system is to develop students' independent thinking skills, enhance their cognitive activity, and ensure their active participation in the learning process. While traditional teaching methods are mainly focused on delivering ready-made knowledge, today there is an increasing need to orient the educational process toward the learner's personality and to shape students as active subjects of the lesson. From this perspective, interactive methods are becoming an important tool for improving the effectiveness of education. In the process of interactive learning, students work collaboratively, exchange ideas, solve problem situations together, and draw independent conclusions. This increases their interest in the lesson, promotes deeper understanding of knowledge, and creates opportunities to apply it in practice. The use of interactive methods develops students' communicative skills, teamwork abilities, and critical as well as creative thinking skills. In particular, methods such as "Brainstorming," "Debate," "Cluster," and "Case-study" encourage students to express their opinions freely, justify their viewpoints, and actively engage in the learning process.

The issue of the role of interactive methods in increasing students' activity has been widely studied in pedagogical science and is closely connected with learner-centered education, the activity-based approach, and the theory of pedagogical technologies. An analysis of scientific sources shows that ensuring student activity is recognized as one of the main conditions for educational effectiveness. One of the scholars who contributed to the development of the theory of pedagogical technology, V.P. Bespalko, put forward the idea of designing the educational process in advance and guaranteeing its outcomes. According to him, the learning process should be goal-oriented, systematically organized step by step, and based on the active participation of students. This approach forms the methodological foundation of interactive methods, as they transform students from passive listeners into active participants in the educational process. N.F. Talizina, who studied the issues of managing the educational process and organizing learning activities, emphasized the necessity of purposeful management of instruction in order to enhance students' cognitive activity. According to her concept, the process of knowledge acquisition should involve active engagement, analysis, and independent conclusion-making. Interactive methods serve precisely to ensure such a process.

From a psychological perspective, L.S. Vygotsky substantiated the close relationship between education and development, demonstrating that the development of a learner's personality occurs through social interaction and collaboration. According to his theory of the "zone of proximal development," a learner acquires new knowledge and skills while performing complex tasks in cooperation with adults or peers. Interactive methods are precisely based on organizing such collaborative activities. The ideas of active and cooperative learning have also been widely discussed in foreign pedagogical theory. For example, John Dewey emphasized the importance of connecting education with real life and relying on students' experience and activity. According to him, the teaching process should be based on problem situations and encourage learners toward independent inquiry. These views form the theoretical foundations of modern interactive methods. In addition, the founders of cooperative learning theory, David Johnson and Roger Johnson, scientifically substantiated the importance of collaborative learning in developing students' academic achievements and social skills. Their research shows that working in small groups, exchanging ideas, and striving to achieve common goals significantly increase students' classroom activity. Local pedagogical scholars have also developed the didactic foundations for the use of interactive methods. They emphasize that introducing innovative pedagogical technologies into the educational process makes it possible to develop students' independent thinking, creativity, and communicative culture.

The analysis of the literature shows that interactive methods are theoretically well substantiated as an effective means of increasing students' activity. However, their systematic and purposeful application in practice, the selection of methods appropriate to each subject and age group, and the proper design of the lesson process require continuous scientific research. Therefore, this article further analyzes the role of interactive methods in enhancing students' activity. Interactive methods are teaching approaches based on active cooperation between teacher and students, as well as among students themselves, requiring exchange of ideas, discussion, analysis, and independent conclusions. The term "interactive" originates from the English word *interactive*, meaning "mutual action" or "collaborative activity." In traditional lessons, the teacher is the main source of information, and students mainly act as listeners. In contrast, in interactive methods, the student appears as an active subject of the educational process. They express opinions, ask questions, participate in discussions, and take initiative in solving problems. This process increases students' internal motivation and helps them engage consciously in learning activities.

Interactive methods enhance students' activity in several directions:

Cognitive activity – the student does not receive knowledge in a ready-made form but acquires it through inquiry, analysis, and discussion.

Emotional activity – free exchange of ideas and defending one's point of view increase students' interest in the lesson.

Social activity – working in groups and making collective decisions develop cooperation skills.

Reflective activity – the student analyzes their own performance, recognizes mistakes, and strives for self-improvement.

From a psychological perspective, this process corresponds to L.S. Vygotsky's theory of social interaction and the "zone of proximal development." Through communication and collaboration, students learn from one another and enhance their level of knowledge.

The interactive methods widely used in educational practice include the following:

"Brainstorming" – develops students' quick thinking and creative approach.

"Cluster" – helps to systematically analyze a topic and identify connections between concepts.

"Debate" – develops critical thinking and speech culture.

"Case-study" – forms problem-solving thinking through the analysis of real or simulated situations.

"Insert" – strengthens independent analysis and reflection while working with a text.

These methods actively involve students in the learning process and develop their independent thinking as well as their ability to make appropriate decisions in problem situations.

For interactive methods to be effective, the following pedagogical conditions are necessary:

designing the lesson based on clear objectives;

taking into account students' age and individual characteristics;

creating a positive psychological environment;

ensuring the participation of all students;

using encouraging forms of assessment.

As emphasized by V.P. Bespalko, the founder of pedagogical technology theory, the educational process should be oriented toward clear goals and outcomes. When using interactive methods, each type of activity must serve the expected result.

As a result of the regular use of interactive methods:

students' interest in lessons increases;

independent thinking and creativity develop;

speech and communication culture are formed;

teamwork skills are strengthened;

the effectiveness of education improves.

Such an approach transforms the student from a passive listener into an active participant, revitalizes the educational process, and ensures the solid acquisition of knowledge. Thus, interactive methods are an essential component of modern education, playing a significant role in increasing students' activity, developing independent thinking, and ensuring lesson effectiveness. Their scientifically grounded and purposeful application makes it possible to significantly improve the quality of education. Interactive methods are an integral part of the modern educational process and serve as an effective means of enhancing students' activity. Research shows that in lessons organized on the basis of an interactive approach, students do not receive knowledge in a ready-made form; rather, they acquire it through independent inquiry, analysis, and discussion. This ensures the durability and practical relevance of knowledge.

Interactive methods simultaneously develop students' cognitive, emotional, and social activity. Through group work, exchange of ideas, and participation in discussions and debates, students develop critical and creative thinking, communication culture, and teamwork skills. As a result, the lesson process becomes more dynamic, and students' level of achievement and the overall quality of education increase. Moreover, the effective use of interactive methods requires teachers to carefully design lessons, take into account students' individual characteristics, and create a positive psychological environment. When these conditions are met, interactive methods contribute to making the educational process more efficient and productive. In general, interactive methods transform students into active subjects of the learning process, strengthen their interest in acquiring knowledge, and create a foundation for the development of modern competencies.

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