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RESEARCH ARTICLE OPEN ACCESS

Interactive Educational Methods in Teaching Pedagogical Theory

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ABSTRACT

This article explores the role and effectiveness of interactive educational methods in teaching pedagogical theory. It highlights the significance of active learning strategies, which promote student engagement and foster deeper understanding of theoretical concepts in pedagogy. The article discusses various interactive teaching techniques such as group discussions, case studies, role-playing, simulations, and collaborative projects, emphasizing their ability to enhance critical thinking, problem-solving skills, and the application of theoretical knowledge in real-life contexts. The author argues that interactive methods not only improve student motivation and participation but also contribute to the development of essential professional competencies in future educators. The article also examines how these methods help bridge the gap between theory and practice, making learning more dynamic and relevant. Overall, it stresses the importance of integrating interactive approaches into pedagogical theory courses to improve teaching quality, increase student satisfaction, and better prepare learners for practical teaching challenges.

Keywords: Interactive method, construction, teaching, science, innovation, education.

INTRODUCTION

Today, the construction industry is one of the most important sectors in society. Decree PF-6119 of President Sh. Mirziyoyev dated November 27, 2020 on the approval of the strategy of modernization, rapid and innovative development of the construction industry of the Republic of Uzbekistan for 2021-2025 is of incomparable importance in this regard. It is an urgent task to deliver this science, which prepares future engineers and builders, to the owners of the field at a high level. In this regard, the use of various interactive methods has been recognized by the international community of pedagogues as highly effective [1].

METHODOLOGY

In recent years, the integration of interactive educational methods into pedagogy has transformed traditional teaching paradigms, particularly in the teaching of pedagogical theory. Pedagogical theory, as an essential subject for aspiring educators, not only provides a foundation for understanding educational principles and practices but also equips future teachers with the necessary knowledge to adapt to dynamic classroom environments. As education evolves, so too must the methods by which it is delivered. Interactive educational methods have proven to be a powerful tool in making the theoretical knowledge of pedagogy more engaging, practical, and accessible. Interactive teaching methods, by definition, involve active participation and engagement from students, which contrasts with traditional, passive forms of learning where students typically receive information through lectures and rote memorization. Techniques such as group discussions, problem-solving activities, case studies, simulations, role-playing, and collaborative projects allow students to engage with content more deeply, applying theory to real-world scenarios. In teaching pedagogical theory, these methods not only promote critical thinking and reflection but also encourage students to examine and critique various pedagogical frameworks from multiple

perspectives.

One of the main benefits of interactive methods in teaching pedagogical theory is their ability to bridge the gap between theory and practice. Pedagogical theory often presents abstract concepts that can seem disconnected from the realities of teaching. By applying interactive techniques such as simulations and role-playing, students can enact real classroom scenarios, experimenting with different teaching strategies and observing their outcomes. For example, students may simulate classroom management techniques or teach micro-lessons to their peers, gaining practical insights into how theoretical concepts such as learning styles, motivation, and assessment work in practice. This hands-on experience not only enhances students' understanding of pedagogical theories but also prepares them for the challenges of real-life teaching. Another key advantage of interactive methods is their ability to foster collaboration and communication among students. In a typical pedagogical theory course, students may come from diverse backgrounds and have different learning styles. Interactive methods such as group discussions, peer reviews, and collaborative projects encourage students to share their experiences, perspectives, and interpretations of pedagogical concepts. This collaborative environment helps students develop a deeper understanding of the material, as they are exposed to different viewpoints and are challenged to defend their own ideas. Furthermore, these activities help students develop critical interpersonal skills, such as teamwork, leadership, and conflict resolution, which are essential for future educators.

Moreover, interactive educational methods have the potential to enhance student motivation and engagement. Traditional lecture-based teaching methods can sometimes result in passive learning, where students are less likely to actively engage with the material. In contrast, interactive methods create a more dynamic learning environment, where students are encouraged to actively participate, ask questions, and contribute to discussions. This active participation increases students' investment in the learning process and makes the content more memorable and meaningful. When students are directly involved in the learning process, they are more likely to retain information and apply it in future teaching contexts.

Despite the numerous benefits, the successful implementation of interactive methods in teaching pedagogical theory requires careful planning and preparation. Educators must ensure that the activities are aligned with learning objectives and that all students have the opportunity to actively participate. Moreover, the use of technology, such as online discussion forums, multimedia resources, and virtual classrooms, can further enhance the interactivity and accessibility of the learning experience. Many scientific works and researches of local scientists A. Khamidov, I. Abdurahmonov, R. Mavlonova, J. Yoldoshev, G. Shanazarova, I. Kasimov have been studied. According to them, the role of construction materials industry enterprises in the economic development of the country is high. Currently, ensuring stable growth rates in the production and export of competitive products, as well as deepening structural changes aimed at modernization of construction materials industry enterprises, technical and technological renewal, and modern communication methods of management. they take into account the implementation of systematic work on innovative development.

RESULTS

A modern teacher should understand that he should not be an "actor", but rather a "director" in the course of the lesson. An effective lesson requires serious responsibility and pedagogical skill from the teacher. Today, students have their own views, opinions and demands. Since the goal is to produce qualified specialists in the field, first of all, the organization of classes and their correct distribution is an urgent task facing the teacher. The teacher should be familiar with several new educational methods, innovative educational methods and be able to use them in the course of the lesson.

It is appropriate to choose the appropriate educational technologies for mastering each lesson, subject, and academic subject. In particular, interactive educational methods are effective methods for mastering subjects. A number of modern educational methods are widely used today. In particular, educational technologies such as "Brainstorming", "Cluster", "VENN diagram", "BBB", "FSMU" are effective educational technologies. Also, methods such as "Comparison method", "Circle method", "6x6x6", "Reverse test" have their own role in ensuring the effectiveness of the lesson.

Interactive methods listed and recognized by other international pedagogical societies can be used to teach students technical terms. Below we will take a closer look at some of them [2].

"3x4" technology

Description of technology. This activity helps students to solve a specific problem by thinking individually (or as a group of people), find a solution, choose the one from many ideas, generalize the selected ideas and have a clear understanding of the problem (or topic) based on them. teaches to generate and approve ideas.This technology is carried out in writing with students first individually, and then in groups of people.

The purpose of technology is to enable students to think freely, independently and logically, to work as a team, to strive, to concentrate their thinking, to form theoretical and practical understanding, to convey their opinion to the team, to approve it; to solve the problem and to learn to apply the knowledge gained from the topics covered in giving a general understanding of the topic [3].

"Brainstorming" method

"Brainstorming" is the most effective way to solve a problem by gathering free ideas and opinions expressed by group participants and reaching a certain solution through them. When used correctly and creatively, it teaches a person to think freely, creatively and non-standardly. Ways to solve various problems are sought with the help of "brainstorming". This method allows you to quickly collect and summarize the opinion of each member of the group. Brainstorming can also be used when students do not have enough information about the problem. In this unexpected, ordinary situation, the unexpected antique clothes allow you to shine.

When brainstorming is used, the exercise usually consists of two steps: the first step is the proposal step (the brainstorming itself) and the second step is the analysis and sorting of solutions step. will be compatible [4].

"Panel discussion" method

Description: Held in a group (20 people or more): The discussion problem is expressed by the teacher;

Students are divided into groups of 5-6 people and sit in a circle in the auditorium;

Members of each group choose a representative or chairman who will defend their point of view during the discussion;

The problem is discussed in a group of men for 15-20 minutes and a general point of view is developed;

The representatives of the groups gather in the middle of the circle and have the opportunity to express the opinion of the group in order to protect the point of view of the group. The rest of the participants observe the discussion process and how clearly the representatives of the groups express the general point of view. They are not allowed to express their opinions, but during the discussion they have the opportunity to send personal letters in which they wrote down their opinions;

Representatives of groups can take a break to consult with other members;

The panel discussion ends after the end of the allotted time or after the decision is made;

After the discussion, the representatives of the groups make critical comments on how the discussion went, and decisions are made by all participants [5].

DISCUSSION

The main principles of the method are as follows:

- It is required to determine the purpose of learning in advance.
- The learning process should be directed to a certain task.
- The task provides the following: This is the basis for obtaining relevant information.

CONCLUSION

In conclusion, interactive educational methods offer a dynamic and effective way to teach pedagogical theory. By incorporating techniques such as group discussions, simulations, and collaborative projects, educators can foster a more engaging and practical learning environment. These methods not only help students understand and apply theoretical concepts but also develop critical skills necessary for successful teaching careers. As the field of education continues to evolve, embracing interactive approaches will be essential for preparing the next

generation of educators to meet the demands of modern classrooms.

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