



SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR EFFECTIVE USE OF INTERACTIVE METHODS IN PRIMARY GRADES

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Abstract

This thesis scientifically analyzes the didactic and psychological foundations of using interactive methods in the primary education stage, as well as their positive impact on students' thinking, communication skills, and independent thinking abilities. The interactive approach is considered a pedagogical tool that serves to develop the learner's personality.

Keywords: Primary education, interactive methods, innovative technologies, student engagement, educational effectiveness.

Introduction

The contemporary educational process is grounded in learner-centered, innovative, and active methodologies. Notably, the primary education stage plays a pivotal role in the intellectual, social, and moral development of the individual. Consequently, the pedagogical approaches employed at this stage are critical determinants of the learner's preparedness for subsequent educational levels. From this standpoint, interactive methods hold a distinct position in modern primary education. These methods transform learners from passive recipients of knowledge into active participants and facilitate the organization of lessons based on collaboration between students and teachers. Whereas traditional approaches primarily position the teacher as the information provider, interactive methodologies place learners at the core of the knowledge acquisition process.



Among the interactive techniques that can be effectively utilized in primary education are brainstorming, Venn diagrams, question-and-answer sessions, dialogues, role plays, mind mapping, and small-scale projects. The following sections provide detailed explanations of these methods, illustrated through examples from native language lessons.

1. Brainstorming Method (Example from a 1st Grade Native Language Lesson)

This method aims to develop students' rapid and free-thinking capabilities and encourage the generation of novel and effective ideas. During a lesson on the topic "Spring Season" in the first grade, the teacher poses the question:

"What changes occur during the spring season?"

Students are divided into small groups and, within 2 to 3 minutes, take turns articulating as many responses as possible, such as "Snow melts," "Flowers bloom," "The sun shines," "Birds return," and "It rains." All responses are recorded on the board, subsequently summarized, and analyzed collectively by the groups. This approach fosters free thinking, collaborative skills, and respect for diverse opinions among students

2. Venn Diagram Method (Example from a 2nd Grade Native Language Lesson):

The Venn diagram serves as a tool for comparing and contrasting similarities and differences between two or more concepts. In a lesson covering "Animals" and "Plants" in the second grade, characteristics unique to animals (mobility, feeding, vocalization) are listed in the left circle, whereas features unique to plants (immobility, photosynthesis, root-based nutrition) are presented in the right circle. The intersecting section highlights shared attributes (living organisms, growth, reproduction). This method cultivates analytical thinking, comparative skills, and the ability to express concepts in written form.

3. Question-and-Answer Method (Example from a 4th Grade Native Language Lesson):

This approach is designed to assess students' comprehension of lesson content, stimulate attention, and develop oral communication skills. For instance, while



exploring the topic "Friendship" in the fourth grade, the following questions are employed:

At the beginning of the lesson: "Who is your closest friend?", "What does friendship mean?", "Why is friendship important?"

Text-based questions facilitate comprehensive understanding: "Who were the friends mentioned in the text?", "What perspectives on friendship were presented?", "What actions are necessary to be a good friend?" Creative questions encourage independent thinking: "Describe your friend," "Compose or orally present a short story about friendship." End-of-lesson questions such as "What was the most interesting aspect of today's lesson for you?" enable students to engage in self-reflection and critically evaluate the lesson content. Through this method, students develop the ability to formulate independent responses, articulate their thoughts clearly and fluently, and actively engage in the learning process. Consequently, the question-and-answer technique is not only instrumental in reinforcing knowledge but also serves as a vital tool in enhancing personal cognitive and communicative skills.

Primary education constitutes the foundational stage of personal development, wherein children cultivate positive attitudes toward learning, independent thinking, communicative competence, and an active worldview. The deliberate and effective integration of interactive methods at this stage ensures not only engaging and dynamic lessons but also contributes to the formation of active individuals capable of articulating their ideas openly, seeking solutions to problems, collaborating in teams, and communicating effectively. Interactive methods reposition students as active thinkers and motivated learners rather than passive recipients of prepackaged knowledge. They encourage learners to analyze problems, seek solutions, and justify their viewpoints.

Particularly in primary grades, methods such as brainstorming, question-and-answer, Venn diagrams, role plays, and small projects play a crucial role in deepening comprehension, fostering personal engagement with the subject matter, and enhancing creative thinking. Furthermore, lessons designed around interactive methodologies cultivate essential skills including self-confidence, critical thinking, social activity, leadership, and responsibility. These competencies are indispensable not only within the educational context but throughout the lifespan.

Therefore, it is imperative for primary school educators to thoroughly master the scientific and methodological foundations of interactive methods and adeptly select



and adapt these approaches in accordance with lesson objectives and the developmental characteristics of students. The role of the teacher extends beyond mere knowledge transmission to include individualized attention to each student's interests and needs, promotion of creative thinking, and encouragement of autonomous expression.

In conclusion, the implementation of interactive methods in primary education represents a significant pedagogical instrument aligned with contemporary educational standards that emphasize learner-centered, competency-based approaches. The effective application of these methods is intrinsically linked to the teacher's professional expertise, creativity, and innovative capacity. Such an approach renders the educational process efficient, meaningful, and productive.

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