



ENHANCING EDUCATIONAL IMPACT THROUGH ACTIVE TEACHING METHODS

FAOL O'QITISH USULLARI ORQALI TA'LIMGA TA'SIRNI KUCHAYTIRISH
ПОВЫШЕНИЕ ОБРАЗОВАТЕЛЬНОГО ВОЗДЕЙСТВИЯ ПОСРЕДСТВОМ
АКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ

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ABSTRACT. Active teaching methods enhance both the developmental and educational outcomes of learning by fostering student participation, open dialogue, and independent thinking. These approaches promote critical and creative thinking, strengthen communication and teamwork, and help students build professional competencies. Moreover, active learning increases motivation, encourages responsibility for learning, and prepares students for real-world professional challenges.

KEYWORDS: active learning, student development, educational effects, professional skills, critical thinking, motivation, collaboration, communication, interactive methods, higher education

ANNOTATSIYA. Faol o'qitish usullari o'quvchilarning faol ishtirokini, ochiq muloqotni va mustaqil fikrlashni rivojlantirish orqali o'rganishning rivojlanish va ta'lim natijalarini yaxshilaydi. Ushbu yondashuvlar tanqidiy va ijodiy fikrlashni rivojlantiradi, muloqot va jamoaviy ishlarni kuchaytiradi va talabalarga kasbiy kompetensiyalarni shakllantirishga yordam beradi. Bundan tashqari, faol o'rganish motivatsiyani oshirish bilan birga bilim olish bo'lgan uchun mas'uliyatni rag'batlantiradi va talabalarni haqiqiy professional muammolarga tayyorlaydi.

KALIT SO'ZLAR: faol ta'lim, talabalarni rivojlantirish, ta'limning ta'siri, kasbiy mahorat, tanqidiy fikrlash, motivatsiya, hamkorlik, muloqot, interfaol usullar, oliy ta'lim

АННОТАЦИЯ. Активные методы обучения улучшают как развивающие, так и образовательные результаты обучения, стимулируя участие учащихся, открытый диалог и самостоятельное мышление. Эти подходы развивают критическое и творческое мышление, укрепляют коммуникацию и командную работу, а также помогают учащимся развивать профессиональные компетенции. Более того, активное обучение повышает мотивацию, развивает ответственность за учёбу и готовит учащихся к решению реальных профессиональных задач.

КЛЮЧЕВЫЕ СЛОВА: активное обучение, развитие студентов, образовательные эффекты, профессиональные навыки, критическое мышление, мотивация, сотрудничество, коммуникация, интерактивные методы, высшее образование



INTRODUCTION. In educational literature, teaching methods are often categorized as “active” or “passive.” However, from a psychological standpoint, this distinction is considered inaccurate, since it is the individual—not the method—who demonstrates activity or passivity in the learning process. Nevertheless, the use of active teaching methods, particularly in the study of economics, plays a crucial role in fostering students’ personal development.

Active learning approaches engage students in real or simulated situations, encouraging active participation in structured communication. Through this process, learners express their individuality, collaborate with others, and gain a deeper understanding of both the subject matter and themselves [1].

METHODOLOGY. The study employed a qualitative and analytical approach to examine the effectiveness of active learning methods in higher education. The research involved analyzing pedagogical literature, observing classroom practices, and identifying the most effective techniques—such as problem-based learning, business games, role-playing, and discussions. Data were collected through classroom observations and interviews with teachers and students to determine how these methods influence motivation, communication, and professional skill development. The findings were analyzed to reveal common strategies for integrating active methods into the educational process and to assess their role in fostering student engagement and cognitive growth.

RESULTS AND DISCUSSION. Contemporary teaching technologies highlight the importance of a teacher’s ability not only to design an effective lesson but also to create a supportive environment that facilitates the use of active learning methods [2]. As some of the most efficient forms of group interaction, these methods strengthen both the educational and developmental aspects of learning, foster conditions for students to freely express their ideas and viewpoints, and contribute to shaping their perspectives.

In professional education, active learning techniques can be applied in situations where the exchange of experiences, ideas, and beliefs encourages learners to adopt new understandings of their professional roles, phenomena, or interpersonal relations. Such methods also promote the transformation of behavioral patterns, stimulate critical and value-based thinking, enhance interpersonal communication, and enable constructive feedback [1].

Active learning methods such as problem-based learning, business games, and discussions engage students in solving challenging situations created by the teacher. Through this process, learners independently acquire professional knowledge and skills while developing creativity and critical thinking.

Problem-based learning, as a form of developmental education, integrates students’ independent inquiry with the understanding of scientific principles. It aims to foster cognitive independence, motivation, and creative thinking by organizing instruction around purposeful, problem-centered tasks [3].



Thus, the core of problem-based learning lies in the teacher's ability to design a sequence of problem situations and guide students' cognitive and exploratory activities, enabling them to acquire new knowledge through independent or collaborative problem-solving.

Since the inclusion of exploratory stages within a lesson indicates its problem-based nature, these stages form the core structure of a problem-based lesson. They include:

- identifying a problematic situation and formulating the problem;
- developing and justifying hypotheses;
- proving the proposed hypothesis;
- verifying the accuracy of the problem's solution.

A business game is a learning method that simulates the professional and social aspects of a specialist's future work. It models real-world relationships, professional challenges, and typical situations, allowing students to experience and resolve authentic problems within their field.

Educational games vary in methods and objectives and include several main types:

1. Simulation games – develop specific professional or production skills.
2. Role-playing games – model real-life or business situations.
3. Innovative games – feature flexible structures and may involve digital or virtual environments.
4. Organizational and activity-based games – focus on analyzing situations and selecting effective solutions.
5. Business training and brainstorming – promote creative and economic thinking, teamwork, and respect for diverse opinions.

A discussion is a structured exchange of ideas and opinions on a debatable issue, combining elements of dialogue and argumentation. Effective discussions encourage alternative viewpoints, constructive criticism, and psychological safety. Participants must have basic background knowledge, either previously acquired or provided during the session.

CONCLUSION. Thus, the defining feature of all active learning methods is their focus on creating learning situations that closely resemble real-life contexts. These methods not only promote the application and synthesis of knowledge but also develop practical skills and foster a positive emotional attitude toward learning through collective creative activity.



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