

USING INTERACTIVE METHODS IN TEACHING PHILOSOPHY

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Abstract

This thesis explores the use of interactive teaching methods in the instruction of philosophy, emphasizing their effectiveness in fostering logical thinking, critical analysis, and active student engagement. It argues that traditional methods are no longer sufficient in the modern educational environment, and that interactive techniques—such as brainstorming, group discussions, and collaborative activities—enhance comprehension and student interest. By aligning philosophical content with students' real-life experiences and encouraging dialogue, educators can better develop students' analytical skills and prepare them as socially responsible, reflective individuals. The study underscores the importance of well-planned, interactive pedagogy in shaping students' worldview and intellectual independence.

Keywords: Interactive teaching methods, Philosophy education, Student engagement, Critical thinking, Brainstorming, Pedagogical strategies, Higher education, Communication skills, Analytical thinking, Humanities teaching.

Introduction

Philosophy not only provides general knowledge about humanity, the world, and the issues of being and cognition, but it also fosters logical thinking skills and spiritual culture among students. Philosophy helps individuals find their paths in life within various strategic frameworks.

Through studying philosophy theoretically, we strive to apply it in daily life. Today's student with a broad philosophical perspective and deep thinking will surely become tomorrow's skilled professional and a valued citizen of their nation.

Interactive methods in teaching subjects enhance the effectiveness of the educational process and increase students' interest in these subjects. Therefore, using interactive methods in teaching philosophy is considered one of today's pressing issues.

It is essential that the professionalism of future graduates, combined with their spiritual, humanistic, and social qualities, be at a high level in higher education. Hence, the significance of philosophical knowledge in shaping students into individuals with a deep outlook on themselves, society, and life processes is high.

We should explore ways to introduce students to our national philosophical values, the significant changes in global philosophy, emerging themes in new philosophy, and the content of our national ideology. Teachers need to put effort and dedication into ensuring the development of discerning individuals who can preserve our national identity.

For students to gain a deep understanding of philosophy, it is essential that teachers utilize examples that are relevant to students' experiences during the lesson process. When philosophy



is taught in connection with a subject the students are interested in, it becomes easier and more engaging to learn the topic.

The term "interactive" originates from the English words "inter" (mutual) and "act" (action), meaning mutual interaction, collaboration, dialogue, and joint learning. Interactive teaching aims at students learning through discussion, exchange of opinions, and mutual teaching.

Among interactive methods, "learning discussion," "collaborative search," "brainstorming," and "mutual opinion exchange" are the most widespread. This approach works best when students discuss a familiar topic, but it should not be a narrowly explored one.

Interactive methods allow students not only to express their opinions and evaluations but also to hear their partners' arguments, thus potentially reconsidering or adjusting their viewpoints.

Through these interactive methods, students learn to analyze information, solve complex problems, correct mistakes, and participate in discussions, all while engaging in constructive communication with others. To achieve this, individual, pair, and group work formats are organized during lessons. The interactive teaching methods produce the following results:

- Increased interest in the subject;
- Development of collaborative work skills;
- Preparation for adaptive responses and solving responsible problems;
- Effective learning of the material;
- Advancement of analytical thinking;
- Cultivation of communication skills;
- Active participation in the learning process;
- Creation of a supportive psychological environment.

In the knowledge acquisition stage, methods such as:

- Practical organization, rotated discussions, collaborative learning, question sessions, discussions in pairs, "know, want to know, learned," reaction to the material read, keeping diaries, "zigzag," "insert," comprehensive discussions, learning discussions, debate groups, role-play debates, etc., are applied.

Let's discuss the application of interactive methods in teaching philosophy.

Brainstorming Method:

Brainstorming is a method used in groups to generate ideas extensively. It provides opportunities for active participation in the learning process, inspiring students to contribute creatively and actively. This technique enhances participation by attracting everyone to the idea simultaneously.

Brainstorming can be applied in different forms, such as reinforcing a topic, posing a new question, or solving a specific problem.

In philosophy classes, the following questions might be asked: "What do you think, what is perspective and what are its types?", "What is required to understand the world?", "How many ways can we explain the unity of the world?", "What is philosophy?", "What is its function?", "Can humans comprehend the world?", and "What are current viewpoints?" The teacher records students' responses on the board.

The teacher discusses the responses and then deepens the students' understanding with further explanations.



From the points above, it can be concluded that interactive methods serve as a complementary approach in teaching humanities, improving the quality of education and helping to shorten the time needed to learn the subject.

In summary, lesson effectiveness depends on the teacher's preparation, the chosen teaching method, and their pedagogical skills. Using more interactive methods and problem-based approaches in modern education is advisable.

Interactive methods aim to enhance students' ability to understand, develop, analyze, compare, synthesize, generalize information, and acquire refined knowledge. In other words, they deepen and expand the learning by applying pre-learned knowledge and skills in new situations.

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