

**THE ROLE OF INTERACTIVE APPROACHES IN EFFECTIVE TEACHING OF  
PRIMARY SCHOOL LESSONS**

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**Abstract:** Development of abilities of primary school students is always one of the most relevant topics. This article talks about modern methods and methods of developing positive abilities of students using interactive methods in elementary school classes.

**Key words:** creativity, creative thinking, activity, education, creativity.

**INTRODUCTION**

We, pedagogues, play an incomparable role in the development of students into mature people in all aspects. Today's teacher should not only use the textbook, but also create small discoveries for each lesson. Because in today's age, when time is advancing, it is a difficult process to educate a child by activating his attention during a forty-five-minute lesson. Therefore, teaching children through various exhibitions and games allows them to develop their speech and expand their range of thinking. The main thing is to achieve efficiency in the lesson. Understanding the subject becomes easier and no one gets bored. The ability to think develops in children's games, studies, work, and even when they travel to the heart of nature. But the use of interactive methods and visual aids is more effective in student activation. In general, it is necessary to emphasize the importance of interactive methods and various visual aids in increasing students' interest in lessons, forming independent thinking patterns, friendly relations with classmates, and developing spiritual awareness. While working with various exhibitions, the student expresses his independent opinion, creates, expands his worldview, and most importantly, his interest in life and events around him increases. It is necessary to organize each interactive method taking into account the cognitive activity of children, to ensure that students participate with a full understanding of the rules of the game, to create the content of interactive methods taking into account the ability of children, to organize the playing time efficiently. Interactive methods allow you to get along with even the most "serious" child in the class. The use of interactive methods before the start of the lesson ensures an interesting and enjoyable organization of the learning process. It refreshes children mentally and cheers them up, and also helps them overcome difficulties in mastering the topics in the textbook. For example, if we take the process of the influence of the game on mental education, according to the essence of the game, it is important to correctly react to the events of social life, to nature, to the surrounding environment, to the formation of feelings of love for the Motherland, and to direct the child to the profession. Interactive materials increase children's attention, increase their vocabulary, teach them to pronounce words correctly, connect sentences with each other, and express their thoughts in full. Therefore, the teacher should pay special attention to these aspects during the game.

**MAIN PART**

In the landscape of 21st-century education, the emphasis on learner participation and engagement has significantly reshaped pedagogical priorities. Particularly in primary education, where foundational cognitive, emotional, and social development occurs, the use of interactive approaches has emerged as a central pillar of effective teaching. Unlike conventional methods that rely heavily on passive reception of information, interactive pedagogy fosters dialogue,

collaboration, and hands-on experience — all of which are vital for the young learner's development.

Interactive teaching is grounded in constructivist theories of learning, particularly those proposed by Jean Piaget and Lev Vygotsky. Piaget emphasized the developmental stages of a child's learning process, advocating for activities that match their cognitive level, while Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), wherein learning occurs most effectively with scaffolding — a core feature of interactive instruction. These theories support the idea that knowledge is best constructed through social interaction and experiential engagement.

Interactive methods such as Think-Pair-Share, role-playing, educational games, and cooperative learning align with these theories by promoting active participation, immediate feedback, and social collaboration.

The following table illustrates several interactive strategies and their applications in a primary school context:

Method	Description	Example Activity
Think-Pair-Share	Students think individually, discuss in pairs, share with class	Solve a math puzzle, explain logic to partner
Role-Playing	Students act out real-life or imagined scenarios	Reenact a story from literature
Interactive Storytelling	Teacher pauses story for prediction and discussion	Predict ending or change character decisions
Learning Stations	Multiple tasks placed around classroom	Rotate through activities on shapes, numbers, and words
Digital Games & Tools	Use of apps or smartboards for interactive exercises	Quiz apps for vocabulary building

One of the main requirements of modern pedagogical technology is to use interactive methods that are meaningful and reveal the essence of the lesson in each lesson, and can turn students from boring listeners to active participants, forming their ability to think independently, and their interest in science. Nowadays, every subject is taught using such modern pedagogical technologies

Below are some examples of interactive methods

#### "Picture rebus" game

Students are divided into three groups. Pictures are distributed to each group. The name of the animal or bird should come from the initial letters of the name of the given pictures. For example, swallow + owl + tiger + apple + pear = RABBIT.



#### "Energizer" game

This game can be used when passing themes such as "Weather", "Winter" seasons. Pupils stand in a circle, pupils in the middle show natural phenomena through hand movements, first slowly and then quickly, pupils continue these movements in a clockwise direction without words.

1. Wind - the hands slowly rub together, then this movement accelerates.
2. Rain - the hands will be clammy
3. Jala - hits the shoulders
4. Hail - knocks on the knees.

The movement is slowly reversed.

#### **"Who is he? What is this?" the game**

**The purpose of the game** is to develop students' logical thinking and imagination skills, and to develop oral and written speech.

The process of playing the game: A number of items are placed on the table. The teacher describes one of these subjects. Based on the definition, the students find out what it is about. For example: It is in the shape of a ball. Famous athletes, children and adults love to play it. It is also a favorite toy of young children. (answer: ball). The advantage of the game is that it can be used during the lesson to focus students' attention, to relax their hands, or to introduce sounds and explain a new topic. The game allows students to develop the qualities of intelligence, thoroughness and independent thinking skills.

For mathematics: in the 1st grade "Mathematics" textbook on the topic "Dimensions of things: long-short, wide-narrow, high-low" as follows: His height is shorter than a door, taller than a desk, and his width is narrower than a blackboard. (answer: wardrobe)

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