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THE IMPACT OF INTERACTIVE TEACHING METHODS ON STUDENTS' ACADEMIC ACHIEVEMENT IN HIGHER EDUCATION

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Abstract: This study explores the impact of interactive teaching methods on students' academic achievement in higher education. In recent years, traditional lecture-based instruction has increasingly been criticized for its limited effectiveness in promoting active learning and critical thinking. To address this issue, many institutions have begun to integrate interactive, student-centered teaching approaches. This research adopts a mixed-methods design, combining quantitative analysis of students' academic performance with qualitative data collected through questionnaires. The findings demonstrate that interactive teaching methods significantly improve students' motivation, engagement, and overall academic performance. The study provides practical recommendations for educators and academic institutions seeking to enhance teaching quality and learning outcomes.

Keywords: interactive teaching, higher education, student-centered learning, academic achievement, educational innovation

OLIY TA'LIMDA INTERAKTIV O'QITISH METODLARINING TALABALARNING AKADEMIK YUTUQLARIGA TA'SIRI

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Annotatsiya: Ushbu tadqiqot oliy ta'limda interaktiv o'qitish metodlarining talabalarning akademik yutuqlariga ta'sirini o'rganadi. So'nggi yillarda an'anaviy ma'ruza asosidagi o'qitish usullari faol o'rganish va tanqidiy fikrlashni rivojlantirishda yetarli darajada samarali emasligi sababli tanqid qilinmoqda. Ushbu muammoni hal qilish maqsadida ko'plab ta'lim muassasalari interaktiv va talaba markazidagi o'qitish yondashuvlarini joriy etishni boshladilar. Mazkur tadqiqot aralash usulga asoslangan bo'lib, unda talabalarning akademik ko'rsatkichlari bo'yicha miqdoriy tahlil hamda so'rovnomalar orqali to'plangan sifat ma'lumotlari qo'llanildi. Natijalar shuni ko'rsatdiki, interaktiv o'qitish metodlari talabalarning motivatsiyasi, dars jarayonidagi faolligi va umumiy akademik natijalarini sezilarli darajada yaxshilaydi. Tadqiqot o'qituvchilar va ta'lim muassasalari uchun ta'lim sifatini va o'qish natijalarini yaxshilashga qaratilgan amaliy tavsiyalarni ham taqdim etadi.

Kalit so'zlar: interaktiv o'qitish, oliy ta'lim, talaba markazidagi ta'lim, akademik yutuqlar, ta'lim innovatsiyasi.

ВЛИЯНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ НА АКАДЕМИЧЕСКУЮ УСПЕВАЕМОСТЬ СТУДЕНТОВ В ВЫСШЕМ ОБРАЗОВАНИИ

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Аннотация: Данное исследование рассматривает влияние интерактивных методов обучения на академическую успеваемость студентов в системе высшего образования. В последние годы традиционное лекционное обучение всё чаще подвергается критике из-за его ограниченной эффективности в развитии активного обучения и критического мышления. Для решения этой проблемы многие образовательные учреждения начали внедрять интерактивные и ориентированные на студента подходы к обучению. В исследовании используется смешанный метод, включающий количественный анализ

академической успеваемости студентов и качественные данные, собранные с помощью анкетирования. Результаты показывают, что интерактивные методы обучения значительно повышают мотивацию студентов, их вовлечённость в учебный процесс и общую академическую успеваемость. В работе также представлены практические рекомендации для преподавателей и образовательных учреждений, направленные на повышение качества преподавания и результатов обучения.
Ключевые слова: интерактивное обучение, высшее образование, студентоориентированное обучение, академическая успеваемость, образовательные инновации.

Introduction: Higher education plays a vital role in preparing individuals for professional life and contributing to social and economic development. As global demands for skilled and adaptable graduates continue to rise, universities are under increasing pressure to improve the quality of teaching and learning. Traditional teacher-centered approaches, which rely heavily on lectures, often position students as passive recipients of knowledge. As a result, these methods may fail to develop critical thinking, problem-solving skills, and long-term knowledge retention.

In contrast, interactive teaching methods emphasize active student participation, collaboration, and engagement in the learning process. Approaches such as group discussions, problem-based learning, case studies, and classroom presentations encourage students to take responsibility for their learning. The more actively students participate in lessons, the more effectively they comprehend and apply new knowledge.

Previous studies suggest that interactive teaching positively influences academic performance and learner motivation. However, empirical evidence from higher education contexts remains limited in some regions. Therefore, this study aims to investigate the impact of interactive teaching methods on students' academic achievement in higher education institutions and to identify students' perceptions of these methods.

Methods

This research employed a mixed-methods approach to provide a comprehensive understanding of the research problem. The quantitative component focused on measuring students' academic achievement, while the qualitative component explored students' perceptions of interactive teaching methods.

Participants

The study involved 120 undergraduate students enrolled at a higher education institution. The participants were randomly divided into two groups: an experimental group (60 students) and a control group (60 students). The experimental group was taught using interactive teaching methods, while the control group received traditional lecture-based instruction.

Teaching Procedures

The experimental group was exposed to various interactive teaching strategies, including group discussions, problem-based learning activities, case study analysis, and short student presentations. These activities were designed to promote collaboration, critical thinking, and active engagement. The control group followed a conventional teaching approach based primarily on lectures and individual note-taking.

Data Collection

Academic achievement was measured using mid-term and final examination scores. In addition, a questionnaire consisting of both closed-ended and open-ended questions was administered to the experimental group to gather qualitative data on students' attitudes and experiences related to interactive teaching.

Data Analysis

Quantitative data were analyzed using descriptive statistics and comparative analysis to identify differences in academic performance between the two groups. Qualitative responses were analyzed thematically to identify recurring patterns and perceptions.

Results

The results revealed a significant difference in academic achievement between the experimental and control groups. Students who participated in interactive teaching methods achieved higher average scores in both mid-term and final examinations. The findings indicate that interactive instruction had a positive effect on students' learning outcomes.

Qualitative data from the questionnaires further supported these results. Most students reported increased motivation, higher levels of engagement, and improved understanding of course materials. Many participants stated that group discussions and problem-solving activities helped them clarify complex concepts and learn from their peers. Overall, the results suggest that interactive teaching methods enhance both academic achievement and student satisfaction.

Discussion

The findings of this study align with existing literature highlighting the effectiveness of interactive teaching methods in higher education. By shifting the focus from teacher-centered instruction to student-centered learning, interactive methods create an environment that fosters active participation and deeper understanding. Hardly had students experienced interactive lessons when they began to demonstrate greater confidence and willingness to contribute in class.

Interactive teaching not only improves academic performance but also helps students develop essential transferable skills, such as communication, teamwork, and critical thinking. No sooner did students engage in collaborative activities than they started to view learning as a shared and dynamic process rather than a passive one.

Despite these benefits, the successful implementation of interactive teaching requires adequate teacher training, careful lesson planning, and institutional support. Without these factors, the potential of interactive methods may not be fully realized. Therefore, universities should invest in professional development programs that equip educators with the skills necessary to design and manage interactive classrooms.

Conclusion

This study concludes that interactive teaching methods have a significant positive impact on students' academic achievement in higher education. The more actively students are involved in the learning process, the more motivated and successful they become. Based on the findings, higher education institutions are encouraged to integrate interactive teaching strategies into their curricula to enhance teaching effectiveness and learning outcomes.

Future research should involve larger sample sizes and diverse educational contexts to further validate these results and explore the long-term effects of interactive teaching on student achievement.

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