

Interactive Education in Higher and Secondary Schools of Uzbekistan: A Comparative Analysis of Traditional and Interactive Methods, Challenges and Prospects

Farrukh Razakov

Senior Lecturer, Department of Social Sciences, Humanities, and Physical Education at Bucheon University in Tashkent, Uzbekistan

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ABSTRACT

This article examines the transition from traditional to interactive learning in higher and secondary education in the Republic of Uzbekistan. Drawing on policy documents, theoretical frameworks, and pedagogical practices, the study explores the nature, advantages, and specific features of interactive teaching methods. A comparative analysis of traditional and interactive approaches is conducted, and practical examples of implementation in universities and schools are presented. The paper identifies key challenges hindering the adoption of interactive methods and outlines future development prospects in the context of educational digitalization. Practical recommendations for the systematic integration of interactive technologies are proposed.

Keywords: Interactive learning, traditional learning, competency-based approach, digital pedagogy, student-centered learning, higher education, secondary education.

INTRODUCTION

Recent socio-economic and technological transformations have significantly reshaped the requirements for modern education systems. In Uzbekistan, these changes are reflected in large-scale educational reforms aimed at improving the quality and global competitiveness of graduates. The Concept for the Development of Higher Education until 2030 emphasizes the need to implement interactive teaching methods as a key factor in developing 21st-century competencies [3].

Traditional education, primarily focused on the transmission of knowledge from teacher to student, is increasingly insufficient in addressing contemporary challenges. In contrast, interactive learning promotes active engagement, collaboration, and critical thinking, placing students at the center of the educational process [6].

The relevance of this study is determined by:

- the shift toward a competency-based educational model;
- the growing importance of soft skills;
- the rapid digitalization of education, accelerated by the COVID-19 pandemic.

The aim of the study is to conduct a comparative analysis of traditional and interactive teaching methods in Uzbekistan's higher and secondary education systems, identify implementation challenges, and determine future development prospects.

METHODS

The study employs a combination of qualitative research

methods:

- theoretical analysis of pedagogical literature on interactive learning [1; 5; 6];
- analysis of policy documents related to educational reforms in Uzbekistan [3];
- comparative analysis of traditional and interactive teaching approaches;
- case study analysis of teaching practices in universities and schools [2; 4; 9];
- generalization of pedagogical experience.

The methodological framework is based on constructivist theory, humanistic pedagogy, and the competency-based approach.

RESULTS

1. Theoretical Foundations of Interactive Learning

Interactive learning is defined as an educational approach based on active interaction, dialogue, and collaboration among participants [6]. Its theoretical foundations can be traced to the works of Vygotsky, Dewey, Rogers, and Piaget, who emphasized the role of social interaction, experience, and learner autonomy in knowledge construction [1; 5].

2. Comparative Analysis of Teaching Methods

The analysis reveals fundamental differences between traditional and interactive approaches:

- Traditional learning is characterized by teacher-centered instruction, passive student participation, and a focus on memorization.
- Interactive learning emphasizes active engagement, collaborative problem-solving, and the practical application of knowledge [10].

3. Implementation of Interactive Methods

Interactive methods are increasingly applied in educational institutions in Uzbekistan:

- In higher education:

role-playing simulations (e.g., doctor–patient interactions), digital quizzes (Kahoot, Quizlet), case-based learning, and mind mapping techniques [9].

- In secondary education:

project-based learning, debates, case analysis, and interactive presentations [2].

- In language education:

group-based tasks, ICT tools, and creative assignments are widely used to enhance grammar and communication skills [4].

4. Challenges in Implementation

Despite their advantages, interactive methods face several barriers:

- insufficient digital and methodological competence among teachers;
- limited technical infrastructure, particularly in rural areas;
- overloaded curricula;
- psychological resistance from both teachers and students;
- time constraints for preparing interactive lessons [3; 8].

DISCUSSION

The findings confirm that interactive learning significantly enhances student engagement and contributes to the development of both subject-specific and transferable skills. However, its effectiveness depends on systematic implementation rather than isolated use of digital tools.

Simply integrating digital platforms without pedagogical adaptation often results in superficial engagement rather than meaningful learning. Therefore, teacher training and methodological support are critical.

Future development should focus on:

- expanding digital learning platforms;

- promoting blended and hybrid learning models; Oriental Renaissance, (1), 202–208.
- fostering interdisciplinary project-based learning; 9. Kholikulova, N. T. (2024). The role of interactive teaching methods. Science and Education, (3), 560–565.
- developing interactive educational environments;
- strengthening professional development programs for educators [3; 8]. 10. Shedina, S. V., & Tereshina, N. S. (2022). Traditional and interactive learning. Science, Technology and Education, (2), 77–81.

CONCLUSION

Interactive learning is no longer an optional innovation but a necessary component of modern education systems. In Uzbekistan, its implementation aligns with national educational reforms and global trends.

A successful transition to interactive education requires a comprehensive approach, including policy support, teacher training, and infrastructure development. Without these elements, interactive learning risks remaining a formal requirement rather than an effective pedagogical practice.

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