

## INTERACTIVE METHODS IN EDUCATION: EASTERN PHILOSOPHICAL CONCEPTS AND MODERN APPROACHES

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**Annotation.** *The article analyzes the theoretical foundations of pedagogical technology and interactive learning in the organization of the educational process. The article presents the methodology and didactic views of orientalists on the problems of mental, moral and physical development of a person in their works. Issues such as relevance, opportunities, principles of using interactive learning were studied. The analysis of important factors in the organization of the interactive educational process is presented. Conclusions are also made based on the results of research on the use of an interactive learning model.*

**Keywords:** *emotional intelligence, interactive learning, views of oriental thinkers, flipped classroom, project-based learning, mindfulness, holistic learning, education.*

**Introduction.** Interactive methods in education have gained significant attention in recent years, offering a more dynamic and engaging learning experience. These methods encourage active participation, critical thinking, and collaboration among students. While these approaches are often linked to Western educational theories, many of their core principles have roots in Eastern philosophical traditions. This connection between Eastern thought and modern interactive teaching practices presents a unique blend of ancient wisdom and contemporary techniques.

Creating an interactive process in the learning process provides great opportunities for thorough mastering of learning materials. Interactive methods are defined as the details of the process of achieving pre-defined goals between the teacher and the listener (pupil, student) in the educational process through active communicative, information exchange, and their use allows to further increase activity in each subject of the educational process, as well as communication between listeners. generating many effective tools.

The fusion of Eastern philosophical ideas with modern interactive teaching methods provides a powerful framework for education. By incorporating holistic, reflective, and community-oriented approaches, teachers can create more meaningful learning experiences that go beyond mere content delivery. Interactive methods rooted in Eastern philosophy help nurture students' emotional intelligence, creativity, and critical thinking skills, preparing them to thrive in an interconnected and rapidly changing world.

For instance, applying the Taoist concept of flow can help educators design lessons that encourage deep focus and engagement, while the Confucian value of balance can guide teachers in balancing group work with individual learning activities. Additionally, the Zen-inspired practice of reflection can be incorporated into teaching by encouraging students to regularly reflect on their learning processes and outcomes, helping them develop a deeper connection to the material. This form of educational communication is important not only for students to express their personal views on the topic of study or learning information - knowledge, but also to bring information into the learning process.

In fact, interactive teaching methods, ie the interaction of teachers and learners in the process of teaching and learning and the importance of such activity, the organization, improvement, study of theoretical and practical aspects of such a process have been used by great thinkers and teachers in practice. kelingan.

If we look at the history of the development of different methods of education in Central Asia, encyclopedic scholars in their works raise the issue of mental, moral, physical development of man. Khorezimi's discoveries in the field of scientific knowledge, the recommended methods of education in the discovery of life and practical problems, Farobi's concept of the noble man, Beruni's ways of scientific knowledge, methods of acquiring knowledge, signs of morality and views on its composition, Ibn Sina The doctrine of mental, moral, physical development of man in education has become important in the history of education. Yusuf Khas Hajib's "Qutadg'u bilig", Kaykovus's "Qobusnoma", Ahmad Yugnaki's "Hibat ul-haqayiq", Sa'di's "Gulistan", Jami's "Bahoriston", Alisher Navoi's "Mahbub ul-qulub", Davani's "Akhlaqi Jalali", Hussein Voiz Kashifi In such works as "Futuvvatnomai Sultani", "Akhloqi Muhsiniy" the content, ways, forms, style and methods of formation of the harmoniously developed person, its components are described. So, if in the scientific education of our thinkers the issues of man and his perfection are interpreted as an important problem, in the educational and moral works created along with scientific knowledge, the mental and moral perfection of man begins to find and develop its artistic expression.

In particular, Yusuf Khas Hajib, in writing Qutadg'u Bilig, uses the method of exhortation, which is widespread in the East, and in his statements, he refers to them as well as to the facts of life in order to fully acknowledge and convince people. This game also used puzzle solving techniques. This method engages the reader in the work, making him or her educated. Nowadays, this is called problem-based learning.

The great scholar Abu Ali Ibn Sina in his Laws of Medicine states that young children should be brought up in a certain order from birth to adulthood. It also puts forward important ideas about how to teach children in school and what to teach and how to teach. He prefers to teach children in groups rather than individually, and writes about the advantages of this method: "Students feel a thirst for knowledge during reading and

upbringing. They are proud of their knowledge, envious of each other's knowledge. Pride and self-esteem encourage students not to lag behind each other. When students are together, they always talk to each other, thereby developing their memories and speech." The scientific research carried out at the observatory in Samarkand in the 15th century, founded by Mirzo Ulugbek, has been highly praised by Western scientists. In particular, historian Walter writes: "Ulugbek founded the first academy in Samarkand, ordered the measurement of the globe and participated in the development of astronomical tables."

Ulugbek considered it an important task to develop the skills of his students in mathematics, astronomy and medicine. He emphasized that his interactions, cooperation and friendship with others play a leading role in everyone's moral perfection. Ulugbek also noted that in order for children to grow into harmoniously developed people, it is necessary to teach and educate them, to encourage them to learn different knowledge, to discourage children from reading, first of all, because of teachers, and some teachers can suppress young people's interest in education. According to him, the educator must first educate himself, that is, constantly improve their knowledge and skills.

All of the above shows that the activity in the educational process, that is, the interaction of students and educators, their mutual cooperation, was considered a decisive factor in education at that time. These are clear expressions of the contemporary views of today's interactive teaching methods.

The basic meaning of interactive education is "interaction", "interaction", in our opinion, "interactive process" - the exchange of information between several people, "interactive learning" - is the process of learning between the subjects of the educational process (teacher and listener, listener and listener). is a form of interactive, effective action, the acquisition of knowledge in academic disciplines on the basis of active, heated discussions. This means that the prospects of the educational process are a means of ensuring its effectiveness.

Modern interactive teaching methods aim to make learning more engaging, participatory, and student-centered. These methods focus on active learning, critical thinking, and collaboration. This approach emphasizes group work, where students collaborate to solve problems, discuss ideas, and complete projects together. This mirrors Eastern ideas of community and shared knowledge.

The organization of the educational process using interactive methods confirms the validity of the following conclusions:

1. If students are given the opportunity to approach the study of the subject materials on the basis of their own experience, the required knowledge, skills and abilities will be acquired to the required level;
2. If the teacher is able to actively support the learners' learning tools, they will receive a very good education;



3. If the teacher can, firstly, choose effective means of acquiring knowledge based on the capabilities of the audience, and secondly, if their opinion, although not in line with their views, takes them into account, the audience will master the subject very well.

The presence of an interactive process in the learning process not only denies the "dominance" of the teacher, but also allows the listener to assess their level of knowledge, identify strengths and weaknesses. Another advantage of the interactive process is:

- to express personal opinions to the audience;
- to defend their views;
- to develop the ability to listen to the opinions of others, to summarize them, to distinguish between the main, important and close to the truth, and to draw conclusions;
- Improving the skills and competencies in the correct and effective use of interactive methods in the educational process. As a result, a skilful, artistic approach to the educational process and its organization in accordance with the needs is one of the important conditions for the upbringing and development of a perfect person.

In the process of learning, each listener will have a unique idea of the topic being studied or the knowledge being acquired. It is on the basis of this imagination that learning tasks are performed. The learning activity of the listener is determined by the extent to which he can rely on personal experience in the acquisition of knowledge or direct his personal experience to the acquisition of educational material.

**Conclusion.** Interactive methods in education are not just modern innovations; they draw from ancient Eastern philosophies that have long emphasized the importance of holistic development, balance, and self-discovery. By blending these ancient concepts with modern educational practices, teachers can create more engaging and meaningful learning experiences that cultivate not only intellectual growth but also emotional and social development. Ultimately, the integration of Eastern philosophical concepts with contemporary interactive approaches provides a well-rounded and profound path for education in the 21st century.

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