THE EFFECTIVENESS OF INTERACTIVE TEACHING TECHNOLOGIES FOR PRIMARY SCHOOL STUDENTS

Normurodova Sadoqat Kholiqulovna
Senior Lecturer, Department of Mathematics and Information Technology in Education Shakhrisabz State Pedagogical Institute, Shakhrisabz, Uzbekistan
Email: sadoqatnormurodova33@gmail.com
https://orcid.org/0009-0009-1604-7456

Abstract
This article analyzes the effectiveness of interactive teaching technologies for primary school students. Interactive methods play a crucial role in making the learning process more engaging and meaningful. The study examines how interactive educational technologies influence students' learning, independent thinking, motivation, and social skills. The research was conducted using both experimental and theoretical methods, and the results demonstrate the superiority of interactive approaches compared to traditional methods. Additionally, the article discusses global practices in interactive technologies by analyzing international experiences and advanced pedagogical literature.

Keywords: Interactive technologies, primary education, active teaching methods, pedagogical innovations, learning motivation, didactic tools, multimedia lessons, interaction, constructivist approach, independent thinking, student engagement, experience-based learning, learning environment, virtual educational tools, cognitive development.

Introduction

One of the key directions of modern pedagogy is the widespread implementation of interactive teaching technologies in the educational process, aimed at enhancing students' personal activity and stimulating their desire to learn. Particularly in primary education, which is a critical stage in the formation of children's thinking, independent reasoning, and motivation toward learning, the use of interactive approaches is of utmost importance. Therefore, improving the quality of education through interactive methods alongside traditional ones remains a pressing issue.

Primary education is one of the most crucial stages in a person’s life, during which fundamental literacy skills—reading, writing, and verbal expression—are developed. Learning the alphabet at this stage lays the foundation for future academic success. Consequently, it is essential to employ modern, effective, and pedagogically grounded methods during this phase. Interactive teaching is the process of acquiring knowledge through mutual cooperation between teacher and student. It encourages active participation in the lesson and direct

involvement in learning. With this approach, students are not just passive recipients of knowledge, but active seekers, analysts, and independent thinkers.

Traditional approaches to teaching the alphabet largely rely on memorization and teacher-centered explanations. However, such methods tend to limit student engagement and may result in lower comprehension. In contrast, interactive teaching technologies—such as game-based methods, digital tools, role-playing, and multimedia resources—promote active participation, independent thinking, and faster knowledge acquisition among students.

International research has demonstrated the positive impact of interactive methods on students' academic performance. For instance, a large-scale study by Hake (1998) found that interactive methods in physics education were twice as effective as passive lectures. Similarly, Prince (2004), in his meta-analytical review, emphasized the strong positive effects of interactive teaching on student knowledge, engagement, and critical thinking. These approaches are gaining relevance not only in higher education but also in preschool and primary education settings.

Interactive lessons for primary school students—such as group work, role-play, problem-solving activities, and the use of digital platforms—make learning more engaging and dynamic. As Anderson (2010) noted, appropriate use of educational technologies not only reinforces learning but also fosters social and communication skills.

Moreover, Lev Vygotsky's sociocognitive development theory suggests that children achieve higher learning outcomes through social interaction and collaboration (Vygotsky, 1978). Howard Gardner's theory of multiple intelligences also supports the use of multimodal tools in teaching the alphabet, as it recognizes that each child has a unique learning style (Gardner, 1983).

In his study, Anderson (2010) demonstrated that the successful application of educational technologies—such as audio, video, animation, and interactive whiteboards—helps young learners quickly recognize letters of the alphabet, pronounce them, and develop writing skills. Research conducted in Uzbekistan also confirms the importance of this approach. Qurbonov A. (2019) analyzed the effectiveness of visual methods in primary schools and found that students using interactive visual materials showed significantly higher outcomes in learning the alphabet. In another study, Ergashev Sh. (2021) reported that literacy levels in classes using animated teaching methods in Andijan region schools were 23% higher than those using traditional methods.

Positive developments in this direction are also evident in local practices. The Presidential Decree of the Republic of Uzbekistan No. PQ-4611 (2022) outlines measures to digitize and introduce innovative technologies into the education system. However, in practice—particularly in primary education—the use of these technologies is still insufficient. Therefore, scientifically investigating their real impact and effectiveness is of high relevance.

Additionally, the Presidential Decree of the Republic of Uzbekistan No. PQ–128 dated February 28, 2022, emphasizes the strategic importance of widely introducing digital tools and enhancing interactivity in primary education. This further underscores the urgency of the topic. Based on the above, this article aims to investigate the effectiveness of applying interactive technologies in teaching the alphabet in primary school settings. The study analyzes foreign and local methodological approaches, modern tools and techniques, as well as practical results. It presents statistically and empirically supported data on the positive influence of interactive technologies on children's cognitive development and literacy. The article seeks to assess the effectiveness of interactive teaching methods in the educational process for primary school students, identify existing challenges, and develop recommendations based on international experiences.

The research employs experimental trials, observations, surveys, comparative and statistical analysis to study how interactive technologies affect students' learning engagement, motivation, and social communication skills. Furthermore, successful approaches to primary education from countries such as the USA, Canada, Finland, and Japan are reviewed and their adaptability to the Uzbek context is evaluated.

Thus, this article aims to scientifically highlight the positive outcomes of using modern pedagogical technologies in improving the quality of education and shaping students as active and independent learners.

Methodology

This study was conducted to determine the effectiveness of **interactive teaching technologies in teaching the alphabet in primary school settings**. The methodological basis of the research relied on **empirical observation, experimentation, surveys, comparative analysis,** and **statistical generalization**. The experimental framework involved both control and experimental groups and focused on assessing students' literacy levels, engagement, and motivation.

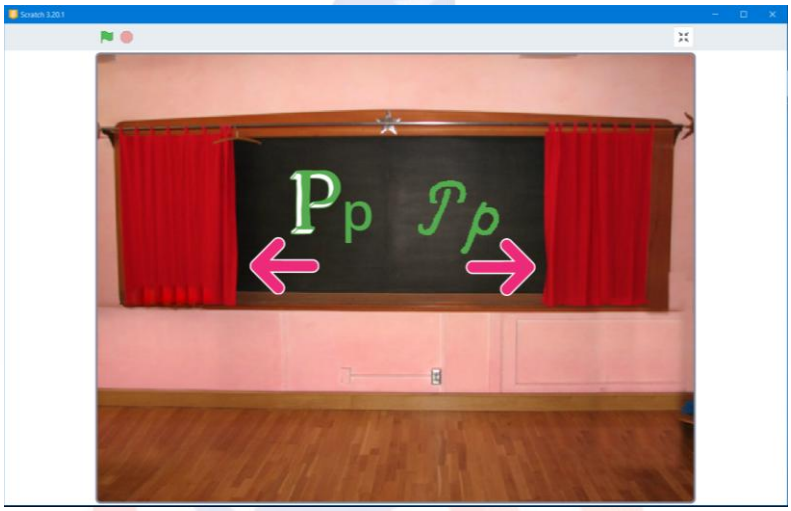
The experiment was carried out in four general education schools located in Shahrisabz city and Shahrisabz district of the Qashqadaryo region. Two parallel first-grade classes were selected from each school: one served as the **experimental group**, and the other as the **control group**:

- **Shahrisabz city School No. 2:** Class 1-"A" (experimental), Class 1-"B" (control)
- **Shahrisabz city School No. 4:** Class 1-"A" (experimental), Class 1-"B" (control)
- **Shahrisabz district School No. 3:** Class 1-"A" (experimental), Class 1-"B" (control)
- **Shahrisabz district School No. 6:** Class 1-"A" (experimental), Class 1-"B" (control)

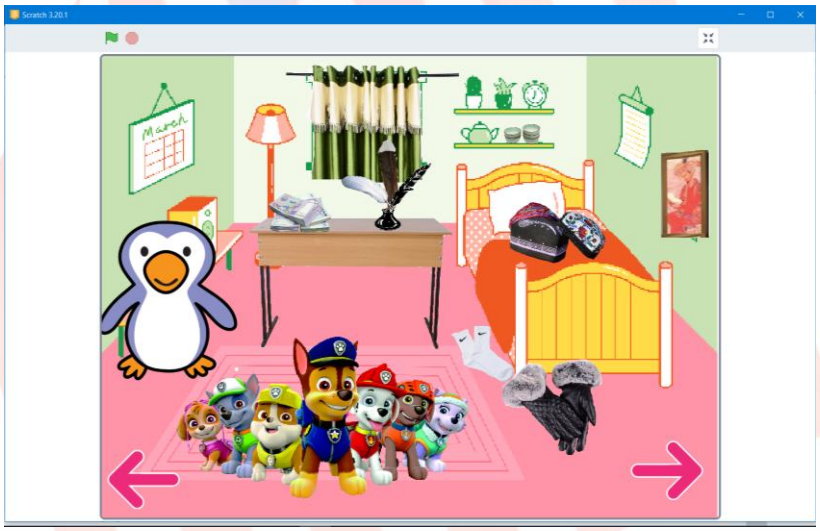
Each class consisted of approximately **30–33 students**, resulting in a total of **8 classes** and **256 first-grade students** participating in the experiment.

In the **experimental groups**, the alphabet was taught using **an interactive electronic textbook developed in the Scratch programming environment**. This digital resource included the following components:

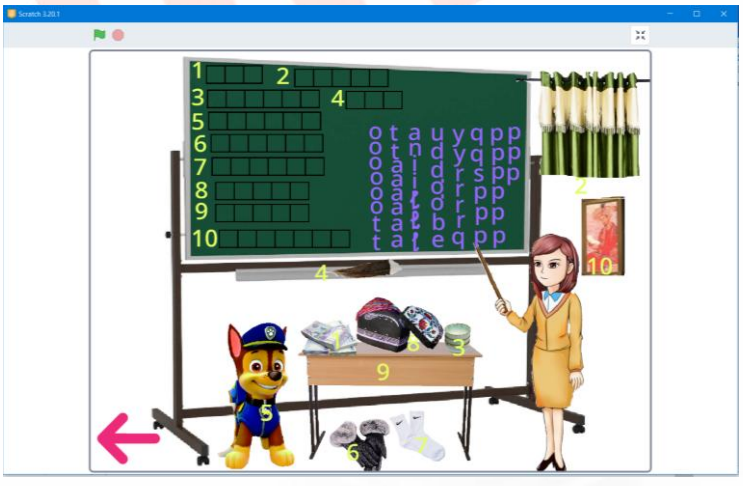
- **Letter recognition** with audio pronunciation



- **Words and images** associated with each letter



- **Interactive games** (e.g., "Select the correct letter," "Make a word")



- **Voice-based encouragement** (e.g., "Well done!", "Excellent!")

In contrast, **the control groups** were taught using traditional methods—direct explanation, board writing, memorization of letters and words, Q&A sessions, and reinforcement exercises based on textbooks.

The experiment was conducted over a **4-month period** (September–December). During this time, four alphabet lessons per week were delivered in the experimental groups using the Scratch-based electronic resource. The topics covered in all groups were the same, with only the teaching methodology differing.

To assess the effectiveness of the teaching approaches, the following **key performance indicators** were used:

- Correct **identification and pronunciation** of letters
- Level of **student participation** (engagement in lessons, responsiveness)
- **Interest and motivation**, particularly responses to interactive tasks

Each student was evaluated based on a **maximum 5-point "Well Done" scale**. In addition, psychological observations were conducted to assess changes in students' interest in learning and development of independent thinking.

The research was supported by both **theoretical and empirical foundations** from international scholarship:

- **Slavin (1995)** found that cooperative learning methods significantly improve student achievement.
- **Anderson (2010)** demonstrated the effectiveness of audio, video, animations, and interactive lessons in literacy acquisition among primary students.
- The study also drew on **Vygotsky's (1978)** sociocultural theory and the concept of the **Zone of Proximal Development (ZPD)**, as well as
- **Papert's (1980)** constructionist learning theory, which emphasizes learning through creating.

Moreover, studies by **Mitchel Resnick (2009)** and **Marina Bers (2014)** confirm that the Scratch platform is highly effective for cognitive and creative development in children. These findings provided a strong scientific foundation for the experimental design.

In summary, this methodology was designed to examine how the integration of modern interactive teaching technologies into primary education affects students' literacy, engagement, and cognitive development. The research was grounded in a comparative framework enriched with both **international and local pedagogical practices**.

Conclusion and Recommendations

This study has demonstrated the effectiveness of **interactive teaching technologies**, particularly **Scratch-based digital tools**, in teaching the alphabet to primary school students. Based on practical experiments, it was shown that lessons conducted with the aid of electronic

tools significantly enhanced not only students' **letter recognition** but also their **interest in lessons**, **independent thinking**, **memory retention**, and **communication skills**.

The average performance scores of students in the **experimental groups** were considerably higher than those in the **control groups**, providing clear evidence of the practical benefits of Scratch-based learning. This approach was found to be especially suitable for younger learners, as it allows for engaging lessons through game-like activities and visual interactivity. Observations throughout the experimental phase confirmed that **digital instruction methods** enable a more **individualized learning experience**, leading to **faster and more durable knowledge acquisition** compared to traditional methods.

Based on the findings, the following **recommendations** are proposed:

1. **Organize training seminars for primary school teachers**: Methodological workshops should be developed to train educators in using interactive tools, especially the Scratch platform, in classroom instruction.
2. **Increase the number of Uzbek-language digital learning resources based on Scratch**: Local authors and developers should create animated and interactive materials for subjects such as Literacy, Mathematics, and Native Language.
3. **Integrate interactive lessons into the primary school curriculum**: It is recommended that at least one interactive lesson per week be incorporated into classroom schedules to maintain student engagement and motivation.
4. **Develop digital assessment systems to track individual student progress**: This would enable continuous monitoring of each student's development and provide insights into learning outcomes.
5. **Encourage further scientific research**: Future studies should explore other grade levels, subject areas, or emerging technologies (e.g., augmented reality [AR] and virtual reality [VR]) to expand the evidence base.

In addition, feedback from **teachers and parents** who participated in the experiment supported the positive impact of interactive tools. Teachers observed an increase in students' **independence** and **lesson engagement**, while parents noted a **stronger enthusiasm** for learning at home.

In conclusion, integrating **modern digital technologies** into the alphabet learning process not only improves **pedagogical effectiveness** but also nurtures key student competencies such as **cognitive development**, **speech skills**, **memory**, and **motivation**. This aligns with the fundamental goals of **contemporary education**, promoting both academic success and holistic personal development in young learners.

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