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INTERACTIVE METHODS IN SHAPING THE METHODOLOGICAL COMPETENCE OF PROSPECTIVE TEACHERS

Rustamov Akobir Anvar ugli
Independent researcher, Bukhara International University
E-mail: akobirjavadev10@gmail.com
ORCID: https://orcid.org/0009-0003-3253-2925
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Abstract: The paper examines interactive methods as a means of shaping the methodological competence of prospective teachers. It proposes a "two-layer experience" approach, in which each method is mastered twice, from the inside as a participant and from the outside as a methodologist, together with a methodological analysis card that guides students from taking part in a method to designing it for their own lessons.

Keywords: interactive methods, methodological competence, prospective teachers, microteaching, methodological analysis, reflection

Annotatsiya: Tezisda interfaol metodlar bo'lajak o'qituvchilarning metodik kompetentligini shakllantirish vositasi sifatida tahlil qilinadi. Muallif interfaol metodlarni "ichkaridan" (ishtirokchi sifatida) va "tashqaridan" (metodist sifatida) ikki marta o'zlashtirishni ko'zda tutuvchi "ikki qatlamli tajriba" yondashuvini va har bir metod uchun metodik tahlil kartasini taklif etadi.

Kalit so'zlar: interfaol metodlar, metodik kompetentlik, bo'lajak o'qituvchi, mikroo'qitish, metodik tahlil, refleksiya

Аннотация: В тезисах интерактивные методы рассматриваются как средство формирования методической компетентности будущих учителей. Автор предлагает подход «двухслойного опыта», предполагающий двойное освоение метода – «изнутри» (в роли участника) и «снаружи» (в роли методиста), а также карту методического анализа для каждого изучаемого метода.

Ключевые слова: интерактивные методы, методическая компетентность, будущий учитель, микропреподавание, методический анализ, рефлексия

Introduction

Students of pedagogical universities in Uzbekistan usually encounter dozens of interactive methods during their studies: "brainstorming", "cluster", "Venn diagram", "jigsaw", "insert", "fishbone" and many others. Many can name them, and some can describe their steps. Fewer can explain why a particular method suits one lesson objective and not another, or what to do when a method that worked in a university seminar fails with a class of thirty-five pupils. This gap between knowing a method

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and being able to use it purposefully is the core of the problem of methodological competence.

The Law "On Education" defines the teacher's activity as professional work requiring appropriate training [1], and methodological competence lies at the centre of this professionalism. This paper argues that interactive methods can shape such competence only if students experience them in a particular way, and proposes an approach that makes this experience systematic.

Main Part

Methodological competence is understood here as the prospective teacher's readiness to select, adapt, combine and evaluate methods of teaching in relation to the goals of a lesson, the content of the subject and the characteristics of the pupils. It is therefore not identical to knowledge of methods. A student may know many methods and still lack the judgement required to choose among them.

Interactive methods, as developed in the Uzbek pedagogical tradition, emphasise the active participation of learners and cooperation among them [2]. Their wide adoption in teacher education is a significant achievement, but it has an unintended consequence. Students often meet interactive methods as participants in seminars, where the lecturer selects the method and manages it, and less often as designers who must make those decisions themselves. As a result, they acquire the learner's experience of a method but not the teacher's.

Kolb's experiential learning theory helps explain why this is insufficient. Experience leads to learning when it is followed by reflective observation, conceptualisation and active experimentation [3]. Participation in a method is concrete experience; without the subsequent stages, it remains an impression. Schön's account of the reflective practitioner adds that professional knowledge develops through reflection on action, in which a practitioner reconsiders a situation and the choices made within it [4]. For a future teacher, the object of such reflection should be not only the content of a seminar but the method through which it was taught.

On this basis the author proposes the approach of "two-layer experience". Each interactive method that students are expected to master is encountered twice, in two clearly separated layers.

In the first layer, students take part in the method as learners, working on genuine subject or pedagogical content. A lecture topic on assessment, for example, may be studied through a jigsaw activity in which each group masters one type of assessment and then teaches it to others. At this stage the attention of students is directed to the content, as it would be for pupils.

In the second layer, the same students step out of the role of participants and examine the method as methodologists. Immediately after the activity, the lecturer opens a short analytical discussion guided by a methodological analysis card. The card contains a small number of questions: What lesson objective does this method serve best? Which stage of a lesson does it fit? What preparation and materials does it require? How long does it take with a class of a given size? What can go wrong, and how could the teacher respond? How should it be adapted for younger pupils, for a class with mixed language proficiency, or for a room in which desks cannot be moved? How can the teacher check what pupils have learned through it?

The final step of the second layer is transfer. Each student redesigns the method for a specific topic in his or her own subject and presents a short fragment in

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microteaching, the technique developed at Stanford in which trainee teachers conduct brief, focused teaching episodes for peers and receive immediate feedback [5]. The fragment is then discussed with reference to the same card. In this way the student moves from experiencing a method, through analysing it, to designing and testing it.

The approach has three practical advantages. First, it does not require additional courses: the first layer already exists in many seminars, and the second layer requires only ten to fifteen minutes of structured discussion and a microteaching assignment. Second, the analysis card gives students a stable framework that they can apply independently to methods they encounter later, including those not covered in their studies. Third, the approach counters the tendency to treat interactive methods as ends in themselves. Hattie's synthesis of research on achievement suggests that what matters most is not the label of a method but whether teachers make learning goals clear, provide feedback and adapt instruction to evidence of pupils' understanding [6]. The questions on the analysis card direct attention precisely to these issues.

Certain conditions must be met for the approach to work. The lecturer must make the transition between layers explicit, so that students understand when they are learning content and when they are analysing method. The number of methods covered should be limited, since deep analysis of a few methods is more valuable than superficial acquaintance with many. Microteaching fragments should be short, focused on one method, and followed by feedback that refers to the card rather than to general impressions. Finally, teaching practice should provide an opportunity to try at least some of the analysed methods with real pupils and to reflect on the differences between the university setting and the school.

The approach also suggests indicators of methodological competence that can be observed in students' work: the ability to justify the choice of a method by a lesson objective, to anticipate difficulties, to propose adaptations for specific conditions, and to evaluate a method's effect on pupils' learning rather than on their apparent activity. These indicators can later be used to design empirical study.

Conclusion

Interactive methods are a powerful means of shaping the methodological competence of prospective teachers, but only when students experience them both as participants and as methodologists. The proposed "two-layer experience" approach, supported by a methodological analysis card and microteaching, turns participation in a method into an object of professional analysis and design. It can be introduced into existing courses of pedagogy and teaching methods in Uzbek pedagogical universities without structural changes to curricula, and it lays the ground for further empirical research on the development of students' methodological judgement.

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