



THE EFFECTIVENESS OF INTERACTIVE TEACHING METHODS IN FORMING PEDAGOGICAL COMMUNICATION STRATEGIES IN FUTURE PRIMARY SCHOOL TEACHERS

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Abstract: the effectiveness of interactive teaching methodologies is considered in this article with respect to the development of pedagogical communication strategies for primary school teachers. The methodologies discussed incorporate engagement, teamwork, and activity-based learning. The article describes how these strategies help improve confidence, adaptability, and reflection strategies for student teachers. The development of these qualities improves the readiness of the teachers.

Keywords: interactive educational techniques, educational communication, primary school teachers, teachers' training, active learning, educational communication strategies.

The significance of pedagogical communication in primary education cannot be overstated because it is directly linked to student motivation, learning, and classroom atmosphere. As primary-level teacher training students, being competent in communication is paramount to design learning environments that are supportive and engaging for potential students. The normal learning procedure is restrictive and fails to upgrade communication skills. This is because interactive learning procedures like group discussion, role-playing, group projects, and problem-solving learning enable trainees to participate and receive instant feedback. This piece explores the effectivity of interactive learning procedures on building and developing communication strategies.



Interactive teaching techniques are gradually developing as an integral part of teacher education, particularly amongst those intending to become elementary school teaching professionals. The technique involves active engagement, collaboration, and immediate feedback, all of which are necessary requirements in developing effective communication teaching strategies. Unlike traditional teaching practices, such as conducting lectures, interactive teaching involves not only receptive learning but also interaction with other pupils, tutors, and materials. The interaction plays a pivotal role in shaping communication teaching strategies that shall later be used in the elementary school level, which requires effective communication and understanding between the educator and the pupil to facilitate education. Next-generation primary school teachers will also need to become proficient in a broad array of communication skills, from verbal and non-verbal messages to the use of listening, questioning, and conflict resolution. Active teaching approaches create the context for the development of these skills. Consider, for instance [1], the use of the role-playing approach, whereby the aspiring teachers will be able to create mock classroom settings to practice, for instance, the way to respond to the needs of different students. Here, the aspiring teachers develop the ability to communicate effectively, which cannot easily be achieved when teaching. Moreover, the interactive mode of teaching plays an important role in developing the reflective learning of the student teachers. Through the involvement of group discussions and self-reflection, the budding teachers begin to analyze their approaches to communicate and work on improvement. The reflection plays an important part in the development of the teachers and makes them even more thoughtful and effective communicators in class. The reflection also fosters the creation of effective strategies of communication in line with the teachers' styles of handling the class [2].

Secondly, an important consideration in interactive approaches concerns their ability to promote collaboration and learning in a social environment. By



collaborating in teamwork, pre-service teachers can develop the ability to negotiate meaning, express ideas effectively, and reach consensus, which are important ingredients in classroom communication. Teamwork activities mimic the actual requirement in the work environment where an individual has to work in collaboration with colleagues, parents, and children. Additionally, the use of interactive techniques allows for the development of critical thinking and problem-solving competencies. Where the pre-service teachers are presented with questions, case studies, or dilemmas, the only way for them to answer or deal with the questions is by critically thinking about the way to answer them. This not only improves the communication techniques of the pre-service teachers[3], but it also enables them to be better equipped to face the unplanned circumstances that occur in the classrooms. One of the major advantages of the interactive teaching process is the instantaneous feedback feature. While teaching in an interactive manner, the educator as well as the classmates are able to give suggestions; thus, the teacher trains are able to develop their communication techniques through this continuous process of corrections. The continuous process of corrections helps in instilling the habit of effective communication in the educator trainees. Further, application of technology in interactive learning techniques also boosts communication skills in pedagogy. With technology such as online classes, multimedia presentations, and simulations, teacher candidates are able to practice various communication tools. The need for this arises in view of technology being increasingly incorporated in modern learning environments, and therefore a teacher must be well conversant in communication using technology as well [4].

In addition, interactive teaching practices enable future educators to achieve emotional intelligence in addition to communicative competence. Through active participation in sessions that involve empathy, pre-service teachers are able to improve their capacity to recognize and respond to their students' emotional and social requirements. Emotional intelligence is an integral part of pedagogical



communication because it creates conditions of trust and respect that ultimately influence an effective learning environment. Therefore, it is concluded that interactive teaching methods have been highly effective in developing teaching and communication skills in future teachers working with students at the primary level of education. These teaching methods help prepare teachers in respect of being actively involved, reflecting, working in groups, thinking critically, increased use of technology, and increased emotional intelligence. These are basic needs for teachers so that they can enable students to have good interactions with each other, be able to handle the class efficiently, as well as address diverse needs of students at the primary level of education [5].

Interactive teaching techniques promote experiential learning that helps prospective teachers to incorporate champion teaching skills of classroom communication. For instance, when participating in a parent-teacher conference simulation exercise, students learn to communicate progress and address parent concerns in an effective and understanding way. Apart from improving the ability to speak well, this also helps them to become emotionally and professionally sensitive to any conversation they engage in. Simulation exercises to handle stressful conversations give students first-hand experience to handle stressful conversations in school. Group projects are another effective technique wherein the use of interactive techniques of teaching enhances communication strategies. While working on a lesson plan or a problem regarding the management of a classroom as a team, the trainees have to communicate effectively, listen actively, and even negotiate the differences they have. Such a process reflects the team decision-making exercised by the staff members within a school, thus instilling the spirit to achieve a consensus and display a sense of solidarity among the team members.

Additionally, case studies increase teaching communication effectiveness. For example, in case studies involving students who have behavior problems, teaching



candidates are tasked with engaging in discussion to formulate appropriate communication approaches that are firm and gentle at the same time. Required discussion for case studies equips teaching candidates with skills to delegate communication undertakings in dealing with various behaviors manifest in class. Indeed, case studies promote teaching candidates to engage in teaching communication that is problem-solving in nature. Technology integration illustrates the effectiveness of interactive strategies. Video recording enables teacher candidates to record their practice classes, which they can view for feedback on their communication skills. This approach provides an opportunity for teacher candidates to become aware of their unconscious behavior, such as talking too quickly or maintaining inadequate eye contact, which can subsequently be deliberately altered. Moreover, technology helps teacher candidates practice simulated online classes, which are necessary for the new learning environment in which effective online teaching skills are needed. Feedback sessions in peer-reviewed interactive sessions are an important part of improving teaching communication skills. Feedback, regardless of whether it is based on presentation or class demonstrations, is effective in making trainees or teachers aware of how their komunikasi or teaching/communication is perceived by others. For example, feedback may come in forms of pointing out where trainees were speaking beyond the point or where they were gesturing instead of speaking. Finally, reflective journaling with an interactive group discussion reinforces learning. From personal experiences with communications that are brought forth from reflective discussions in a supportive group setting, teachers can connect theory with practice. The individual observes patterns within communications, acknowledges successes, and also observes challenges within communications. Reflecting upon communications enhances metacognitive skills, which allow teachers to formulate adaptable communications according to the changing dynamics of primary schooling.



CONCLUSION

Therefore, based on interactive teaching practices that entail role-play, group work, case analysis, technology integration, peer feedback, and reflection, there is credible improvement in the development of communication strategies for primary school teachers. The above examples have showcased how engagement, teamwork, and self-reflection can endow pre-service teachers with the needed skills and emotional intelligence required to communicate, develop effective relationships, and create a positive learning atmosphere. The integration of these teaching practices in teacher education is imperative for developing well-prepared teachers who can address the needs of modern-day classrooms. Conclusion Using interactive teaching methodologies can greatly enhance the capacity of future primary school teachers to create and implement effective communicative strategies in the classroom. Using interactive teaching methodologies can enhance the capacity of future primary school teachers to create and implement effective communicative strategies in the classroom. Using interactive methodologies in training teachers is beneficial in developing the capacities of teachers and preparing them to efficiently handle the current classroom environment. Therefore, institutions should focus on using interactive methodologies in the classroom.

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