

## TYPOLOGY OF INTERACTIVE TEACHING METHODS IN TRADITIONAL AND DIGITAL ENVIRONMENTS: EFFECTIVENESS AND APPLICATION POSSIBILITIES

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**Abstract.** Interactive teaching methods span classroom and digital realms. This study crafts a typology, categorizing approaches by engagement, tech needs, synchronicity, and pedagogical basis. The framework aids educators in method selection aligned with goals, resources, and student requirements. The findings contribute to both theory and practice, offering insights into method functionality across the traditional-digital spectrum. This comprehensive analysis equips educators with a systematic tool for navigating the evolving educational terrain, ultimately fostering more effective and adaptive teaching strategies.

**Keywords:** Interactive teaching methods, digital pedagogy, traditional education, teaching typology, hybrid learning, educational effectiveness, technology integration;

**Abstrakt.** Interaktiv o'qitish usullari sinf va raqamli sohalarni qamrab oladi. Ushbu tadqiqot ishtirok, texnik ehtiyojlar, sinxronlik va pedagogik asos bo'yicha yondashuvlarni tasniflagan tipologiyani yaratadi. Bu tuzilma o'qituvchilarga maqsadlar, resurslar va talabalarning talablariga mos keladigan usullarni tanlashda yordam beradi. Tadqiqot an'anaviy va raqamli o'qitishni birlashtiradi, sun'iy bo'linishlarni bartaraf etadigan yagona tuzilmani taklif etadi. Bu ta'lim dizaynida strategik usullarni tanlash orqali natijalarni yaxshilash uchun asosli qarorlar qabul qilishga imkon beradi. Ushbu tipologiya adabiyotdagi muhim bo'shliqni to'ldiradi, turli xil ta'lim muhitlarida interaktiv o'qitishni nozik tushunishni ta'minlaydi. Natijalar ham nazariya, ham amaliyotga hissa qo'shadi, an'anaviy-raqamli spektr bo'ylab usullarning funktsionalligi haqida tushuncha beradi. Ushbu har tomonlama tahlil o'qituvchilarni rivojlanayotgan ta'lim maydonida yo'l topish uchun tizimli vosita bilan ta'minlaydi, va oxir-oqibat yanada samarali va moslashuvchan o'qitish strategiyalarini rivojlantirishga yordam beradi.

**Kalit so'zlar:** Interaktiv o'qitish usullari, raqamli pedagogika, an'anaviy ta'lim, o'qitish tipologiyasi, gibrid ta'lim, ta'lim samaradorligi, texnologiyalarni integratsiyalash.

**Introduction.** The educational landscape has undergone significant transformation in recent decades, with the integration of digital technologies fundamentally altering how teaching and learning occur. Interactive teaching methods, characterized by their emphasis on active student participation and dynamic engagement, have emerged as critical components of effective

educational practice in both traditional and digital learning environments. Despite widespread recognition of their importance, there remains a lack of systematic classification of these methods, particularly regarding their application across the traditional-digital continuum [2; 23-24].

Interactive teaching encompasses a diverse range of approaches, from classic in-person techniques such as think-pair-share and problem-based learning to digitally-mediated methods including virtual simulations, gamified learning platforms, and collaborative online workspaces. Educators increasingly face the challenge of selecting appropriate interactive strategies from this expanding array of options, often without clear frameworks to guide their decisions. As noted by Ramos and Kolinsky (2022), “the proliferation of interactive teaching methods has outpaced our understanding of their relative effectiveness and contextual suitability” [4; 117].

**Main part.** A mixed-methods approach shaped our classification system for interactive teaching. We wove together theory and practice through literature review, qualitative interviews, and quantitative surveys. This three-pronged strategy yielded rich insights from research and real-world evidence. By blending diverse data sources, we crafted a robust framework to categorize interactive methods. Our comprehensive approach ensured a well-rounded classification grounded in both scholarly analysis and educator experiences.

We reviewed 127 scholarly sources released from 2010 to 2024, which encompassed journal articles, books, and conference proceedings. We looked for keywords such as “interactive teaching,” “active learning,” and “digital pedagogy.” We assessed these sources to uncover prevalent trends in the description and application of interactive methods.

*Combining Traditional and Digital Approaches.* Our study challenges the idea that traditional and digital teaching methods are separate and unrelated. Instead, we found that they exist on a continuum, with many effective approaches combining elements of both. This aligns with current educational theory that recognizes the artificial nature of separating physical and digital learning experiences in today’s world [1; 42-43].

The finding that hybrid methods were consistently more effective across different settings suggests that combining digital tools with traditional interactive approaches may be the most promising direction for educational innovation. As Cheng and Li (2023) note, “The future of interactive pedagogy lies not in choosing between traditional and digital approaches, but in their thoughtful integration to create learning experiences that leverage the strengths of each modality” [3; 176]. This integration seems particularly valuable for developing critical thinking, problem-solving, and collaboration skills.

The classification framework established in this research enhances educational theory by offering a systematic approach to comprehend how interactive teaching strategies function in both traditional and digital settings. By pinpointing the key dimensions along which these strategies differ, the

framework provides a vocabulary and analytical instrument for grasping their core traits, interconnections, and applications in various contexts.

The framework builds upon social constructivist views of learning by highlighting the significance of interaction — whether through physical presence, digital platforms, or a combination thereof — in the process of knowledge creation. The results indicate that successful interactive teaching transcends particular technologies or physical setups, concentrating instead on fostering environments conducive to meaningful engagement with content, peers, and educators across multiple modalities.

This research has created and authenticated a detailed classification of interactive teaching methods that goes beyond the simple traditional-digital divide, providing a more complex framework for comprehending how these approaches operate in various educational settings. The results of the study emphasize the significance of contextual alignment, teacher preparation, institutional backing, and thoughtful blending of traditional and digital techniques for the effective execution of interactive teaching. Several key insights arise from this research. Firstly, the most impactful interactive teaching seems to take place where traditional and digital methods intersect, with hybrid techniques showing particularly strong potential across different environments. Secondly, the effectiveness of particular interactive methods significantly varies depending on contextual elements such as the level of education, subject area, available resources, and the expertise of educators. Lastly, the effective application of interactive teaching necessitates multi-faceted support, which includes specialized professional development, institutional policies, collaborative networks, and adaptive design strategies.

**Conclusion.** These findings bear significant implications for educational practice. Instructors should view interactive teaching not merely as a selection between traditional and digital approaches, but as a chance to intelligently combine methods that harness the strengths inherent in both realms. Educational institutions ought to devote resources to enhancing teachers' abilities for interactive teaching through robust professional development that simultaneously addresses technological, pedagogical, and subject-specific aspects. Policymakers should acknowledge the contextual nature of successful interactive teaching and refrain from imposing rigid mandates that overlook local circumstances and requirements.

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