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STUDENT ENGAGEMENT DURING MODERN INTERACTIVE PRESENTATIONS COMPARED TO TRADITIONAL ONES

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This article explores students' participation during question-and-answer sessions and the presentation of material, comparing two approaches: interactive presentations using interactive tools (AhaSlides) and traditional presentations followed by comprehension questions. The study involved 25 students from Fergana State University using different teaching approaches.

KIRISH. Teaching methods are evolving today, with new approaches being implemented as modern online interactive tools gain popularity. This is because modern society, technology, and design place numerous demands on school and university graduates. Education is a crucial component for both human culture and individual development. Mastering not only traditional teaching methods but also incorporating modern interactive techniques is becoming increasingly relevant in today□s world.

One of the strategic goals in today's education system is to ensure an individual's competitiveness. Numerous scientific studies worldwide aim to reform education at universities, resulting in efforts to improve the quality of education and teaching methods.

Implementing such methods involves using online tools like AhaSlides, Mentimeter, etc., to explore various topics in the syllabus of different subjects. These tools can be used for studying new material, reinforcing it, or revisiting previously covered content. They allow

students to interact with slides, quizzes, tests, and other tasks in real-time, stimulating their interest in learning the topics. Such tools include educational slides, tests, and questionnaires that engage students through their mobile devices in real time, saving results for future gap analysis.

Introducing these tools into university teaching can be highly effective, fostering skill development, knowledge acquisition, and material consolidation while increasing students' cognitive interest and motivation. Interactive elements enable students to study and reinforce material by answering questions, completing tests, and analyzing diagrams in real time. Integrating such tools into university teaching includes various forms of presentations from regular broadcasts on students devices (where teachers can see how many students are connected) to direct interaction with information, videos, and audio materials, followed by reinforcement activities. Students can participate in creating presentations, designing interactive tasks, and searching for correct answers, which promotes deeper immersion in the subject matter.

Traditional approaches have yielded good results over time; however, today s demands necessitate implementing new methods that meet the needs of modern students. The primary advantage of a modern interactive approach lies in enhancing student engagement and providing options that cater to their needs. Yvonne Steinert and Linda S. Snell, in their article "Interactive Lecturing: Strategies for Increasing Participation in Large Group Presentations," note that Generation Z students often feel bored and distracted when not interacting with multiple sources of information simultaneously. They exhibit shorter attention spans than Millennials and have an even greater desire for instant access to information and answers. Therefore, it is vital to provide students with opportunities to access diverse sources and, more importantly, receive or provide answers immediately during material presentation.

Given that both students and teachers possess devices such as laptops and smartphones, implementing interactive tools can significantly enhance education. This allows educators to transform lectures and seminars into non-one-way communication processes. However, traditional lectures and masterclasses continue to dominate in-person teaching, and many educators remain unprepared for online instruction.

Method and Materials

AhaSlides is a platform designed to create interactive presentations. Users can incorporate polls, word clouds, open-ended slides, and other types of interactive elements into presentations that audiences can engage with live via their phones. This platform benefits both students and teachers in several ways:

- Teachers create presentations and include quizzes, polls, closed and open-ended questions to help students retain the provided information.
- When preparing presentations on specific topics, students research the subject and develop questions, quizzes, and tests to ensure the class understands the topic thoroughly.

AhaSlides an interactive online tool was used during student-led topic presentations. The tool was employed in face-to-face classes with in-presentation online quizzes, question-and-answer sessions, and test segments to assess whether students understood the presented materials.

Participants

The study was conducted over four weeks across different subjects, including Integrated Foreign Language Teaching, Translation Studies, and Practical Aspects of Language mandatory disciplines in the final year of the degree program.

AhaSlides was implemented before the main presentation (warm-up questions), during the presentation (to evaluate interactive scenarios through quiz questions), and after the presentation (to gauge students' understanding through quizzes, open and closed questions, and multiple-choice tests). At the end of each session, students were asked to provide brief feedback on the topic to determine if they found the approach suitable. In each session, 23 25 students were present, with at least 18 actively participating in the interactive presentations displayed on both the whiteboard and their personal devices.

Approximately 75% of students were engaged during the interactive approach, compared to only 40% during traditional voluntary question-and-answer sessions, where only ten out of 25 students answered questions or completed tasks.

During traditional material presentations, ten students actively responded to questions and showed interest in class activities, equating to 41% engagement.

Comparison Metric	Online Interactive Presentation	Traditional Material Presentation
Number of Participants	23	23
Student Engagement at Start	15	10
Student Engagement During Presentation	18	10

Comparison Metric	Online Interactive Presentation	Traditional Material Presentation
Student Engagement at End	20	11
Feedback & Questions from Students	10	5
Percentage of Correct Answers	70%	50%

Comparing the results of the interactive approach, student engagement steadily increased from 15 participants at the beginning to 20 by the end. Conversely, during traditional material presentations, student engagement remained low, rising slightly from 10 to 11 participants.

Conclusion. The study demonstrates that interactive tools like AhaSlides significantly enhance student engagement compared to traditional teaching methods. By leveraging technology, educators can create dynamic, participatory learning environments that cater to modern students' needs, fostering higher levels of comprehension, retention, and motivation.

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