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THE EFFECTIVENESS OF INTERACTIVE TEACHING METHODS IN PATRIOTISM EDUCATION

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АННОТАЦИЯ:

This article examines the anticipated pedagogical benefits of using interactive methods in patriotism education and the conditions required to evaluate them. Problem-based scenarios, evidence-based debates, role-playing, collaborative projects and reflection are classified according to their educational purposes. A comparative analysis of selected sources informs criteria for choosing methods and a conceptual assessment rubric comprising cognitive, value-oriented and behavioural indicators. No empirical experiment was conducted. Accordingly, "effectiveness" refers to a theoretically anticipated pedagogical potential that requires testing in subsequent research.

INTRODUCTION

Patriotism education is often organised through lectures, meetings and public events. Although these formats can communicate historical knowledge and draw attention to particular issues, it cannot be assumed that all of them develop young people's personal positions and everyday conduct. Meaningful engagement with educational content requires opportunities to ask questions, examine alternative perspectives and substantiate decisions with evidence. Interactive methods offer one pedagogical means of meeting this need.

The defining features of interactivity are active learner participation, dialogue, collaborative resolution of situational problems and opportunities to reflect on outcomes. Nevertheless, extensive classroom discussion does not in itself constitute high-quality

interactive learning. The educational value of a method depends on its alignment with objectives, the clarity of tasks, the quality of communication and the availability of tools for assessing outcomes. These conditions are especially important in patriotism education: eliciting an emotional response and fostering sustained social responsibility are not equivalent processes.

Uzbekistan's Concept of Continuous Spiritual Education emphasises the close relationship between education and upbringing [1]. UNESCO's guidance on global citizenship education addresses the combined importance of cognitive, socio-emotional and behavioural development [2]. Research on cooperative learning identifies positive interdependence and individual accountability as essential conditions of group work [3]. Together, these theoretical perspectives help explain why interactive methods may have educational value.

This article aims to compare interactive methods suitable for patriotism education according to their functions, specify their anticipated outcomes and develop conceptual criteria for assessing pedagogical effectiveness. The term "effectiveness" does not denote an experimentally demonstrated impact in this study; rather, it refers to theoretical potential and aspects that could be measured through subsequent empirical research.

MATERIALS AND METHODS

The study employed theoretical and methodological analysis. The materials examined included Uzbekistan's national concept of spiritual education, UNESCO guidance on citizenship education and peace, the OECD Learning Compass 2030, and a scholarly account of social interdependence theory in cooperative learning [1–5]. Sources were selected for their explanatory relevance to educational activities and objectives; this selection is not presented as a comprehensive systematic literature search.

In the first stage, educational outcomes were classified into three categories: cognitive learning, value-oriented attitudes and practical participation. In the second stage, interactive methods were compared in terms of pedagogical function, forms of learner engagement and observable indicators. In the third stage, a preliminary assessment rubric was designed for each method. This approach avoids unsupported numerical claims about effectiveness while establishing criteria for future evaluation.

No control group, diagnostic testing or pedagogical experiment was included in the study. Consequently, the article does not claim that any method has been empirically proven effective. Its results consist of a proposed methodological classification and assessment framework. Before implementation, subject content, learners' age, group characteristics and teachers' facilitation skills should be considered.

RESULTS

Problem-based scenarios were identified as suitable for connecting patriotism with real-life situations. For example, where competing proposals concern the preservation of a neighbourhood historical monument and local economic development, students may gather

evidence, identify stakeholders' needs and design a responsible course of action. Such a task simultaneously exercises respect for historical heritage, causal reasoning and consideration of the public interest. Importantly, the teacher should not prescribe a single compulsory answer in advance.

Evidence-based debate may support civic dialogue and critical thinking. The debate question should be specific, open to verification and unlikely to encourage hostile confrontation. For instance, teams might defend alternative proposals in response to the question: "Which forms of activity would enable young people to contribute most effectively to preserving local heritage?" Assessment should prioritise the reliability of sources, fair representation of counterarguments and feasibility of proposals rather than volume of speech or emotional appeal.

Role-playing was distinguished as a method that may help young people understand others' experiences. During discussion of a project near a historical monument, students could assume the roles of a museum specialist, neighbourhood representative, visitor or young volunteer and develop the reasoning behind each position. The exercise should conclude by distinguishing assigned roles from personal views and asking participants to explain which previously overlooked needs or conflicts they recognised. Without this stage, role-playing risks becoming a superficial performance.

Collaborative project work seeks to translate knowledge and values into action. A group might develop a reliable digital catalogue of local history, a useful public information resource or a volunteering initiative. Alongside a shared objective, each participant's individual contribution should be clearly specified. Johnson and Johnson's analysis of social interdependence theory links successful cooperation to particular pedagogical conditions [3].

Reflective discussion is recommended as the concluding component of each interactive method. At the end of a session, the teacher might ask: "Which evidence changed your opinion?", "Whose interests did our group overlook?" and "What form of social action could we plan?" Such questions are intended to elicit personal conclusions and awareness of social responsibility rather than simple repetition of the material covered.

The proposed assessment rubric comprises cognitive, value-oriented and communicative, and behavioural indicators. The cognitive dimension covers explaining evidence and verifying historical sources. The value-oriented and communicative dimension addresses respectful disagreement, recognition of diverse interests and justification of one's position. The behavioural dimension concerns planning tasks, contributing to group work and evaluating completed activities. Numerical scoring would be justified only after the rubric has undergone appropriate testing.

A four-stage procedure—"objective–method–evidence–reflection"—was developed to guide method selection. First, the educator specifies the intended educational outcome; second, an interactive activity aligned with that outcome is chosen; third, evidence of

learner engagement is collected; and fourth, structured reflection is facilitated. This sequence makes the educational purpose, rather than the method's surface appeal, the principal selection criterion.

DISCUSSION

The promise of interactive teaching methods lies not in equating them with new technologies but in creating conditions for independent judgement and responsible action. Debates, projects and role-playing can all be organised in ordinary classrooms; digital platforms should serve as supporting tools where appropriate. Method selection should therefore begin with educational objectives and learner engagement rather than technological novelty.

Interactive activities in patriotism education may be expected to strengthen collective memory and respect for cultural heritage. However, presenting this expectation as a universal outcome would be methodologically unjustified. Students respond differently to the same task: some participate actively in discussions, whereas others demonstrate their abilities more effectively through written analysis. A balance between oral and written participation and a psychologically safe environment for exchanging views are therefore important.

Future empirical assessment should use comparable tasks before and after an intervention and examine reasoning and participation across several situations rather than relying on a single momentary response. Where feasible, a comparison group and independent assessor could be involved. Even if statistical differences were observed, contextual factors—including teacher experience, disciplinary setting and initial motivation—would need to be discussed.

A further limitation of interactive methods is the possibility that debate may escalate or some students may become marginalised. Agreeing group rules collectively, rotating roles and responsibilities, and revisiting conclusions in writing may reduce these risks. Teachers should assess the quality of reasoning, cooperation and responsible task completion rather than students' personal convictions.

CONCLUSION

The theoretical analysis identified three conditions for the purposeful use of interactive methods in patriotism education: clearly defined educational outcomes, activities aligned with those outcomes, and the integration of evidence of learning with reflection. Problem-based scenarios, debate, role-playing and collaborative projects were characterised as methods with educational potential when these conditions are met.

For educational practice, the study recommends selecting methods through the "objective–method–evidence–reflection" sequence and evaluating learning through cognitive, value-oriented and communicative, and behavioural indicators. The proposed rubric is conceptual; determining the actual effectiveness of these methods requires pedagogical experimentation and objective assessment.

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