



PAPER

THE IMPORTANCE OF INTERACTIVE METHODS IN THE DEVELOPMENT OF IMAGINATION SKILLS

Mamadzhanova Nozima Adkhamovna^{1,*}

¹Namangan State University Doctor of Philosophy in Pedagogical Sciences (PhD in English)

* mamadjanovanozima@gmail.com

Abstract

The article talks about the importance of using new pedagogical technologies in teaching English, and analyzes all the possibilities of the student, taking into account the complexity of mastering the subject. Also, examples of new methods in language development are given and its importance is revealed.

Key words: English language, methodology, science, style, lesson, student, pedagogue

LOGIN

Today, one of the most important tasks in the education system is to develop human thinking, worldview, and creative abilities. As President Shavkat Mirziyoyev noted, “Establishing a new Uzbekistan — is closely related to the thinking, knowledge and skills of every citizen, especially the young generation.” Therefore, the role of interactive methods in the formation of students’ imagination, independent thinking and creative approach skills is incomparable. Imagination — is one of the most important forms of human thinking through which new ideas, images and thoughts emerge. The development of this skill in the pedagogical process, especially for elementary school students, has a

positive effect on their further learning activity.

”Presidential Prize to be established for schools with high performance in foreign languages”— Shaukat Mirziyoyev. In fact, it is the duty of us pedagogues to create a school lesson and textbook that can meet the standards of the countries recognized by the world through the development of a foreign language. Happily, the fact that people who can speak English are found in the first grade of the school is a sign that the English language specialists are doing a lot of work in the system. In particular, the number of students achieving international levels in a foreign language is increasing day by day.

We are also pleased that in addition to our national university, more than seven students are studying

Compiled on: February 2, 2026.

Copyright: ©2026 by the authors. Submitted to *Advances in Science and Education* for possible open access publication under the terms and conditions of the [Creative Commons Attribution \(CC BY\) 4.0 license](https://creativecommons.org/licenses/by/4.0/).

at the top 1000 universities in the world. By the way, mastering science is a somewhat complicated process. It depends on the skill of the pedagogue in mastering a foreign language as perfectly as his own language. The use of new pedagogical methods is both important and effective. Instead of a traditional lesson, the student's learning index is higher in the lesson taught using new technologies. Below we will talk about the essence of such new pedagogical methods and their effectiveness in practical application.

METHODOLOGY

Imagination is the process of restoring in the mind what a person previously perceived through intuition or creating completely new images. It creates the basis for creative thinking in children, finding unusual solutions to problems, promoting new ideas. In pedagogical psychology, imagination is considered as an integral part of the child's cognitive activity. The development of this skill serves the student's conscious and solid acquisition of knowledge.

Imagination — is an active form of human thinking through which a person reconstructs what he previously perceived in his mind or creates new images. In the science of psychology, the process of imagination is considered as a higher stage of cognitive activity, because it is inextricably linked with a person's life experience, feelings and thinking.

The role of imagination in the pedagogical process is very important. This skill helps students to think creatively, solve problems independently, promote new ideas and form figurative thinking. In particular, the correct implementation of this process at the stage of primary education determines the future learning potential of students.

According to psychologists, imagination is not only a process of thinking, but a cognitive process enriched with emotional experiences. Therefore, the emotional environment, the sincere attitude of the teacher and interactive communication play a big role in the formation of students' imagination skills. Interactive methods — are modern educational methods that serve to establish active communication between the student and the teacher, to develop students' independent thinking and analysis skills.

In contrast to traditional teaching methods, in interactive methods, the student becomes an active participant in the teaching process. This strengthens their imagination, analysis and creative thinking skills. Interactive methods — are methods aimed at organizing education on the basis of active communication and cooperation between the teacher and the student. Such methods increase students' participation in the lesson, encourage them to think independently, analyze, and apply their imagination.

In many literature, it is noted that the most popular interactive learning methods today are "Keys-stadi" (or "Study Cases"), "Blist-request", "Modeling", "Creative work", "Problem-based learning". According to the information, interactive learning strategies include "Brainstorm", "Boomerang", "Gallery", "Zig-zag", "Staircase-zine", "Muzyorar", "Rotastia", "Rounded snow" styles. The approach to the organization of group work in the separation of interactive educational strategies from the composition of interactive educational methods is based on the comparison with a strategic approach in a certain sense. In fact, these strategies are more related to interactive learning methods, and there are no other differences between them. Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" and b. When distinguishing interactive graphic organizers, the main points in such classes are based on the written expression in various graphic forms. In fact, working with these graphic organizers also applies to interactive learning methods in a larger way. Below we analyze some of the new minteractive methods.

"THOUGHT ATTACK" METHOD

This method ensures students' activity in the training process, encourages them to think freely and frees them from the inertia of the same thinking, collects various ideas on a specific topic, as well as the process of solving creative tasks serves to learn to overcome the ideas that have arisen at the initial stage. "The main principle and condition of the thought attack" method is to completely prohibit criticism of the opinion raised by each participant of the training, to encourage any bites and jokes. The purpose of this is to ensure the free participation

of students in the training process. The use of this method in the educational process depends on the teacher's pedagogical skills and breadth of thinking. "When using the thought attack" method, it is advisable not to exceed 10-15 students.

"GROSS THOUGHT ATTACK" METHOD

The method serves to create conditions for the emergence of new ideas by students. One of the group members informs about this when various tasks or creative tasks that need to be solved positively within 15 minutes are positively solved in each group of 5 or 6 students.

The information provided by the group (the solution of the task or creative task) is discussed and evaluated by the teacher and members of other groups. At the end of the lesson, the teacher announces the answers that are considered the best and most unique among the solutions to the given task or creative tasks. During the training, the activities of the members of the groups are evaluated according to the level of their participation.

"6x6x6" METHOD

With the help of the "6x6x6" method, it is possible to solve a certain task or problem by involving 36 students in a certain activity at the same time, as well as to determine the capabilities of each member of the groups, to find out their views. In the training organized on the basis of this method, 6 groups with 6 participants each will discuss the problem raised by the teacher. At the end of the specified time, the teacher reorganizes 6 groups. Each of the re-formed groups will have one representative from the previous 6 groups. The members of the newly formed group will present to their teammates the conclusion presented by the group as a solution to the problem and discuss these solutions together.

the advantages of the "6x6x6" method are:

- encourages each member of groups to be active;
- ensures that personal views are expressed by them; —develops the skills to listen to the opinions of other members of the group;
- teaches you to be able to summarize several points being put forward, as well as to defend your opinion.

The most important thing is that during each short time (20 minutes) of the participants of the training, they work as participants of the

discussion, listeners, and speakers. This method can be used in several groups of 5, 6, 7 and 8 students. However, when the "6x6x6" method is used among large groups, it is necessary to increase the time. Because in such trainings, it takes a lot of time for discussion and information. When using the method in question, it is possible for groups to do one or more topics in the training. The use of the "6x6x6" method in the educational process requires the teacher to be active, pedagogical skills, as well as the ability to form groups in accordance with the purpose. Failure to properly form groups can cause tasks or tasks to not be solved correctly. With the help of this method, training is organized in the following order:

1. Before the start of the lesson, the teacher puts 6 chairs around 6 tables.
2. Students are divided into 6 groups by the teacher. When dividing students into groups, those who named each seat and received the named sheets will be placed in their place.
3. After the students settle down, the teacher announces the topic of the lesson and gives certain tasks to the groups. A certain time is set and a discussion process is organized.
4. The teacher monitors the activities of the groups, gives advice to the group members in the right places, gives guidance and asks the groups to complete the discussions after making sure that the tasks given by the groups are solved correctly.
5. When the time set for the discussion is over, the teacher reshapes the groups. Each of the re-formed groups will have one representative from the previous 6 groups. The members of the newly formed group will present to their teammates the conclusion presented by the group as a solution to the problem and discuss these solutions together.

In order to effectively develop imagination skills, the teacher must create the following conditions:

- Motivational environment – creating a positive psychological atmosphere in classes, encouraging the student.
- Creative tasks – exercises that encourage figurative thinking, staging, story creation.
- Technological tools – multimedia, interactive whiteboard, animated exhibitions.
- Interactive forms of evaluation – "360° evaluation", "scope", "feedback" methods to involve the reader in the process of active analysis.

These conditions develop students' skills not only to imagine, but also to think independently, to be able to logically justify their opinion. Research shows that students' activity and imagination indicators increase by 30–40 percent in lessons organized on the basis of interactive methods. According to teachers, it is “Role Playing” and “Klaster” methods that combine the emotional and logical aspects of imagination. This means that interactive methods, along with activating students' learning activities, are also important in forming their creative and innovative thinking.

RECOMMENDATION

1. Regular use of interactive methods in the educational process — is one of the most important factors in the formation of students' imagination, creativity and logical thinking skills. Therefore, every pedagogue should organize lessons based on interactive methods, not traditional ones.

2. By using methods such as “Role Playing”, “Brainstorming”, “Cluster”, “Venn Diagram”, it is possible to develop students' emotional and logical imagination.

3. It is appropriate to include practical training on the development of imagination based on interactive methods in professional development courses for pedagogues.

4. Integrating creative tasks into educational programs is an effective tool for strengthening — imagination skills. For example, in classes, it is necessary to solve problematic situations, create figurative expressions, teach students to approach events creatively.

5. Using digital tools — multimedia presentations, interactive games and virtual experiences help to expand the imagination of students.

6. It is recommended to establish cooperation with parents, to direct them to strengthen their imagination skills in children, for example, to actively participate in the processes of holding creative games together, weaving fairy tales and drawing pictures.

CONCLUSION

In short, imagination is one of the main psychological processes that form a person's ability to be creative, independent thinking and

analytical approach. This skill serves students to consciously acquire knowledge, promote new ideas and succeed in creative activities.

Interactive methods revive this process, ensure active communication between the student and the teacher, and make it possible to organize the lesson in an interesting, meaningful and creative environment. Therefore, the rational use of interactive methods in the development of imagination skills — is important not only in the creative thinking of students, but also in the formation of their personal and social competencies.

Pedagogical technology is organized in its essence with the help of forms, methods and tools, increases the effectiveness of pedagogical activity and establishes mutual cooperation between the teacher. In addition, it ensures the acquisition of thorough knowledge of educational subjects by students. forms independent, free and creative thinking skills in students. Also, necessary conditions are created for students to realize their potential. It is also necessary to guarantee the achievement of the priority of democratic and humanitarian ideas in the pedagogical process.

References

1. Mirziyoyev Sh.M. New Uzbekistan strategy. — Tashkent: Uzbekistan, 2021.
2. Jalolov Jamal. Methodology of teaching a foreign language. “Teacher“ creative publishing house, Tashkent – 2012.
3. Bekmuratova U. B. “Abstract on the topic of using innovative technologies in teaching English. Tashkent — 2012
4. uchanag naqab-anama, uch. ög. Use of modern innovative technologies in teaching a foreign language and its effectiveness /-ong. ög. ichohang-love tradition. — (love): nipple, nipple, bean and saffron // chop a snack. — 2017. — № 4.2 (138.2). — ig. 36–37. — URL:
5. <https://moluch.ru/archive/138/39058/> (ön tradition it's a good thing: 27.04.2020) Khatamova N. Q., Mirzayeva MN. “INTERACTIVE METHODS USED IN ENGLISH LESSONS” (methodical guide), Navoi, 2006, 40 pages.

6. Kholdorova M., Fayziyeva N., Rikhsittilayeva F. "USE OF AUXILIARY TOOLS IN TEACHING A FOREIGN LANGUAGE". Tashkent: TDPU named after Nizami, 2005
7. Hoshimov O', Yakubov I. "ENGLISH TEACHING METHODOLOGY" (study guide) Tashkent: "Sharq" publishing house, 2003
8. Petrovsky AV. Fundamentals of general psychology. – Moscow, 2010.
9. Kholmatova M. Development of students' imagination through interactive methods. – Tashkent, 2020.
10. Piajé J. Psychology of child thinking. – Moscow, 2012.
11. Yoldosheva N. Pedagogical technologies and interactive methods. – Tashkent: Science, 2018.