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**TRADITIONAL AND INTERACTIVE TEACHING METHODS IN AZERBAIJAN'S
HIGHER EDUCATION INSTITUTION: CHALLENGES
AND OPPORTUNITIES***f.ü.f.d İbrahimova Vüsalə İlqar qızı, Bəşirova Aynur Hilal qızı, Kərimli Aytən Tahir qızı**Gəncə Dövlət Universiteti**i_vusala@mail.ru bashirova.aynur@bk.ru**aytenkerimli14@gmail.com*

Annatasion: Azerbaijan's higher education system has undergone significant transformation since the country gained independence from the Soviet Union in 1991. More than thirty years have passed since the country became an independent state. This transformation is driven by technological advancements, globalization, and evolving pedagogical theories. The traditional methods of teaching, characterized by lectures and rote learning, are increasingly being supplemented or replaced by interactive teaching methods that promote student engagement, critical thinking, and practical skills. Social and economic reforms in the country have brought many changes in the education system, especially within higher education. The transition from consolidation to market economy has made it necessary to transform the existing higher education system. The management and organization of higher education in Azerbaijan have evolved within a relatively short period. The shift from a centrally planned educational framework to a more flexible and modern approach has been accompanied by numerous challenges and opportunities. This paper explores the traditional and interactive teaching methods currently employed in Azerbaijan's higher education institutions, analyzing their effectiveness, identifying challenges, and highlighting opportunities for improvement.

Key words: methods, teaching, higher education, traditional, interactive, challenges

Açar sözlər: metodlar, tədris, ali təhsil, ənənəvi, interaktiv, problemlər

Ключевые слова: методы, преподавание, высшее образование, традиционное, интерактивное, задачи.

Introduction:

Azerbaijan, a country at the crossroads of Eastern Europe and Western Asia, has a rich cultural and educational history. The education system in Azerbaijan has evolved through various phases, from the influence of the Persian Empire and the Soviet Union to its current independent state. Historically, the Soviet model heavily influenced higher education, emphasizing structured, centralized curricula and teacher-centered instruction.

In recent years, Azerbaijan has been actively reforming its higher education system to align with international standards and improve the quality of education. The country is a member of the Bologna Process, which aims to create a European Higher Education Area by standardizing academic degrees and quality assurance standards across Europe. This has led to significant changes, including the adoption of a credit-based system and an emphasis on student mobility and international cooperation.

The large-scale application of information technology to human life in modern age, the digitalization of everyday life in the context of globalization processes has given a boost to

the development of society, and the discrepancy has been created between this speed and human development speed. Therefore, adapting the human development pace to the society's pace of development is one of the most urgent issues facing the modern era. In each society, this function is implemented by the education system. Thus, the education system should be built so that the individual can acquire knowledge in the field of narrow specialization selected in terms of the abundance of modern information, as well as the achievements of people separated into different groups can be coordinated and assembled. In fact, all the leading countries in the world are looking for this optimal model of education.

Studies show that education serves three different purposes depending on its level and trend: firstly, knowledge and experience to be used in this or other fields of action, to be applied in practice; secondly, to teach others knowledge and experience; thirdly, to raise the level of knowledge and experience, to gain new knowledge. The first one serves the application, the second - dissemination, and the third - increasing of knowledge and experience.

The educational system that aims at gaining success in each of these three areas, or the separately taken high school, should also put the proper organization of work on the easy-to-master knowledge and skills acquisition. Because of this, world-wide learning and teaching methods should be analyzed, compared and the relevant method should be chosen according to the specificity of the subject. When making this choice, external experiments applied successfully should be studied, the applying possibilities of information technologies should be investigated, and new teaching and learning methods are to be applied, taking into account the needs of the globalized world. In our opinion, the succeed opportunity of higher education institutions in the teaching acted in the former Soviet Union is due to the above. Over the past few years, active learning has attracted considerable attention. Often presented or perceived as a radical change from traditional learning, the subject often polarizes the ability. Active learning has attracted strong supporters among faculties who are looking for alternatives to traditional teaching methods, while the skeptical faculty sees active learning as another in a long series of educational fads. There are still questions about what active learning is and about its difference from traditional education teaching and learning methods.

This study determines active learning and distinguishes between different types of active learning, most often discussed in the literature, and also analyzes their effectiveness compared to traditional teaching and learning methods.

Active learning

Class room where students actively participate in the learning process and respond to learning opportunities by created knowledge and understanding is recognized as active learning. This contrasts with traditional chalk and talk model of learning which transmit knowledge from the teacher to the students.

Active learning is described with various terminologies in different research studies.

These terminologies include:

- Learner-centered, where students are actively engaged in learning, teachers play learning activist role rather than instructor.
- Problem-based/discovery-based research, where students examine and articulate different scientific issues, analyze related evidence, apply appropriate theories to collected evidence, come up with the conclusions and reflect on the results.
- Experiential learning, were students learn from direct experience.

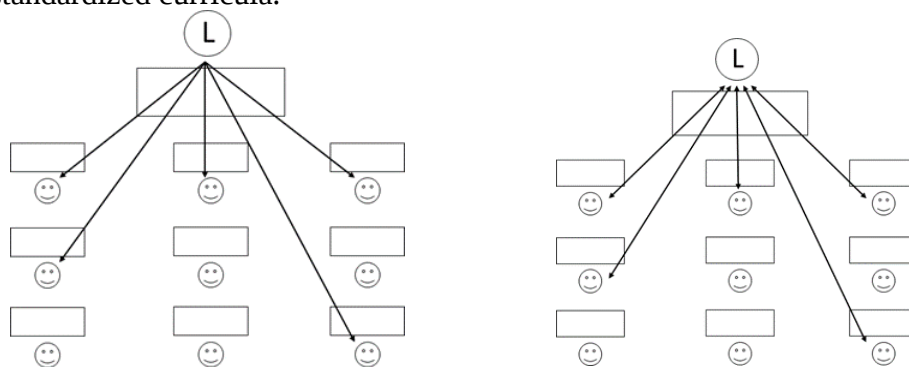
Many authors define these terms somewhat differently, and such classifications of learning overlap with each other.

Our discussion has highlighted the significance of cognitive activity in Azerbaijani history education. By prioritizing the subject and integrating interactive teaching methods, technology, and learner-centered approaches, higher education institutions can effectively engage students and foster a deep understanding of the country's history. Recognizing the role of students' prior knowledge, establishing ground rules for productive classroom interactions, and promoting active listening contribute to a positive learning environment. As we continue to refine our teaching practices and adapt to the evolving educational landscape, the promotion of cognitive activity remains essential in preparing knowledgeable and skilled professionals who can contribute meaningfully to Azerbaijani society.

The incorporation of interactive and active learning methods has emerged as a promising approach to stimulate cognitive activity among students. By encouraging students to explore, analyze, and evaluate historical events, they develop critical thinking skills and a deeper understanding of the subject matter. The utilization of technology, including multimedia tools and online resources, further enriches the learning experience and facilitates independent research and investigation. Moreover, the recognition of students' prior knowledge and the creation of learning objectives using Bloom's taxonomy promote meaningful and learner-centered education. By establishing ground rules and fostering a positive classroom climate, educators can create an environment conducive to active listening, respectful communication, and collaborative learning.

Traditional Teaching Methods in Azerbaijan

Traditional teaching methods in Azerbaijan, as in many parts of the world predominantly include lecture-based instruction, rote learning, and a teacher-centered approach. Lectures are the predominant form of instruction, where the teacher delivers information to a passive audience of students. This approach emphasizes memorization and the regurgitation of facts during examinations. These methods are deeply rooted in the historical context of the Soviet education system, which emphasized uniformity, discipline, and standardized curricula.



Characteristics

Lecture-Based Instruction: This method involves professors delivering content through lectures, with students expected to take notes and absorb information passively. While this method ensures coverage of extensive material, it often fails to engage students actively in the learning process.

Rote Learning: Emphasis on memorization of facts and figures is another hallmark of traditional teaching and memorization of information without necessarily understanding the underlying concepts. While this approach helps in building a strong knowledge base, it limits critical thinking and problem-solving skills.

Teacher-Centered Approach: In this setup, the teacher is the primary source of knowledge, and students play a passive role. This approach can lead to a lack of interaction and dialogue, stifling creativity and independent thought.

Examinations and Assessments: Focus on testing students' ability to recall information.

Hierarchical Classroom Dynamics: Teacher holds authority and students have limited interaction or input.

Advantages

Structured Learning: Provides a clear and organized framework for delivering large amounts of information.

Efficiency: Can efficiently disseminate information to a large group of students.

Standardization: Ensures a consistent delivery of curriculum across different classes and institutions.

Cultural Fit: Aligns with traditional values and expectations of the educational system in Azerbaijan.

Challenges of Traditional Methods

Limited Student Engagement: The passive nature of traditional methods can result in low levels of student engagement and participation. Students often become passive recipients of information, which can lead to disengagement and lack of motivation.

Lack of Critical Thinking: Emphasizes memorization over analysis, synthesis, and critical evaluation.

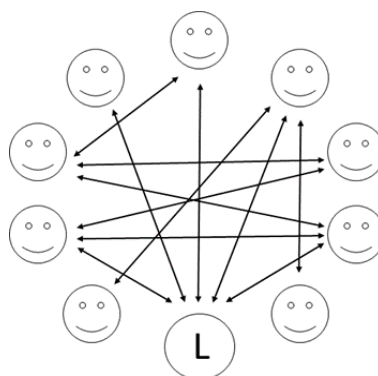
Inadequate Skill Development: Traditional methods often do not prioritize the development of creativity, and problem-solving skills, which are crucial in the modern workforce.

Resistance to Change: There is a cultural and institutional resistance to moving away from established practices, making the adoption of new methods challenging. Does not easily accommodate different learning styles and needs.

Preparation for Modern Workforce: May not adequately prepare students for the dynamic and interactive nature of the modern workforce.

Interactive Teaching Methods in Azerbaijan

Interactive teaching methods, which include student-centered approaches, technology integration, and collaborative learning, are increasingly being recognized for their potential to enhance learning outcomes and focus on active learning, where students participate actively in the learning process. These methods encourage critical thinking, problem-solving, and collaboration among students.



Characteristics

Student-Centered Learning: This approach shifts the focus from the teacher to the students, encouraging them to take an active role in their own learning. Techniques include discussions, debates, and hands-on activities. Focuses on students' needs, experiences, and active participation.

Technology Integration: The use of digital tools and online platforms facilitates interactive learning experiences. Technologies such as virtual classrooms, online resources, and educational software are becoming more prevalent. Utilizes digital tools and platforms to enhance learning experiences.

Collaborative Learning: Group projects, peer reviews, and team-based activities promote collaboration and communication among students, helping them to develop essential social and professional skills. Involves group work and peer-to-peer interaction.

Problem-Based Learning: Uses real-world problems as a context for students to develop problem-solving skills.

Opportunities Presented by Interactive Methods

Enhanced Engagement: Interactive methods increase student involvement and motivation, leading to a deeper understanding of the material. It shows that students are more likely to be engaged and motivated when they actively participate in their learning process.

Skill Development: These methods foster critical thinking, creativity, and problem-solving abilities, preparing students for the demands of the modern job market.

Global Competitiveness: By adopting interactive methods, Azerbaijan's higher education institutions can produce graduates who are more competitive on the global stage. Better prepares students for the collaborative and dynamic nature of modern work environments.

Adaptability: Can be tailored to accommodate different learning styles and needs.

Challenges in Implementing Interactive Methods

Infrastructure Limitations: Many institutions lack the necessary technological infrastructure to fully implement interactive teaching methods. Requires more resources in terms of technology, training, and time.

Training and Development: There is a need for extensive training and professional development for educators to effectively utilize interactive techniques. Instructors need to be adequately trained to effectively implement interactive methods.[6]

Cultural Barriers: May face resistance from educators, students, and institutions accustomed to traditional methods. The shift towards interactive methods requires a cultural change in attitudes towards education, which can be slow and difficult to achieve.

Pedagogical Impact

Interactive methods have shown to improve student engagement, motivation, and the development of higher-order thinking skills compared to traditional methods. However, the implementation of these methods can be challenging due to the entrenched nature of traditional pedagogies and the lack of resources and training.

Technological Integration

The integration of technology in education can significantly enhance interactive teaching methods. Azerbaijan's higher education institutions have been investing in digital infrastructure, but the level of integration and the effective use of these technologies vary widely across institutions.

Institutional Readiness

The readiness of higher education institutions to adopt interactive teaching methods depends on several factors, including administrative support, faculty development programs, and the availability of technological resources. Institutions that have a strategic vision for incorporating interactive methods are more likely to succeed in this transition.

Conclusion

The integration of traditional and interactive teaching methods in Azerbaijan's higher education system presents both challenges and opportunities. While traditional methods offer a structured approach to education, interactive methods hold the promise of creating a more engaging and effective learning environment. Overcoming the challenges of infrastructure, training, and cultural resistance will be crucial for Azerbaijan to fully realize the benefits of interactive teaching. By embracing these opportunities, Azerbaijan is enhancing the quality of its higher education system, better preparing its students for the demands of the modern world. Since presently, the traditions of Soviet education are still in use as in most of CIS countries, the conformation of the education system to the Western standards is only of formal nature. Therefore, the key issue facing the countries of this region is not to be satisfied with formal reforms in education, but to make fundamental changes in accordance with the philosophical nature of education, real economic and social situation, new opportunities and requirements. We believe that, it is better to start the process of teaching and learning with a new point of view for all stages of education.

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AZƏRBAYCAN ALI TƏHSİL MÜƏSSISƏSİNDƏ ƏNƏNƏVİ VƏ İNTERAKTİV TƏDRİS METODLARI: PROBLEMLƏR VƏ İMKANLAR

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1991-ci ildə Sovet İttifaqından müstəqillik əldə etdikdən sonra Azərbaycanın ali təhsil sistemi mühüm transformasiyaya məruz qalıb. Ölkənin müstəqil dövlət olmasından otuz ildən çox vaxt keçir. Bu transformasiya texnoloji irəliləyişlər, qloballaşma və inkişaf edən pedaqoji nəzəriyyələr tərəfindən idarə olunur. Mühazirələr və əzbər öyrənmə ilə səciyyələnən ənənəvi tədris metodları getdikcə daha çox şagirdin fəallığını, tənqidi düşüncəni və praktiki bacarıqları təşviq edən interaktiv tədris metodları ilə tamamlanır və ya əvəz olunur. Ölkədə aparılan sosial və iqtisadi islahatlar təhsil sistemində, xüsusən də ali təhsil sistemində bir çox dəyişikliklərə səbəb olmuşdur. Konsolidasiyadan bazar iqtisadiyyatına keçid mövcud ali təhsil sisteminin transformasiyasını zəruri etdi. Azərbaycanda ali təhsilin idarə edilməsi və təşkili nisbətən qısa müddət ərzində inkişaf etmişdir. Mərkəzləşdirilmiş planlaşdırılmış təhsil sistemindən daha çevik və müasir yanaşmaya keçid çoxsaylı problemlər və imkanlarla müşayiət olunub. Bu məqalədə hazırda Azərbaycanın ali təhsil müəssisələrində tətbiq olunan ənənəvi və interaktiv tədris metodları tədqiq edilir, onların effektivliyi təhlil edilir, problemlər müəyyən edilir və təkmilləşdirmə imkanları işıqlandırılır.

ТРАДИЦИОННЫЕ И ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ В ВУЗЕ АЗЕРБАЙДЖАНА: ПРОБЛЕМЫ И ВОЗМОЖНОСТИ

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Резюме*

Система высшего образования Азербайджана претерпела значительные преобразования с момента обретения страной независимости от Советского Союза в 1991 году. Прошло более тридцати лет с тех пор, как страна стала независимым государством. Эта трансформация обусловлена технологическим прогрессом, глобализацией и развитием педагогических теорий. Традиционные методы обучения, характеризующиеся лекциями и зубрежкой, все чаще дополняются или заменяются интерактивными методами обучения, которые способствуют вовлечению учащихся, критическому мышлению и практическим навыкам. Социально-экономические реформы в стране принесли множество изменений в систему образования, особенно в сфере высшего образования. Переход от консолидации к рыночной экономике сделал необходимым преобразование существующей системы высшего образования.

Управление и организация высшего образования в Азербайджане развивались за относительно короткий период. Переход от централизованно планируемой системы образования к более гибкому и современному подходу сопровождался многочисленными проблемами и возможностями. В этой статье исследуются традиционные и интерактивные методы обучения, используемые в настоящее время в высших учебных заведениях Азербайджана, анализируется их эффективность, выявляются проблемы и подчеркиваются возможности для улучшения.

Rəyçi: f.f.d. dos. Z.Əliyeva

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