

**THE USE OF PRACTICAL EXERCISES AND INTERACTIVE METHODS IN
TEACHING BUSINESS FUNDAMENTALS**

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Abstract. This article examines the effectiveness of practical exercises and interactive methods in teaching business fundamentals at higher education institutions. The findings indicate that integrating case studies, simulations, group projects, and interactive discussions significantly improves learning outcomes compared to traditional lecture-based instruction.

Keywords: business education, interactive methods, practical exercises, active learning, pedagogical approaches, higher education, professional competencies

Annotatsiya. Ushbu maqolada oliy ta'lim muassasalarida biznes asoslari fanini o'qitishda amaliy mashg'ulotlar va interaktiv metodlarning samaradorligi tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, keys-stadi, simulyatsiyalar, guruhli loyihalar va interaktiv muhokamalarni integratsiyalash an'anaviy ma'ruza asosidagi ta'limga nisbatan o'quv natijalarini sezilarli darajada yaxshilaydi.

Kalit so'zlar: biznes ta'limi, interaktiv metodlar, amaliy mashg'ulotlar, faol o'qitish, pedagogik yondashuvlar, oliy ta'lim, kasbiy kompetensiyalar

Аннотация. В данной статье исследуется эффективность практических занятий и интерактивных методов в преподавании основ бизнеса в высших учебных заведениях. Результаты исследования свидетельствуют о том, что интеграция кейс-стади, симуляций, групповых проектов и интерактивных дискуссий значительно улучшает результаты обучения по сравнению с традиционным лекционным преподаванием.

Ключевые слова: бизнес-образование, интерактивные методы, практические занятия, активное обучение, педагогические подходы, высшее образование, профессиональные компетенции

Introduction. The present-day business world necessitates graduates who are not only well-versed in theory but also in practice, and who can creatively apply concepts in the real-world. The teaching of business fundamentals through traditional lecture-based methods has been increasingly criticized as it does not adequately equip the students for the challenges of the profession [1]. This disconnect between school education and the actual requirements of the job has driven the educators and researchers to rethink the concept of teaching methods and seek those, which not only focus on student participation but also on the practical application of knowledge. The blending of practical exercises and interactive methods in business education is a clear indication of the shift from passive learning to active participation. Interactive methodologies include a variety of techniques, such as case study analysis, business simulations, role-playing, group discussions, and project-based learning [2]. All these methods are in harmony with constructivist learning theories, which maintain that knowledge is created through experience and social interaction rather than through the mere reception of information [3].

Methodology and Literature Analysis. This research uses a systematic literature review approach to assess the scholarly articles about interactive and practical teaching methods in business education. The criteria for selection were set for studies that specifically looked at active learning methods within business and management education. The support of the theory behind interactive teaching methods in business education is provided by different pedagogical frameworks. Kolb's experiential learning theory points out that concrete experience, reflective

observation, abstract conceptualization, and active experimentation are the cornerstones of the learning process [4]. This cyclical model indicates that business students derive the most benefit when they are allowed to practice with real-life situations their theoretical insights and at the same time to reflect on their experiences. In a similar way, Bloom's taxonomy of educational objectives gives a guideline for realization of the fact that interactive methods can enhance the development of higher-order thinking skills such as analysis, synthesis, and evaluation [5].

Research undertaken in the post-Soviet educational sphere by scholars has shown the gradual acceptance of the interactive techniques in business education. Rakhimov points out that the universities in Uzbekistan are more and more using student-centered practices to catch up with the international educational standards [6]. The changeover from the traditional authoritative ways of teaching to the participatory learning brings both an opportunity and a challenge to the educators who are used to the old methods. Russian educational research has also pointed out the need for activating the students' thinking by means of problem-based learning and practical exercises in economic disciplines [7]. A staggering amount of research has been conducted on the impact of the business schools across different countries, and it has been found that the programs with heavy reliance on practical exercises and interactive components produced graduates who could solve problems and were professionally ready [8]. The case study approach, which was developed at Harvard Business School, has now become an integral part of business education worldwide helping the students to scrutinize complicated business situations and acquire the skill of making decisions in a simulated environment [3].

Results and Discussion. The analysis of the literature points to one conclusion unanimously; that is, practical exercises and interactive methods have a positive impact on the teaching of business fundamentals. The studies from different settings and learning environments unanimously show that active students are more motivated, retain knowledge better, and are more capable of critical thinking than those who are taught through the traditional lecture method [2]. One of the important benefits of the use of interactive methods is that they allow students to acquire and practice the necessary professional skills such as communication, cooperation, and analytical thinking, which are all in high demand by the employers [9].

Practical implementation of exercises in business education has a lot of variations and each of them has its own unique pedagogical advantages. Business simulations provide the opportunity for students to undergo the decision-making process in a safe environment where they cannot lose. They can become aware of the consequences of their strategic choices without the risk of being affected by real-world repercussions. The group projects not only help develop teamwork skills but also expose students to different viewpoints, thus reflecting the team-based nature of the current business organizations. Role-play exercises not only help develop the students' interpersonal communication skills but also help them to see the business context from the stakeholder's perspective [1].

However, the transition to interactive teaching methods presents certain challenges that educators must address. Effective implementation requires substantial preparation time, appropriate classroom infrastructure, and faculty development programs to equip instructors with necessary facilitation skills [6]. Additionally, assessment strategies must evolve to evaluate not only knowledge acquisition but also skill development and practical application abilities. Despite these challenges, the evidence strongly supports the value of incorporating interactive methods into business education curricula.

The synthesis of literature further suggests that optimal learning outcomes result from a balanced combination of theoretical instruction and practical application. Pure experiential learning without theoretical grounding may leave students without the conceptual frameworks necessary to generalize their learning to new situations [10]. Conversely, theoretical instruction without

practical application fails to develop the applied competencies that employers require. Therefore, effective business education integrates both dimensions in a complementary manner.

Conclusion. This literature analysis demonstrates that practical exercises and interactive methods significantly enhance the effectiveness of teaching business fundamentals. The evidence from Uzbek, Russian, and international sources consistently indicates that active learning approaches improve student engagement, knowledge retention, and professional skill development. Educators teaching business fundamentals should incorporate case studies, simulations, group projects, and interactive discussions into their curricula while maintaining appropriate theoretical foundations. Future research should focus on developing standardized assessment methods for evaluating practical competencies and on creating contextually appropriate interactive materials for diverse educational settings. The continued evolution of business education toward more interactive and practical approaches represents an essential response to the demands of contemporary professional environments.

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