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CONSTRUCTIVISM REIMAGINED: HOW INTERACTIVE APPROACHES HELP DIVERSE LEARNERS DEVELOP THEIR CRITICAL THINKING CAPABILITIES

Aytan Suleymanova

doctoral student

Azerbaijan State Pedagogical University

<https://ORCID.org/0009-0003-9064-6859>

asuleymanova@ada.edu.az

Abstract

This article examines how diverse learners' critical thinking abilities can be greatly improved by reimagining constructivist educational theory through interactive teaching techniques. It describes constructivism's theoretical underpinnings and makes connections between them and contemporary interactive pedagogies like inquiry-based discussion, gamification, collaborative learning, and problem-based learning (PBL). These approaches foster inclusivity and individualized learning in addition to encouraging active participation and metacognitive growth. The article ends with a call for systemic change to embrace these learner-centered approaches. It also discusses implementation challenges, such as teacher training and equitable access.

Key words: constructivism, interactive education, critical thinking, diverse students.

KONSTRUKTİVİZMİN YENİDƏN TƏMİNİ: MÜXTƏLİF BACARIQLARA MALİK ŞAĞİRDLƏRİN TƏNQİDİ DÜŞÜNCƏ QABİLİYYƏTLƏRİNİN İNKİŞAF ETDİRİLMƏSİNDƏ İNTERAKTİV YANAŞMALARIN ROLU

Aytən Süleymanova

Azərbaycan Dövlət Pedaqoji Universiteti

Xülasə

Məqalədə interaktiv tədris üsulları vasitəsilə konstruktivist təhsil nəzəriyyəsinə yenidən təsəvvür etməklə müxtəlif bacarıqlarda olan şagirdlərin tənqidi düşüncə qabiliyyətlərinin hansı dərəcədə təkmilləşdirilə biləcəyi araşdırılır. Konstruktivizmin nəzəri əsasları təsvir olunaraq sorğuya əsaslanan müzakirə, birgə öyrənmə və problem əsaslı öyrənmə (PBL) kimi müasir interaktiv pedaqogikalar arasında əlaqə yaradılır. Bu yanaşmalar aktiv iştirak və metakognitiv inkişafı təşviq etməklə yanaşı, inklüzivliyi və fərdi öyrənməni də əhatə edir. Məqalə araşdırılan şagird-mərkəzli yanaşmaları təhsilə

integrasiya etmək üçün sistemli dəyişiklik çağırışı ilə bitir. Həmçinin müəllim hazırlığı və əlçatan təhsil kimi problemlər də gündəmə gətirilir.

Açar sözlər: konstruktivizm, interaktiv təhsil, tənqidi düşüncə, müxtəlif bacarıqlı şagirdlər.

ПЕРЕОБРАЗОВАНИЕ КОНСТРУКТИВИЗМА: РОЛЬ ИНТЕРАКТИВНЫХ ПОДХОДОВ В РАЗВИТИИ КРИТИЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ РАЗНЫХ СПОСОБНОСТЕЙ

Айтан Сулейманова

Азербайджанский государственный педагогический университет

Резюме

В статье рассматривается значительное улучшение способностей разнообразных учащихся к критическому мышлению, переосмысливая конструктивистскую теорию образования с помощью интерактивных методов обучения. Описывается теоретические основы конструктивизма и устанавливаются связи между ними и современными интерактивными педагогиками, такими как обсуждение на основе запросов, геймификация, совместное обучение и проблемное обучение (PBL). Эти подходы способствуют инклюзивности и индивидуальному обучению, а также поощряют активное участие и метакогнитивный рост. Статья заканчивается призывом к системным изменениям для внедрения этих подходов, ориентированных на учащихся. В нем также обсуждаются проблемы реализации, такие как подготовка учителей и равный доступ.

Ключевые слова: конструктивизм, интерактивное образование, критическое мышление, разнообразные ученики.

Introduction

Cultural, cognitive, and socioeconomic diversity are becoming more and more prevalent in today's educational environment. Traditional didactic teaching approaches frequently fail to foster higher-order thinking abilities, especially critical thinking, in such a complex environment. Constructivism, a theory based on Piaget and Vygotsky's writings, highlights how experiences and introspection help students build their knowledge. As we rethink constructivism for the twenty-first century, interactive teaching strategies like problem-based learning, gamification, and collaborative learning become effective means of fostering critical thinking in a variety of student populations.

By encouraging meaningful engagement with the material, constructivism motivates students to take an active role in their education. It encourages students to actively participate in the learning process rather than viewing them as passive consumers of knowledge. Incorporating interactive techniques into constructivist-guided classrooms

can result in dynamic and captivating learning opportunities that are particularly advantageous for a diverse student body.

Today's world is changing quickly due to globalization, technological advancement, and complicated societal issues, which makes it even more urgent for educational systems to adjust. Skills like problem-solving, analysis, and adaptability are now valued more highly by employers and educational institutions than rote memorization. Fostering educational practices that encourage intellectual curiosity and independent reasoning is therefore imperative. Interactive, student-centered approaches are becoming more widely acknowledged as crucial frameworks for lifelong learning as well as pedagogical improvements [Wiggins, 2016:81].

Furthermore, the increasing diversity in classrooms necessitates inclusive and adaptable teaching methods. Students from different socioeconomic, linguistic, and cultural backgrounds cannot be reached with a one-size-fits-all approach. Constructivist-based interactive teaching strategies enable teachers to customize learning to each student's needs while encouraging teamwork and a sense of community. This flexibility is particularly important when it comes to helping students who might not flourish under conventional, passive teaching models develop critical thinking skills.

The Transition to Interactivity and Constructivist Foundations. Constructivism posits that comprehension is an active, contextualized process of constructing knowledge rather than obtaining it. Vygotsky's social constructivism emphasizes the value of social interaction and cultural resources in learning, whereas Piaget's cognitive constructivism stresses the importance of individual inquiry. These principles are naturally compatible with interactive methods. Students who participate in peer-to-peer discussions, for instance, not only express their own understanding but also difficulties and improve it by being exposed to various viewpoints.

The development of technology has led to the expansion and revitalization of constructivist methods. From digital simulations to real-time polling and collaborative platforms, technological advancements have made it easier to incorporate interactive strategies into the classroom. By encouraging students to actively interact with the material in individualized learning environments, these tools help develop the metacognitive skills necessary for critical thinking. These tools are essential for simulating the social and experiential components of in-person instruction in online and blended learning settings.

The Effects of Interactive Techniques on Critical Thinking. Cooperative Education. Students are encouraged to cooperate in order to finish assignments, solve problems, or investigate challenging issues through collaborative learning. It promotes dialogic learning, in which students are required to express, defend, and reconsider their opinions. Students who participate in collaborative learning environments show higher critical thinking gains than those who learn alone. Through the integration of various viewpoints and the encouragement of inclusive discourse, this

approach supports diverse learners. Peer scaffolding, in which students assist one another in building knowledge, is made possible by collaborative learning environments. In classrooms with diverse student backgrounds and skill sets, this reciprocal support is extremely beneficial.

Learning through Problems (PBL). PBL requires students to analyze data, pinpoint knowledge gaps, and synthesize solutions to real-world problems that don't have predetermined answers. By presenting students as active participants in their education, this is consistent with constructivist principles. Studies show that PBL improves critical thinking and reasoning skills in addition to subject mastery [Savery, 2015:20]. PBL promotes investigation, introspection, and the use of knowledge in real-world situations. Students gain the ability to navigate ambiguity, assess the evidence, and make well-reasoned decisions by taking on real-world challenges. These are essential critical thinking abilities. Additionally, PBL frequently offers interdisciplinary learning opportunities, which motivate students to make connections between various subject areas.

Simulation and Gamification. Students are engaged by challenges, feedback loops, and narrative contexts in gamified learning environments. Students can investigate scenarios, test theories, and assess results through science or history simulations. Because they call for strategic planning, pattern recognition, and decision-making, these exercises foster critical thinking. Gamification can be especially useful for diverse learners because it provides different entry points and lowers affective barriers to engagement. Goal-setting, progress monitoring, and immediate feedback are just a few of the motivating aspects of gamification that foster a dynamic environment that supports longer-term engagement and deeper learning. Because simulations can mimic intricate systems, students can change variables and see the results. Critical analysis, problem-solving, and decision-making abilities are developed through this experiential learning process.

Question-Based Discussions and Socratic Seminars: Socratic seminars and other structured conversations based on open-ended questioning inspire students to reflect carefully and explain their ideas. These techniques encourage a culture of inquiry in the classroom and teach students how to critically build and dissect arguments. All students can participate meaningfully in these conversations when they are skillfully led, bridging linguistic and cultural divides. By posing questions, considering various viewpoints, and participating in critical discourse, inquiry-based discussions enable students to take charge of their education. Teachers guide students toward a deeper understanding by acting as facilitators rather than knowledge transmitters. The analytical and evaluative aspects of critical thinking are especially well-cultivated by this student-centered method [Laal&Ghods, 2017:518].

Advantages for Diverse Students. For a variety of learners, interactive approaches provide a number of benefits. In order to accommodate different learning styles, they offer a variety of modes of engagement, including visual, auditory, and

kinesthetic. Students can access content in ways that suit their unique preferences and strengths thanks to this multimodal approach. Second, by providing real-world language use contexts, they aid in the development of academic language and social skills, especially for English language learners.

Thirdly, they foster a sense of agency and relevance this is particularly important for students from underrepresented groups who might feel alienated by conventional curricula. Culturally responsive pedagogy is frequently incorporated into interactive methods, enabling students to see how their identities and experiences are reflected in the educational process. Motivation, involvement, and a feeling of community are all improved by this validation.

Additionally, by utilizing students' cultural capital, these approaches enable them to use their viewpoints and experiences to build knowledge. By doing this, interactive learning promotes inclusive learning environments, affirms students' identities, and improves critical thinking. Students from diverse backgrounds benefit from the social cohesiveness and respect that interactive methods' emphasis on cooperation and communication fosters.

Challenges to consider. Even though there are many advantages, there are drawbacks to using interactive techniques. To create and lead successful interactive activities, teachers need professional development. This covers instruction in classroom management in dynamic learning environments, culturally sensitive teaching, and pedagogically sound technology integration. Teachers may find it difficult to successfully apply these strategies without sufficient planning and assistance.

Especially in large or under-resourced settings, classroom management becomes more complicated. It takes careful preparation, unambiguous expectations, and constant observation to facilitate meaningful interaction. Furthermore, the evaluation of critical thinking is still a contentious topic since conventional testing techniques frequently fall short of capturing the complex thought processes that interactive learning promotes. As a result, educators need to embrace constructivist-based authentic assessment methods like performance tasks, reflective journals, and portfolios. Another important factor is equity. Not every student has equal access to the tools and assistance required to get the most out of interactive learning. To establish genuinely inclusive learning environments, schools must address the digital divide, language barriers, and socioemotional needs. To guarantee that all students gain, the application of interactive techniques must be guided by a dedication to equity, despite the background.

Conclusion

When constructivism is rethought from an interactive perspective, significant potential for fostering critical thinking in a variety of learning populations is revealed. Teachers can create environments where students are not only information consumers but also active participants in their own intellectual development by integrating pedagogy with the ideas of active, social, and contextualized learning. Students can apply their

knowledge in meaningful ways thanks to interactive methods that act as a link between theory and practice.

Critical thinking skills are more important than ever as we enter a time of complexity, uncertainty, and rapid change. To address this need, education must change by adopting creative, inclusive, and research-based methods. A strong foundation for this change is offered by constructivism reimaged through interactive pedagogy. Developing a culture of ongoing learning, introspection, and cooperation between teachers and students is just as difficult as implementing new techniques.

The strategic significance of incorporating constructivist and interactive approaches at all educational levels must also be acknowledged by policymakers and educational establishments. To ensure that these changes are sustainable, investments in digital infrastructure, curriculum reform, and teacher training are essential. Pedagogical innovation that reflects academic rigor and cultural relevance can be fueled by collaboration among educators, researchers, and communities. The contribution of student voice to the development of interactive learning experiences is equally significant. In order to contribute ideas and feedback that inform instructional design, learners must be given the authority to co-create their educational journeys. By doing this, they not only gain a greater sense of control over their education but also internalize the mentalities linked to democratic participation and critical inquiry.

Finally, the reimaging of constructivism through interactive methods is not just a pedagogical trend; rather, it is a necessary evolution to prepare students for a future that requires collaborative problem-solving, ethical reasoning, and intellectual agility. Teachers who support this paradigm change help create a society that is more reflective, just, and empowered.

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Məqalə tarixçəsi

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