

LAW AND INTERNATIONAL LAW

Development of Interactive Teaching Strategies Based on the Korean Experience

Suleymanova Turkan Nuru¹

¹ Student, Faculty of Oriental Studies (Korean Studies)
Baku State University; Azerbaijan

Abstract: This article develops an evidence-informed model of interactive teaching from recent South Korean experience in digital education, collaborative learning, flipped instruction, gamification and formative assessment. A structured integrative review of twelve mainly 2023–2025 sources shows that technology alone does not create interactivity. Learning improves when students work purposefully with content, peers, teachers and feedback, while teachers retain responsibility for task design, inclusion and ethical data use. The synthesis supports short pre-class resources, structured group roles, mobile-supported language practice, aligned gamification and adaptive materials. It also identifies risks of teacher-centred digital use and excessive screen exposure. A six-stage cycle – diagnose, design, engage, feedback, reflect and redesign – is proposed as a transferable framework.

Keywords: *interactive teaching; Korean education; learner engagement; digital pedagogy; collaborative learning; formative assessment.*

Introduction. Education systems increasingly need learners who can interpret information, cooperate, solve unfamiliar problems and use digital tools responsibly. Interactive teaching is defined here as the deliberate design of reciprocal activity among learners, content, teachers and learning environments. Its quality is judged not by how often students click or speak, but by whether interaction changes understanding and produces evidence for subsequent teaching.

The Republic of Korea is a useful but complex reference point. Korean students demonstrate strong academic performance, while the country combines advanced infrastructure, national platforms and personalised-learning policies [1, 2]. Yet devices do not automatically produce learner agency. Cho shows that sophisticated ICT can remain underused when practice is teacher-centred [4]. The study therefore asks which Korean principles are transferable, how technology and collaboration should be combined, and which safeguards are necessary.

LAW AND INTERNATIONAL LAW

Methodology. The article uses a structured integrative review and conceptual design approach. Sources were selected when they reported Korean empirical evidence, described recent Korean digital-learning conditions, or supplied an international benchmark for interpretation. Priority was given to 2023–2025 peer-reviewed research and reports from OECD or UNESCO. The review is analytical rather than exhaustive.

Sources were coded by interaction target, instructional phase, teacher function, learner outcome and implementation risk. Findings across digital textbooks, online interaction, flipped learning, mobile language teaching, gamification and teacher development were compared for convergent principles. Because designs and samples differ, the article proposes relationships to test locally and does not convert correlational evidence into causal claims.

The Korean Educational Context. Korea combines high attainment with strong expectations regarding effort and performance. OECD evidence shows exceptionally high tertiary attainment among young adults, while PISA 2022 confirms above-average performance in mathematics, reading and science [1, 2]. These outcomes provide a strong academic foundation, but do not prove that all routines are interactive. Reform must preserve rigour while widening meaningful student choice, dialogue and production.

Korean schools also provide extensive digital infrastructure. Empirical results are promising but conditional. Greater classroom use of digital textbooks was associated with gains in performance, interest and learning skills, especially for lower-achieving students [5]. A three-year study of 1,418 pupils identified positive changes in self-efficacy, motivation, communication and collaboration [6]. However, access may remain teacher-centred [4]. Consistent with UNESCO [3], the transferable lesson is to connect technology with clear objectives, inclusion and teacher capacity.

Principles for Strategy Development. Interaction should be anchored in a demanding learning object: something worth explaining, comparing, testing or producing. In Leem's Korean university study, engagement with course content was the strongest predictor of learning outcome, while synchronous Zoom attendance was not significant [9]. A lesson is therefore not interactive merely because it is live or digital. Learners must transform information through reasoning and receive a response to that transformation.

LAW AND INTERNATIONAL LAW

Interaction should also be distributed across time and people. Flipped learning requires short pre-class resources, a visible in-class purpose and guidance against procrastination [10]. Group work needs individual preparation, rotating roles, a shared product and reflection. Mobile-supported language tasks can expand authentic rehearsal [7], while gamification can clarify goals and feedback [8]. Rewards should recognise accuracy, evidence, revision and helpful peer response rather than speed or superficial activity.

Evidence-to-Strategy Matrix. Table 1 converts the reviewed evidence into planning decisions. Methods may be combined when each activity has a clear learning purpose and produces interpretable evidence.

The Korean-Informed Interactive Teaching Cycle. The model is cyclical. Diagnosis identifies prior knowledge and access needs; design aligns outcomes, tasks and indicators; engagement organises work with content and people; feedback makes understanding visible; reflection captures change; and redesign adjusts grouping, scaffolds, resources or pacing. Technology may support diagnosis and feedback, but pedagogical judgement remains with the teacher [3, 11].

Table 1

Korean-informed evidence-to-strategy matrix

Evidence/ practice	Interactive mechanism	Design decision	Indicator
Digital textbooks [5, 6]	Adaptive content and response	Assign support or extension; retain teacher mediation	Progress; self-efficacy
ICT and LMS [4, 9]	Content, teacher and platform interaction	Turn access into inquiry, production and targeted feedback	Content use; revision
Mobile EFL and games [7, 8]	Authentic exchange, goals and challenge	Reward accuracy, evidence and helpful peer response	Participation ; proficiency
Flipped learning [10]	Preparation before collaboration	Use short resources, prompts and study guidance	Preparedness; reflection
Teacher AI learning [11, 12]	Experimentation and professional reflection	Use practice-based, TPACK-aligned coaching	Design quality; ethical confidence

Source: developed by the author from references [4]–[12].

LAW AND INTERNATIONAL LAW

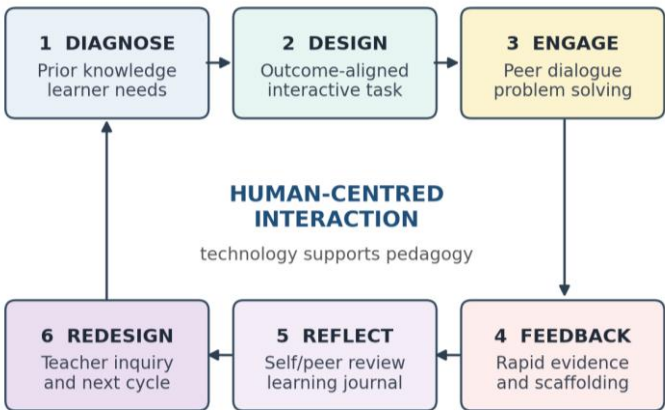


Figure 1
Korean-informed interactive teaching design cycle

Implementation can begin with one unit. The teacher defines an observable outcome, uses a short diagnostic and selects the simplest tool capable of supporting the required interaction. Barriers related to concepts, language, confidence and access should be distinguished before students are grouped or assigned differentiated resources.

Students then complete a concise preparation task, such as annotating a text, recording a one-minute response or predicting a solution. In class they compare answers, challenge reasoning, create a joint product and revise it after feedback. An individual exit explanation preserves accountability and supplies evidence for the next lesson. Evaluation should occur at three levels. At learner level, the teacher compares initial and revised responses. At group level, participation and use of evidence are examined. At course level, recurring misconceptions and access barriers guide redesign. This layered review prevents attractive activity from being mistaken for learning and keeps improvement connected to observable outcomes.

Assessment and Quality Assurance. Assessment should combine a diagnostic item, observation of reasoning, a peer-reviewed product and an individual exit task. Activity counts or time-on-platform are supporting indicators, not direct proof of learning. Inclusion requires multiple modes of contribution, accessible materials and an offline alternative. Automated recommendations should be checked for error or bias, while teacher development should integrate technological, pedagogical and content knowledge [12].

LAW AND INTERNATIONAL LAW

Transferability to Other Contexts. The Korean experience should be adapted by function rather than copied by form. In an Azerbaijani Korean Studies unit, students might examine a short Korean media text before class, compare interpretations in rotating roles, produce a bilingual explanation and revise it after feedback. A printed task card, basic LMS or shared document can serve the same interactive function as a more complex platform. Local piloting should precede major investment.

Discussion. The synthesis indicates that Korean-informed interactivity must be organised across content, people, time and feedback. Digital textbooks can differentiate pathways; mobile tools can multiply rehearsal; gamification can clarify challenge; and analytics can reveal patterns. None is sufficient alone. Educational value depends on a meaningful task, teacher mediation and an opportunity to act on feedback. Investment should therefore include teacher design time and practice-based professional inquiry, not only devices [11, 12].

Professional learning is therefore part of the instructional model, not a separate technical service. Teachers need opportunities to co-design one lesson, observe its implementation, analyse student work and revise it with a colleague. Such inquiry makes technology choices accountable to learning goals and allows promising Korean practices to be adapted without assuming that institutional conditions are identical.

Limitations. The reviewed evidence is heterogeneous and several studies concern specific subjects or institutions. Log data and self-report cannot fully explain interaction quality. The proposed cycle therefore requires local piloting that examines learner outcomes, equitable participation and teacher workload.

Conclusion. Interactive teaching based on Korean experience is disciplined learner participation supported, but not controlled, by technology. The evidence favours meaningful content interaction, structured collaboration, concise preparation, timely feedback and teacher capacity for adaptive design. The six-stage cycle – diagnose, design, engage, feedback, reflect and redesign – preserves these functions while allowing institutions to select tools and routines suited to their learners and resources.

LAW AND INTERNATIONAL LAW

References:

- [1] OECD. Education at a Glance 2025: Korea. Paris: OECD Publishing; 2025.
- [2] OECD. PISA 2022 Results: Korea Country Note. Paris: OECD Publishing; 2023.
- [3] UNESCO. Global Education Monitoring Report 2023: Technology in Education. Paris: UNESCO; 2023.
- [4] Cho K. ICT environment for customized learning in South Korea. Information and Technology in Education and Learning. 2023;3(1): Inv-p003.
- [5] Lee S, Lee J-H, Jeong Y. Digital textbooks, academic performance, interest and learning skills. Journal of Marketing Research. 2023;60(4):792-811.
- [6] Im H. Affective and social competencies in the use of digital textbooks. Behavioral Sciences. 2024;14(3):179.
- [7] Jeong K-O. Technology-integrated language teaching in a Korean EFL context. RELC Journal. 2023;54(2):394-409.
- [8] Lee J-Y, Baek M. Gamification and English proficiency in South Korea: A meta-analysis. Sustainability. 2023;15(14):11325.
- [9] Leem B-H. Interactivity and learning outcomes in online settings. International Journal of Engineering Business Management. 2023;15: 1-14.
- [10] Doo MY, Park Y. Pre-class learning analytics in flipped classrooms. Journal of Computer Assisted Learning. 2024;40(3):1231-1245.
- [11] Lee Y-J, Davis RO, Ryu J. Korean teachers' perceptions of AI education. International Journal of Information and Education Technology. 2024;14(2):214-219.
- [12] Yue M, Jong MS-Y, Ng DTK. Teachers' TPACK readiness for AI education. Educ Inf Technol. 2024;29:19505-19536.