



Antique Through Interactive Methods Philosophy Teaching H

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Youth issues and spiritual and educational work

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ABSTRACT

The article analyzes the theoretical and practical aspects of teaching ancient philosophy in higher education institutions through interactive methods. Interactive approaches based on the Socratic seminar, "philosophy cafe", role-playing games, "flipped classroom", gamification, virtual reality (VR) and artificial intelligence are considered. Based on the latest scientific research, modern teaching models of ancient philosophy are presented, which serve to develop students' motivation, critical thinking and broader understanding.

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Ancient philosophy is the foundation of Western philosophical thought and is an important subject for the humanities in today's higher education. However, for students, the ideas of ancient Greek philosophers such as Socrates, Plato, Aristotle, and Epicurus often seem complex, abstract, and out of date. This is due to the limitations of the traditional lecture-seminar system, as well as the demands of today's Gen Z students' learning styles adapted to the digital environment.

In this regard, teaching ancient philosophy through interactive methods is gaining relevance as a modern way to increase student motivation, deepen material understanding, and develop critical thinking. Interestingly, the ancient philosophers themselves used interactive methods: Aristotle's Lyceum and the Garden of Epicurus are considered the first interactive educational institutions from a modern scientific and pedagogical point of view ¹. Therefore, interactive methods for philosophy mean return, discovery, and renewal.

1. The essence and pedagogical foundations of interactive methods

Interactive method (lat. inter - mutual, action - movement) - a set of approaches that transform the student from a passive listener into an active participant and ensure constant communication between student-teacher, student-student and student-material in the educational process. While the traditional lecture-seminar model has a "vertical" structure with the teacher as the center, the interactive method is characterized by a "circular" structure, in which each participant is both a listener and a speaker.

AA Abdullaeva's research published in 2025 notes that teaching philosophy through interactive methods serves to connect national heritage and philosophical thinking, and to stimulate active participation

¹Lessons about learning from ancient Greek philosophers // Psyche Ideas. — December 2025. (Aristotle's Lyceum and Epicurus' Garden as historical models of interactive teaching).

and epistemic interest in students through problem-based learning, collaborative discussion, and digital simulations². These views provide an important theoretical basis for updating the methodology of teaching ancient philosophy in today's Uzbek higher education.

2. Socrates Seminar and the "philosophy cafe" method

2.1. *The essence of the Socrates seminar*

Socratic Seminar is a method in which students ask questions based on a text (philosophical passage, dialogue), exchange ideas with each other, and independently develop their own views. The teacher participates in this as a moderator, not a judge or expert. This method is especially effective in teaching ancient philosophy, because it directly repeats Socrates's self-teaching style.

a seminar : 1) choosing a short passage from Plato's dialogue "Meno" or "Apology"; 2) directing students to read the text at home and prepare questions; 3) having them sit in a circle in the auditorium and having the teacher ask the first question; 4) students answering each other and asking new questions; 5) at the final stage - reflection and writing their position based on the text. This method develops in students the skills of substantiating their own views, listening, and a critical approach to the views of others.

2.2. *"Café Philosophique" (Café Philosophique)*

The "philosophical café" method was developed in the 1990s in France by M. Sodo and is now widely used all over the world — in universities, libraries, and even in real cafes. In this method, students choose a philosophical question (for example, "what is happiness?", "what is courage?", "what is justice?") and answer it from the perspectives of various ancient philosophers. The method is effectively used in special courses such as "Happiness in Ancient Philosophy" — at the universities of Durham and Cambridge.

This method presents ancient philosophy to students not as a boring theoretical system, but as a source of living and interesting discussions directly relevant to today's life. In this way, ancient philosophy is transformed from an ancient relic into a living guide.

3. Role-playing and dramatization

Role-playing is a method in which students take on the role of certain historical or philosophical characters and defend their views. There are several forms of this method in teaching ancient philosophy: "Athenian Court" – students act as defenders and accusers of Socrates; "Stadium of Debates" – reconstruction of the debate on the theory of ideas between Plato and Aristotle; "Marketplace Philosophers" – demonstration of the life path and views of Cynic, Epicurean, Stoic philosophers.

Such games develop both cognitive (knowledge acquisition) and emotional-aesthetic (connection with the character) skills in the student. In addition, the student is forced to prepare for his lesson more deeply, because in order to successfully play the role, he must be well acquainted with the views of a particular philosopher. This method is especially effective in enlivening the dialectic of the classroom and creating an active atmosphere in the audience.

4. The "flipped classroom" model and gamification

4.1. *The "Flipped Classroom" Model*

"Flipped classroom" is the opposite of the traditional scheme: the student studies theoretical material at home (via video lectures, texts, tests), and comes to the classroom to discuss the material, perform practical exercises, and get answers to questions. A study by S. Lopes and co-authors published in the journal "Open Education Studies" in 2024 experimentally studied the effectiveness of combining this model with gamification and team-based learning³. Researchers found that when this model was implemented in higher education, the quality of students' mastery of the material improved significantly compared to the traditional method.

For a lesson in ancient philosophy, this method can be organized as follows: the student watches a 10-minute video lecture on "Plato's Allegory of the Cave" at home; upon arrival at the auditorium, they are divided into small groups and are assigned to apply the allegory to examples from modern life; then each

²Abdullayeva AA Utilizing National Historical Facts in Teaching Philosophy through Interactive Methods // International Scientific and Current Research Conferences. — 2025. — Vol. 1, Issue 1. — P. 82–84.

³Lopes S., Simões J., Lourenço J., Morais J. The Flipped Classroom Optimized Through Gamification and Team-Based Learning // Open Education Studies. — 2024. — Vol. 6, Issue 1. — Article 20220227. DOI: 10.1515/edu-2022-0227.

group demonstrates its own version. As a result, the student not only understands the theoretical material, but also acquires the skills to apply it to life.

4.2. Gamification

Gamification is a method of introducing game elements (scores, ratings, “targets”, “levels”, etc.) into the educational process. A systematic review by H. Sanjar-Tokmak and Z. Dağlı, published in the journal “Review of Educational Research” in 2025, showed that gamification, when used in conjunction with the flipped classroom, has a positive effect on motivation, behavior change, and learning outcomes; at the same time, Self-Determination Theory is the most widely used theoretical framework in such studies ⁴.

Forms of gamification in the study of ancient philosophy: “Philosophers' Olympiad” - students compete on a specific question or task; “Philosophical Quest” - a mobile application designed in the form of a trip to ancient Athens; “Card Game” - based on the concepts and phrases of philosophers such as Socrates, Plato, Aristotle, Zeno, Epicurus. Such approaches make philosophy lessons competitive and interesting for students.

5. Interactive methods based on virtual reality and artificial intelligence

In the second quarter of the 21st century, digital technologies have deeply penetrated education. In a study conducted at Széchenyi István University in Hungary (2025), students studied philosophy using a virtual environment (Walter's Cube platform) and artificial intelligence; the results showed that 80% of participants received good or excellent grades on the final exam, and most rated the virtual material as highly effective ⁵. Such results confirm that VR and SI tools are not only attractive for Generation Z students, but also significantly increase the effectiveness of education.

Teaching ancient philosophy through VR offers several innovative approaches: students can “visit” the virtual Athenian agora and participate in a debate with Socrates there; Plato’s Academy and Aristotle’s Lyceum are presented in the form of 3D reconstructions; through the “Conversation with Philosophers” simulator, the student conducts a virtual dialogue with each philosopher using large language models. According to research presented at the ACM 2025 international conference, VR learning environments increase students’ ability to concentrate and ensure that the lessons are stored in their memory more deeply ⁶.

The Socratic method based on artificial intelligence is also of particular importance. The Socratic Chatbot model, presented by L. Favero and co-authors at the 2024 ECAI’24 conference, develops critical thinking by conducting a question-and-answer dialogue with the student; this system allows for an individual approach to each student and reduces the burden on the teacher in the educational process ⁷.

6. Teaching ancient philosophy through interactive methods in higher education in Uzbekistan

The higher education system of Uzbekistan has been adapting to international standards in recent years. The “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” identifies improving the quality of education, introducing modern pedagogical technologies, and forming independent, critical, and creative thinking among students as important tasks. Teaching ancient philosophy through interactive methods is one of the important means of implementing this task.

As noted in the textbook by S. Shermuhamedov, A. Ochildiev and I. Rakhimov, published in 2023, the widespread use of dialogic methods, discussion and game technologies in teaching ancient philosophy in the Uzbek education system is one of the most effective ways to increase student motivation, thoroughly

⁴Sancar-Tokmak H., Dagli Z. A Systematic Review of Theoretical Foundations and Learning Effects in Gamified Flipped Classroom Research // Review of Educational Research. — 2025. — Vol. 95, Issue 3. DOI: 10.1177/0193841X251320438.

⁵Application of Virtual Environments and Artificial Intelligence in Higher Education: Experimental Findings in Philosophy Teaching. — arXiv preprint 2509.00110. — Submitted: September 2025. — P. 4-9.

⁶Immersive Learning at Scale: Exploring the Feasibility of VR in Education // Proceedings of the 2025 ACM International Conference on Interactive Media Experiences. — May 2025. DOI: 10.1145/3706370.3727859.

⁷Favero L., Pérez-Ortiz JA, Käser T., Oliver N. Enhancing Critical Thinking in Education by Means of a Socratic Chatbot // ECAI’24: International Workshop on AI in Education and Educational Research. — Santiago de Compostela, Spain, October 2024. — P. 2-7.

master the material, and familiarize the individual with the world's philosophical heritage⁸. These views serve as a practical guide for Uzbek pedagogy.

At the same time, Uzbekistan has unique opportunities for teaching ancient philosophy through interactive methods: firstly, ancient philosophy can be taught in connection with the heritage of Eastern thinkers - Al-Farabi, Ibn Sina, Al-Biruni; secondly, in recent years, projects such as the "Tashkent Plato Academy" and "Asian Philosophical Dialogues" have been creating the ground for interactive teaching; thirdly, the creation of Socratic bots in the Uzbek language using AI is also underway. In order to fully utilize these opportunities, it is necessary to train teaching staff and create a digital infrastructure.

7. Practical recommendations

Based on the research reviewed above, the following practical recommendations are offered. First, it is advisable to use at least three interactive methods in every ancient philosophy course: Socratic seminar (for critical thinking), role-playing (for emotional bonding), and gamification (for motivation). Second, the introduction of the "flipped classroom" model allows students to master the theoretical material at home, while leaving more time for active discussions in the classroom.

Third, whenever possible, involving virtual reality and artificial intelligence tools will make education modern and attractive for Generation Z students. Fourth, the assessment system should also be made interactive: not only written exams, but also approaches such as portfolios, project presentations, and participation in role-playing games will give effective results. Fifth, the most important thing for a teacher is the ability to listen and ask questions correctly, as well as the art of encouraging students to think independently without forcing them.

Conclusion

Interactive methods in teaching ancient philosophy are not only a means of increasing student motivation and deeper assimilation of the material, but also a real return to the tradition of ancient philosophers. After all, Socrates built his method as a dialogue, Plato's Academy was a house of questions, Aristotle's Lyceum and the Garden of Epicurus were centers of joint learning. In this sense, interactive methods are a vital, fundamental and natural approach to ancient philosophy.

The latest research (AA Abdullaeva 2025, Széchenyi University Experience 2025, H. Sanjar-Tokmak and Z. Dagly 2025, S. Lopes et al. 2024, L. Favero et al. 2024) confirms that when modern technologies (VR, AI, gamification, flipped classroom) are combined with traditional interactive methods such as Socratic seminars, philosophy cafes, and role-playing games, the ancient philosophy lesson can be very effective and engaging for Generation Z students.

Teaching ancient philosophy through interactive methods in higher education in Uzbekistan is important for connecting the national-spiritual heritage with world philosophical traditions, developing critical and creative thinking in students, helping to form a personality, and worthy inclusion in the world scientific and pedagogical community. Taking this path is a creative and laborious, but fruitful process for both students, teachers, and the entire education system.

⁸Shermukhamedov S., Ochildiev A., Rakhimov I. Philosophy: Textbook for Higher Education Institutions. — New edition. — Tashkent: Publishing House of the National Society of Philosophers of Uzbekistan, 2023. — P. 78–95.

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