

Original Article

**Investigating the Effect of Active Teaching-Learning Methods on  
the Development of Students' Capabilities (Case Study: Babylon  
University of Iraq)**

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**Introduction**

The process of learning and the development of students' capabilities represent fundamental goals within educational systems. These goals are central to preparing individuals who can effectively engage with the rapid transformations occurring across various fields of life. Numerous studies have highlighted that the effectiveness of the educational process does not solely depend on the quality of content or the teacher's competence. Instead, it significantly relies on the active engagement and participation of the learner within the learning environment. A student who is encouraged to think critically, discuss ideas, explore concepts, and apply knowledge practically is more likely to achieve a deeper understanding and develop the intellectual, social, and practical skills needed to face real-world challenges. In light of this, educational institutions have increasingly adopted modern teaching approaches that position the learner at the center of the learning process. These approaches emphasize active learning strategies designed to motivate students to participate meaningfully and take responsibility for their own learning. Unlike traditional methods that rely heavily on passive information delivery, active learning strategies encourage students to become collaborators in the learning experience. Examples of such strategies include cooperative learning, problem-based learning, project-based learning,

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and inquiry-based learning. Given the importance of these approaches in enhancing student capabilities, this study was conducted with the aim of evaluating the effectiveness of active teaching and learning methods in developing students' skills and competencies. The study focuses on assessing how these methods influence critical thinking, academic achievement, problem-solving abilities, communication skills, and the capacity for teamwork. Furthermore, it explores how different educational settings and disciplines respond to the implementation of active learning, and how factors such as teacher preparedness, institutional support, and student motivation contribute to the success of these methods. The findings aim to support educators, policymakers, and curriculum developers in designing more engaging and effective learning environments.

### **Method**

The study was of applied and survey type. The statistical population included the students of Babol University in Iraq, 145 people were selected as sample members using Cochran's formula and selected by random sampling method. The tool for collecting information in this section was the "Student Participation Questionnaire".

### **Results**

According to the results obtained in this study, most of the students considered active teaching-learning methods to be effective in developing their capabilities. Active teaching-learning methods have led to a significant increase in learners' capabilities, which shows the efficiency and effectiveness of such methods. Active learning opens the door to hands-on learning, enabling learners and instructors to investigate, think outside the box, and come up with practical solutions to problems themselves.

### **Discussion**

This study provided first-hand information about the effect of active participation on the development of capabilities, and it shows that these effects are related to the interactions between students, professors, as well as the learning environment, which are necessary to improve the capabilities of learners.

**Keywords:** Skills, Teaching, Active learning, Capabilities.

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