

PEDAGOGY OF INTERACTION IN CREATIVE ACTIVITY OF STUDENTS IN EDUCATIONAL PROCESS

Boltabayev Salimboy Akromovich

Associate professor of Tashkent State University of Pegaroruka named after Nizami, candidate of Pedagogical Sciences, **UZBEKISTAN**, Tashkent

ABSTRACT

Methodically rational organization of collaborative learning, proper definition of forms of educational and educational activities, selection of methods and tools for their intended purpose, their effective application, the necessary, important, necessary, useful information in the information environment izlash, collection, sorting, processing and their purposeful, appropriate, use require much greater skill from today's teacher.

Keywords: Lesson, interactive, didactics, getting the information, collaboration, independent thinking, problem studies, project studies, creational studies, heuristic studies.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Taking into account the fact that the extinction of qualified personnel in a knowledge –based society increases day by day, every member of our society is required to have such competence (merit) as adherence to universal values, social work, self-improvement and continuous learning.

The task of fulfilling these requirements perfectly in full, educating the younger generation as a perfect person is entrusted to the modern teacher of the kompetent. Along with teaching and educating students, the teacher should also form other vital competences, such as information literacy, high labor efficiency, research and analytical thinking, critical thinking, media literacy, rapid finding and processing of information, effective communication, creative approach to his work, being able to work in projects, solve problems, cooperate in a team, make presentations, take responsibility.

In general, can today's teachers organize lessons on the basis of collaborative teaching technology using new methods?

The learning process is required to be focused and focused on the learner. Education aimed at the individual serves as the driving force for the organization of educational and cognitive labor of the student, realizing the interests, desires, demands. That is, what should be understood when we say an individual approach to the educational process?

In the educational process¹ :

- increasing reader activity;
- to teach the student to think independently;
- organization of creative thinking of student;
- independence of the reader, freedom of the reader's satisfaction;
- conducting business on the basis of interest of students (motivation);
- employment opportunities of the student;

¹ www.unesco.org/efa - World Forum on education (UN Millennium Report 2003 y 186 page)

transfer to extra-curricular education through interests (in-class) transfer to extracurricular education;

self-development and development of individual traits such as upbringing serves to top the content of their skills and qualifications in the acquisition of independent knowledge of the reader.

It's no secret that the reform of the educational process begins with the reform of the lesson. What should start the reform of DASR?

- being in a responsible attitude to life lesson;
- to teach a new approach to the lesson;
- individual approach to the student in the lesson;
- to organize the student on the basis of his / her needs, interest, activity, partnership and cooperation;
- it is necessary to start with the use of interactive, innavasion, advanced technologies.

It is important to show the pedagogical-psychological knowledge of the teacher as a holistic view of the pedagogical process aimed at creating an atmosphere of friendly relations with the student. The role and importance of the teacher in the process of pedagogical activity of a new type is also reflected in this direction. And the technological skill of the teacher is manifested in the fact that he can diagnose the activities of students based on interaction, organize, design, communication, as well as organize the situations necessary for the development of the pupil's personality.

Innovative methods that serve to organize the process of cooperation have the following characteristics::

- students will be able to work together, in partnership with others, independently and freely on a common task or on the activities that are being taught;
- opportunities for students to acquire new knowledge with the help of collaborative group work;
- * students jointly carry out activities based on the acquisition of knowledge izlash the solution of teaching assignments, the order adopted by the classroom team is complied with the rules;
- organize activities related to the performance of a particular task or the search for a solution to a problem, create conditions for students to work collaboratively.

Collaborative Learning makes it possible to achieve the following results:

- the scale of mastering new knowledge in students;
- * a package of cognitive information will be created jointly;
- the enthusiasm for the study of instructional materials as a result of self-awareness in students;
- opportunities for students to form their own personal views and worldviews;
- bilateral information exchange efficiency increases;
- * collaborative activities create an atmosphere of mutual friendship, friendship, assistance to each other, sympathy;
- the culture of new attitudes, communication and relationships among students is content.

The main directions of pedagogical cooperation are as follows²:

- comprehensive study of the personality of the reader, analysis and evaluation of its capabilities;
- * respect for their freedoms and rights through a human approach to the personality of students;
- * formation of a friendly atmosphere based on interaction in school and classroom;
- * content of Student-Teacher, Student-reader cooperation;

² Yulodshev J. Interactive education is a guarantee of quality. – "Fan", 2010 y

- * development of professional skills, spiritual and cultural potential of the teacher;
- * increased emotional state, pedagogical and psychological atmosphere in the educational process;
- * to evaluate the knowledge of students in cooperation, to create a free system of encouraging them together, etc.

The introduction of advanced pedagogical technologies into the collaborative learning process is of particular didactic importance. This, in turn, allows a systematic approach to the learning process. On the basis of the design of the educational situation, the organization of joint activities of the teacher and the students, in order to achieve a guaranteed result in the educational process, is to direct it to the student's personality. In order to organize the collaborative educational process with the help of modern pedagogical technologies, it is necessary to develop a model of teaching the subject using pedagogical technologies and a technological map of the educational and cognitive process.

To determine if a guaranteed result has been achieved in the learning process, the teacher should be able to objectively assess the quality of the learning result. Only then can the collaborative learning process be implemented.

The main objective of the collaborative learning method is to create an environment for active, free, creative thinking of the student and community of learners by creating the most conducive environment and situation for the learning process. It means the provision of quality – effectiveness in education by demonstrating their intellectual potential, internal capabilities. The lessons organized jointly will be so late that in the process not a single reader will be able to stay aside, that is, they will be able to clearly express their thoughts that they have heard, read, seen, knew.

The process of exchanging mutual knowledge, ideas, thoughts takes place. This ensures sincerity in the course of the lesson, enthusiasm for knowledge, increased interest, mutual support, mutual friendly relations are formed.

When interactive lessons are organized, the learning process is learned to work individually, in pairs, in small groups.

In this case, it is possible to use pre-planning, algorithmization, modulation, working with textbooks, working with various documents, working with sources of information, creative work, Role-Playing Games, plans based on the research of the lessons organized.

At the stages of Organization of interactive lessons on the basis of joint training, the teacher³:

- choosing the topic and content of the subject of the training lesson;
- determination of a single generalized lesson on the subject of the course;
- determination of theoretical and practical knowledge in the development of educational content of the lesson;
- expression of understanding, knowledge, skills, skills, skills, which should be mastered by the reader;
- form, method, selection of tools of the lesson;

³ Муслимов Н.А. Касб таълими ўқитувчиларининг касбий шакллантириш технологияси. Монография. – Т.: Фан, 2013

to take into account the unity of time spent by the recipient in order to acquire knowledge, skills, knowledge, understanding;

create a system of exercises and examples to get the results of a phase of each exercise;

development of tests, questions to conduct supervision;

create sequence and sequence of completion darsmini to carry out the process □

the bearer of knowledge, not the bearer of knowledge, the reader becomes the teacher, the consultant, the organizer becomes the leader in reading, the reader becomes an assistant in acquiring knowledge;

for the teacher-algorithm niyash, modulation, design, it is necessary to learn to work in conditions of thinking in solidarity;

the teacher should not only teach, but also teach to read, Give knowledge is not the only thing to do, get used to it from sources, engage in bilateral active work;

it is necessary to create an atmosphere of self-education of the pupil, to work actively, to work alone, in pairs, in small groups, to approach the learning process individually. Those are then guaranteed to master the educational content.

In general, as a conclusion, I recommend the following points:

When conducting interactive lessons with students, the following skills are formed in them:

the eagerness of the newsletter;

creativity challenge;

tolerance and adaptability;

independent thinking;

get your opinion based on your own opinion;

cooperation in the team;

to respect the idea of hate own;

self-assessment vs

As a result of:

- by continuously organizing the educational process on the basis of modern approaches, students acquire the skills to work in interactive learning methods. On the basis of the mastering of knowledge, they form a base and science-related competences. In the process of interactive education, an environment is created that creates an opportunity for students to think creatively. These are:
- in the lessons of the interactive method, it allows students to exchange ideas among themselves. Conditions will be created to receive and provide mutual information;
- in the interactive lessons, they will discuss the issues that are expected to be solved in cooperation and solidarity, find solutions, and will also be interested in getting out of the situation;
- they demonstrate their knowledge to each other on the basis of information received in interactive lessons. They are inspired by each other and create spiritual satisfaction;
- in interactive method lessons, understanding each other is interested in them, so that they do not know that time has passed. Each participant feels the educational content as the authors.
- Education will achieve full mastering of content and quality-effectiveness

REFERENCES

1. Muslimov N. The A. Technology of professional formation of teachers of vocational education. Monographs. -: Fan, 2013

2. Yulodshev J. Interactive education is a guarantee of quality. – T.: Publishing house” “Fan”, 2010.

3. Yoldoshev J, Usmonov S. Advanced pedagogical technologies. - T.: Teacher, 2004.
4. Hasanbaev J. and others. Explanatory Dictionary on the subject of pedagogy. - T.: 2009.
5. Explanatory Dictionary of the Uzbek language. II-volume, 2006.
6. www.unesco.org/efa - World Forum on education (UN Millennium Report 2003 y 186 page)
7. Boltaboev S.A. The use of information in the requirements of the future professional education is the technology of skills formation. Monograph T.: Nizami TDPU 2016 y.