TECHNOLOGY OF USING INTERACTIVE METHODS IN SCHOOL EDUCATION

M. Ibragimova, F. Yusufkhodjaeva, D.Sattorova, E.Sotvoldiyev
Lecturers of Kokand State Pedagogical Institute

ABSTRACT

This article is one of the most important requirements for modern education, as well as the description of the interactive methods and their use, as well as the control of students' performance, the assessment of the level of knowledge, skills and abilities gained by the teacher, and a new approach to the learning process.

Keywords: Modern education, interactive methods, new pedagogical approaches, students' performance, interactive learning methods.

> Unless children learn to think freely,
> the ineffectiveness of the education provided is inevitable.
> **I.A. Karimov**

INTRODUCTION

Currently, modern teaching methods are widely used in the educational process. The use of modern teaching methods can lead to greater effectiveness in teaching. It is advisable to choose these techniques based on the didactic function of each lesson. While maintaining a traditional form of teaching, enriching it with a variety of methods that enhance the learner's performance, the level of self-education increases.

Today, in a number of developed countries, these methods are called interactive methods, which provide a solid basis for the use of modern teaching technologies that guarantee the effectiveness of the educational process. Interactive teaching methods are among the most widely used and widely used in all types of educational institutions.

Materials and Methods
However, there are many types of interactive teaching methods that are available to fulfill almost all of the educational and learning tasks. In practice, they can be used appropriately for a specific purpose. This situation has led to the problem of choosing the right methods of interactive learning for a particular purpose.

o For this purpose, the organization of the classroom process, the motivation of the learner to increase the interest of the learner, their continuous encouragement in the learning process, the breakdown of the material into small pieces, and the discovery of their contents. use techniques such as attack, working in small groups, discussion, problem-solving, referral text, project, role-playing, and encouraging learners to carry out practical exercises independently.

o An interactive method is to work together to solve an activity or problem in a dialogue, discussion, or discussion. The advantage of this method is that the whole activity prepares students for independent thinking and prepares students for independent living.

o Selection of interactive teaching methods takes into account educational objectives, the number and opportunities of students, the educational and material conditions of the educational institution, the duration of education, the teaching skills of the teacher and more.

o Interactive methods are those that are at the heart of the learning process that encourage learners to think and act independently. When these methods are used, the educator encourages the student to actively participate. The learner is involved throughout the process. The benefits of a student-centered approach are:

o higher learning outcomes;
o high motivation of the learner;
o Recognition of previously acquired knowledge;
o aligning the learning process with the learners' goals and needs;
o support of the learner's initiative and responsibility;
o learning through action;
o creating conditions for bilateral feedback.

Thus, the use of interactive methods in teaching subjects has a distinctive feature. Careful study and application of each interactive method used in educational practice can increase student thinking and have a positive impact on finding the right solution to the problem. Increases student creativity and activity. Analyzing various theoretical and practical problems through interactive methods can help students to broaden and deepen their knowledge, skills and abilities.

From the above, it is necessary to properly analyze and classify the methods of interactive learning. The following is a general overview of this issue.

The classification of these techniques can be divided into interactive methods, interactive learning strategies, and interactive graphic organizers.

Currently, the most popular methods of interactive learning are:

1. Interactive methods: "Case Study" (or "Case Studies"), "Blist-questioning", "Modeling", "Creative work", "Problem-based learning", etc.

2. Strategies for interactive learning: "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Zinama-zina", "Muzorar", "Rotation", "Rounded snow", etc. The group approach to interactive learning strategies from the content of interactive learning methods is based on the fact that, in a sense, it is a strategic approach. In fact, both of these strategies relate to interactive teaching methods, with no differences between them.

3. Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" and b. When separating interactive graphic organizers, the main points of these sessions are based on the fact that they are written in different graphical forms. In fact, working with these graphic organizers is more and more related to interactive teaching methods, with no differences between them.

Interactive teaching methods are often used in conjunction with various training technologies. Applying these techniques will increase the activity of the participants and improve the quality of education.

In this regard, the convenience of using some of the current classification methods in the classification with the use of different types of training technologies is summarized in Table 8 below.

The convenience of some interactive learning methods in this table for using various types of training technologies is more conducive and, in fact, more and more interactive techniques with specific training technologies should be noted that this is possible.

One of the most serious didactic problems is how education choices are concerned.

The didactic literature explains the various factors that influence the effectiveness of selecting and applying teaching methods:

    o First of all, it relates to the didactic goals and objectives of the training sessions;

    o second, depending on the nature of the material covered;

    o thirdly, it depends on the level of knowledge and development of the trainees;

    o Fourth, it relates to specific (current) methods of teaching the basics of science studied in the learning process;

    o Fifth, it depends on the circumstances of the university or department;

    o Sixth, it is related to the logistical support of the learning process;

    Seventh, it depends on the teacher's pedagogical skills, the level of preparation and organization of the educational process, and the teacher's knowledge of modern methods.

CONCLUSION

Thus, the process of vocational education in higher education institutions is carried out within the framework of a multilateral system organized according to modern forms and methods of teaching. Each form has its own set of tasks, but the combination of forms and methods creates a unique didactic set. The realization of this didactic complex is determined by the psychological and pedagogical regularities of the educational process.

REFERENCES

1. Ochilov M. New pedagogical technologies. - Karshi. Nasaf. 2000.

2. Tolipov U.K., Usmanbayeva M. Pedagogical technology: theory and practice. Monograph. Tashkent: "Fan". 2005.

3. Tolipov U.K., Usmanbayeva M. Introduction principles of pedagogical technologies. Monograph. Tashkent: "Fan". 2006.

4. Rakhimov D. What is the difference between angular and triangular bissectors? Marifat Newspaper, 4 April 2012 Issue 27.

5. Olimov B. Two Advanced Techniques: Ma'rifat Newspaper, October 17, 2012. No. 83

6. Rakhimov D. Why is a function continuous? The newspaper "Ma'rifat", December 26, 2012 №103.

7. Jakayeva K. Aymurzayeva G. Let the reader think independently. The newspaper "Ma'rifat", September 26, 2012.73.