

SPECIFICITY OF INTERACTIVE TECHNIQUES IN INDEPENDENT THINKING

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ABSTRACT

Pedagogical technology in its essence is a subject, that is, every pedagogical education and training process should be creative, based on its capabilities, professional skills. In the same article, opinions about the peculiarities of interphole techniques in teaching requirements to independent thinking are described.

Keywords: Teaching, methodology, independent thinking, interactive, creative peer, modern education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

One of the important requirements for the organization of modern education is to achieve high results in a short period of time, without excessive mental and physical exertion. The delivery of certain theoretical knowledge to students for a short period of time, the formation of skills and skills in certain activities in them, as well as the control over the activities of students, the assessment of the level of knowledge, skills and qualifications acquired by them requires a high pedagogical skill from the teacher and a new approach to the educational.

Pedagogical technology in its essence has a subspecies, that is, each educator must creatively organize the process of education and training, depending on his abilities, professional skills. Pedagogical technologies, regardless of what form, methods and means they are formed with:

- increase the effectiveness of pedagogical activity (educational and educational process);
- decision making between teacher and students on interaction;
 - ensure the acquisition of a thorough knowledge of educational subjects by students;
 - formation of independent, free and creative thinking skills in students;
 - to create the necessary conditions for students to realize their opportunities;
 - it is necessary to guarantee the achievement of the priority of ideas of democracy and humanism in the pedagogical process.

It is not possible to use pedagogical technologies forcibly. On the contrary, it is desirable to develop them creatively, along with the purposeful use of advanced technologies that are based or used by experienced educators .

Today, a number of developed countries have accumulated great experience in the application of pedagogical technologies that increase the educational and creative activity of students and guarantee the smoothness of the educational and educational process, and the methods that form the basis of this experience are called interactive methods.

The method of " intellectual attack "

This method serves to ensure the activity of students in the process of training, to encourage them to think freely, to release from the inertia of the same thinking, to collect colorful ideas

on a particular topic, as well as to teach the solution of creative tasks to overcome the thoughts that arise at the initial stage of the process of solving.

"Intellectual attack" method A. F. Osborn, his basic principle and condition is an absolute ban on criticism in relation to the thought, which is put forward by each participant of the exercise (discussion), an expression from stimulating any bite and Jokes. The aim of this study is to provide free participation of the students in the training (discussion) process. Effective and successful use of this method in the educational process will depend on the breadth of the teacher's pedagogical skills and scope of thought. During the use of the " thought attack " method, it is desirable that the number of readers does not exceed 15 people. Training based on this method can be organized up to an hour.

Method "violent attack of thoughts"

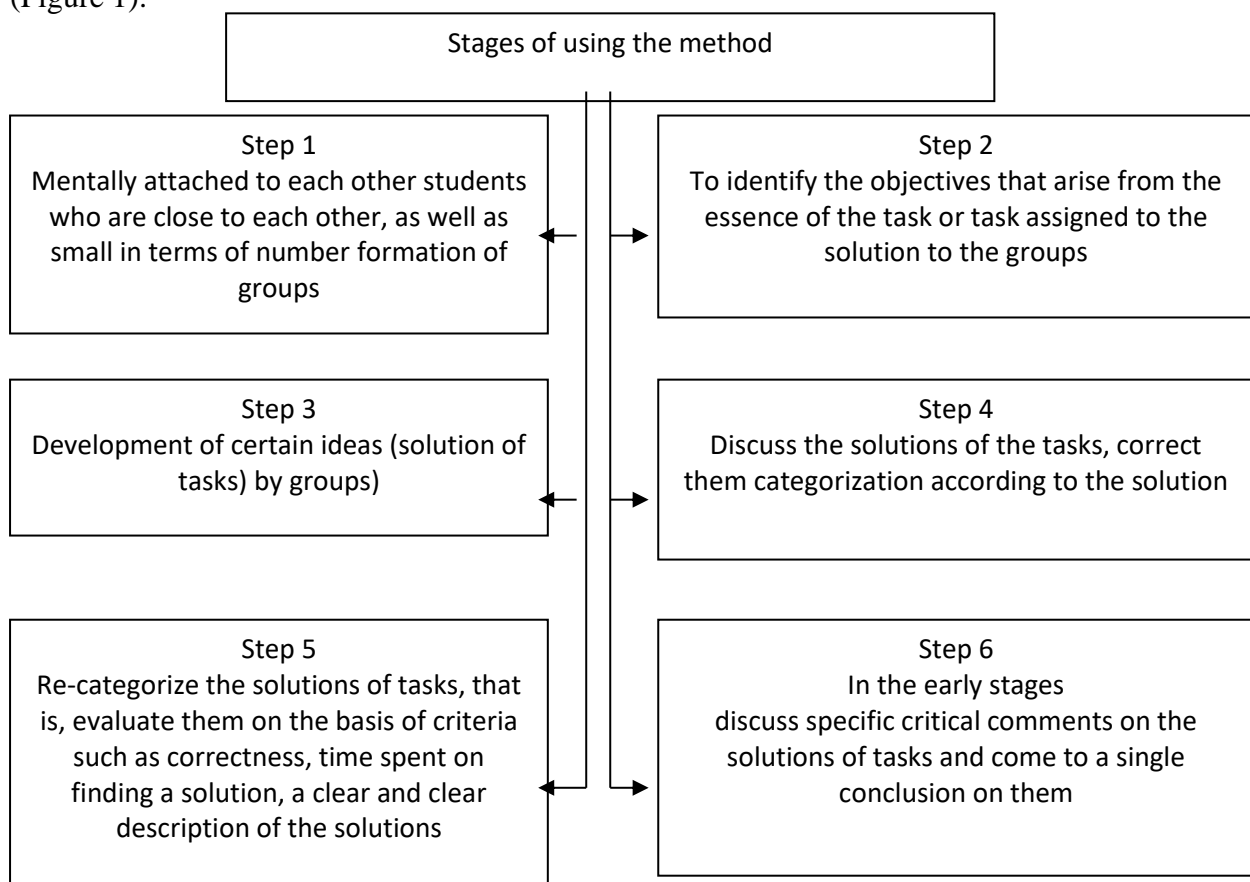
The word method E.The A.Based by Alexandrov and G.Eat it.Ishlangan processed by Bush. The essence of the method is as follows:

to facilitate the realization of the personal capabilities of each student performing certain tasks among the team;

it is an expression from the emergence of the ability to put forward an idea against the idea expressed by a certain community (group) in the students.

The method of "violent attack of thoughts", the essence of which is described above, can be used equally successfully in the process of training, which is organized on the subjects of social, humanitarian and natural directions. Training based on the use of this method is organized in several stages. These are the following.

(Figure 1):

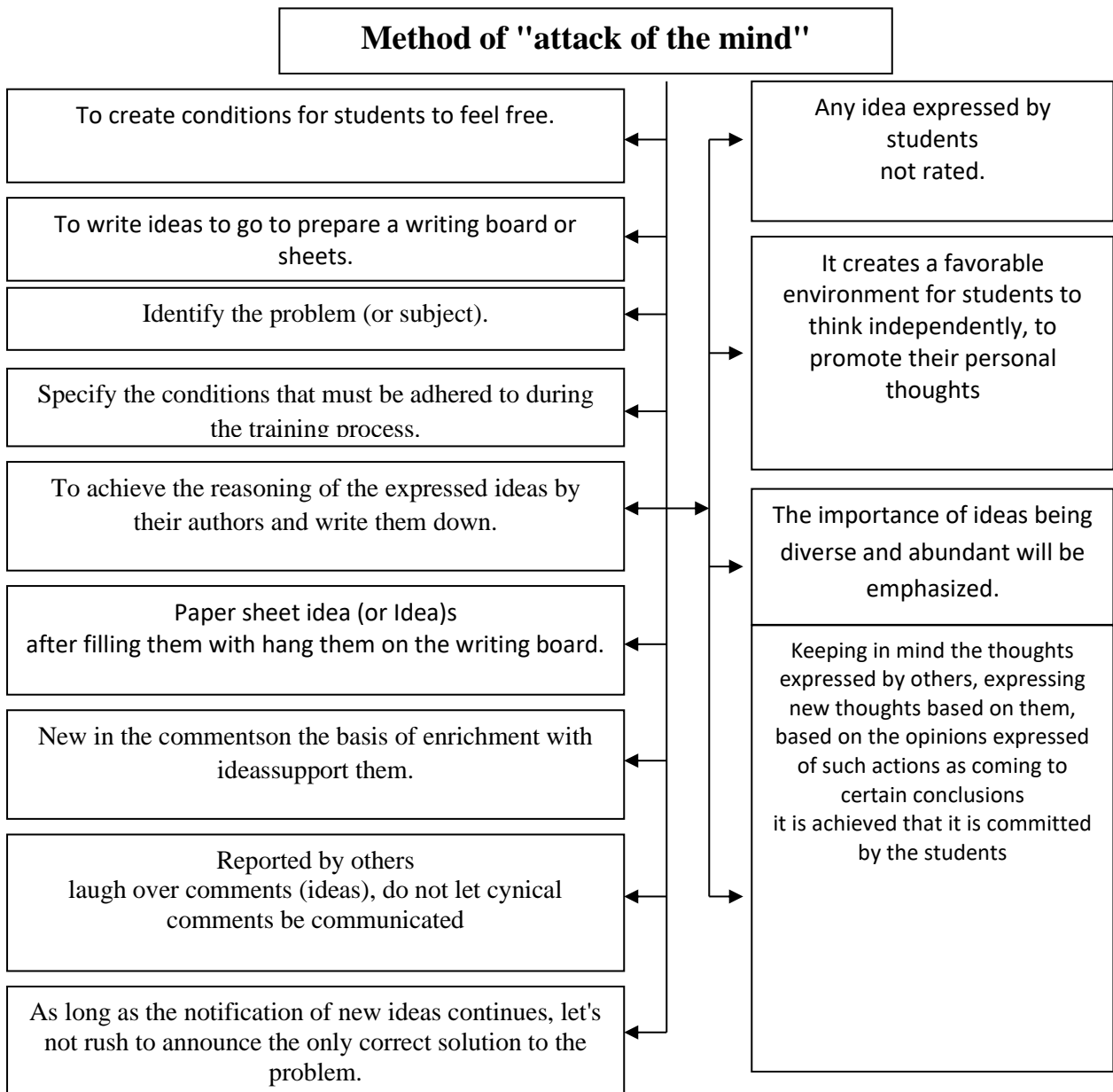


1-figure. Stages of using the method of " violent attack of thoughts".

In the process of applying the method, the following situations occur:
 achieving a thorough acquisition of certain theoretical knowledge by students; economics of time; motivating each student to action;
 forming in them the ability to think freely.

The method of "attack of the mind"

This method is a widely used method for solving problems on a particular topic, and it encourages participants to develop certain skills and skills in a broad and comprehensive way of thinking about the problem, as well as the positive use of their own imagination and ideas. In order to effectively use the method, it is necessary to follow the following rules. (Figure 2)



2-figure. Basic Rules of the method of " attack of the mind "

In the course of the lesson, the use of the " Smart attack " method requires compliance with the following rules::

1. To motivate the students to think broadly within the framework of the problem, to achieve their logical statement of thoughts.

2. The opinions expressed by each reader are encouraged. Among the expressed opinions, most of the receipts are selected. The stimulation of thoughts leads to the birth of new thoughts-in turn.

3. Each schoolboy can be based on his personal thoughts and change them. Summarizing, categorizing or changing the previously expressed opinions lays the groundwork for the formation of scientifically based opinions.

4. In the process of training, control over the activities of students on the basis of standard requirements, evaluation of the views expressed by them is not allowed. When their thoughts are evaluated, the students focus their attention on protecting their personal thoughts, as a result of which new thoughts are not put forward. It is desirable to abandon the evaluation of their activities, bearing in mind that the main goal of applying the method is to motivate the students to have a broad idea of the problem.

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