

## USE OF SOME INTERACTIVE METHODS IN SERVICE LESSONS

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### ABSTRACT

This article highlights the importance of using interactive methods in teaching technology and their role in developing students' knowledge, skills, and competencies.

**Keywords:** Interactive methods, technological science, educational process, innovative pedagogy, student activity, independent learning, practical skills.

### INTRODUCTION

When students begin to study a new topic, the teacher always has questions: how to choose a method, what didactic materials should be used, and what methods can effectively solve educational tasks? To achieve the pedagogical goals of each type of activity, the teacher must mobilize his intellectual abilities, use advanced pedagogical experience, and finally, the choice of method must become a truly creative act. In general, the choice of method is determined by the didactic goals of education and upbringing. However, in different pedagogical situations, the types of activities between the teacher and students change and alternate, and, naturally, teaching methods are also combined with each other in accordance with these types of activities. The choice of methods and methodological techniques in the preparation of a new topic by a teacher means balancing their interaction in terms of time and didactic purpose. As a result, conditions are created for ensuring a high level of intellectual and practical activity of students. Correctly applied methods deepen knowledge of objective reality and increase the overall and scientific-theoretical level of training. Consistently selected teaching methods lead to a certain level of development of knowledge and professional interest, as well as the activation of independent practical activity.

In pedagogy, a large number of criteria for selecting traditional methods have been developed, and in recent years more than twenty of them have been cited in the works of didactic scientists. The criterion for selecting interactive methods is their high orientation towards solving problems of developing education and upbringing. This criterion is introduced by assessing the possibilities of solving tasks in a particular area of these methods, since their possibilities for assimilating elements of social experience are different. A number of interactive methods can be effectively used in technology education lessons, particularly in service education lessons. Below we provide details of some interactive methods that can be used in technology education lessons.

Brainstorming (brainstorming, brainstorming) is a collective presentation of ideas in solving a practical or scientific problem. The goal of this method is to dissuade students from single-minded thinking and to overcome the vague ideas that initially arise in the process of solving creative tasks. This method was recommended by A.F. Osborn in 1953. In this, students develop initial thinking skills, understanding the essence of the problem posed. At the same time, they learn to freely express, justify, defend their thoughts, listen to and respect the opinions of others. During the brainstorming, the participants solve a difficult issue or problem

together. As many ideas as possible are proposed, and they are not criticized or rejected. The advantage of this method is that any idea, even illogical ones, is taken into account. All of them are written down, analyzed, evaluated, and only then the most effective, optimal solution is selected from them. Brainstorming involves up to 15 participants and lasts up to 1 hour. This method can be used in microgroups and in large audiences (up to 60 people) (some examples of using this method were given above).

**Modified lesson.** A modified form of teaching, in which the teacher organizes the lesson in the form of a dialogue with students, explaining the topic.

**Improvisation.** A method of unprepared presentation, in which students analyze questions and tasks without time, without preparation.

**Multimedia.** A form of lesson that is timed, demonstrative, planned, built on the basis of a program and demonstrated using computer technology, in which explanation and action are reflected.

**Cluster.** A method of branching, which helps students to study a topic in depth by dividing it into branches.

**Boomerang technology.** This technology is aimed at deep and holistic study of educational materials during one session, creative comprehension, and free thinking. During one session, each participant can perform different tasks, taking turns acting as a student or teacher.

**Skorobey technology.** This technology allows students to develop mental coherence, logic, and memory, and forms their free expression skills in solving a problem.

“**Case study**” in English means “case” - method, “study” - problem situation; situational analysis or analysis of problem situations. The “Case Study” technology helps students develop the skills to find the most appropriate options through the analysis of a specific, real or artificially created problem situation. The “Case Study” technology teaches students to directly study and analyze any situation with any content. Forms of education, teaching methods, teaching aids, methods and means of managing the educational process, methods and means of scientific research conducted in the area of problem solving, methods and means of collecting and studying information, methods and means of scientific analysis, methods and means of educational communication between teacher and student (student), learning outcomes - reflecting the general essence of the process of solving a specific problem situation based on the “Case Study” technology. are the elements that lead to it.

**Scale technology.** This technology is useful in studying controversial, complex content topics. It is aimed at developing critical, logical, creative, improvisational, and thought experiments.

**Fan technology.** This technology is aimed at studying complex, multi-faceted, and as problematic topics as possible. In this, information is provided simultaneously on different branches of the topic. Each of them is discussed from separate points. For example, creative and negative aspects, advantages and disadvantages, benefits and harms are determined.

**Problem situation.** In this case, the teacher gives students examples of life events and phenomena related to the problem. Students solve this problem themselves in the form of a discussion. Their thinking expands, and they learn to solve the problem correctly.

**Critical thinking.** In this method, a specific situation or situation is presented as an example. For example, students analyze the emergence of a negative situation or situation due to educational or human behavior deficiencies, learn to solve it creatively, think independently, and ponder. This situation creates an opportunity to find the right solution to the situation.

**Studying a specific situation or situation.** The teacher gives students a question or task on a topic, and they analyze it within their capabilities, each student critically approaches the opinion of another student. Learns to justify their own opinion. When using this method, they develop certain rules. For example, listening to the opinions of others without prejudice, accepting criticism in a friendly manner, understanding correctly, not arguing with each other, etc.

**Have a point of view.** The teacher gives students a question or task. Students express their attitude and point of view to these questions and tasks. The student whose opinion is correct is encouraged and shown as an example to other students. In this way, each student forms his own personal position, path, and opinion. His worldview grows, and his oral speech develops.

**The method of dividing students into small groups.** In this way, they develop the qualities of thinking and working as a team, striving for the victory of their team.

**The use of business and role-playing games.** In this way, students' abilities to perform independent, creative, and practical work are manifested and developed. Opportunities open up to enrich previously acquired knowledge and skills, apply them in new situations.

**Analysis of problematic questions and situations.** This method is aimed at encouraging students to think creatively, logically, engage in scientific, free debate, learn communication skills, and develop resourcefulness. These methods are simple and effective methods that allow students to develop their thinking, understanding, imagination, and practical skills.



**Sinkwain** (5 lines) method (technique). Sinkwain structure: 1st line: concept; 2nd line: two adjectives describing the concept; 3rd line: three verbs about the functions of this concept; 4th line: a four-word phrase about the essence of this concept; 5th line: a synonym for this concept.

Summarizing information is an important skill in terms of being able to express complex ideas, feelings, and thoughts in a few words. It requires thoughtful reflection based on a rich store of ideas. A syncwine is a poem that requires the synthesis of information and material in short phrases that are written or reflected upon in relation to an event. The word syncwine is a French word that translates to five. So, a syncwine is a poem consisting of five lines.

**The “If I ...”** method. In this case, students are asked to express their ideas about how they, as a person of a certain profession, could solve problems related to this area. For example, “If I were a fashion designer, I would create ... clothes” (If I were a fashion designer, I would create clothes that would not burn in fire. For this, I would use fire-resistant materials and cooling devices), etc. The most advantageous aspect of this method is that it quickly develops students' imagination, comparison, and imagination skills. The following methods can be used to teach students about the production of wool and silk fabrics.

In general, there is a lot of commonality between methods, organizational forms of training or their stages, as a result of which many forms and methods are used in the educational process. For example, laboratory-practical work is considered a method of independent learning in the educational process, during which explanation, demonstration, exercise, observation and other methods are used. According to the form of organization (form), laboratory lessons are classified as special lessons. The same can be said about the excursion: in certain conditions it is considered a form of organizing training, and in other cases it is considered a method of education.

Teaching technology through interactive methods is an integral part of the modern education system. This method plays an important role in increasing students' interest in the lesson, developing their creative thinking, and forming practical skills. Interactive approaches increase the effectiveness of education and create a solid foundation for students' future professional activities.

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