

RELEVANCE AND ORIGINALITY OF INTERACTIVE METHODS IN PRESCHOOL EDUCATION

Babanazarova Guzalkhon Odil kizi
Urganch State University
Pre-School Education, 2nd Stage Student

ABSTRACT

In this article, several interactive methods are given and explained in order to bring innovation to the educational system. The use of interactive methods in education ensures high efficiency. Interactive methods encourage cooperative learning while creating a little competition.

Keywords: Interactive, innovation, module, criticism, cooperation, interactive methods

INTRODUCTION

What is an interactive method? While traditional education focuses on the "what, when, and where" issues, modern collaborative learning technologies focus on "how to teach?" The ratio of the contribution of teachers and students in the educational process was different in different periods of human development (civilization). At one time the educators were the leaders, at certain times the learners took the initiative and the positives and negatives of such activities have been researched. In the following decades, educational technologies based on the cooperative activity of the teacher and the learner are rapidly developing and becoming popular. Educators call such educational technologies "collaborative pedagogy". Educational technologies based on such cooperation are widely used in developed countries such as the USA, Japan, Great Britain, and Germany, and high efficiency is being achieved. One of these educational technologies is based on interactive teaching methods. The word "Inter" comes from Latin, and in Uzbek it means "between", "between", "between". Therefore, interactive educational technologies are cooperation based on mutual activity between the teacher and the learner. Naturally, interactive educational technologies consist of interactive methods (methods) in the educational system.

Based on cooperation, designed to increase the activity of students, students to listen to, understand, respect the opinions of others, consider the interests of others, learn from them, teach them, be able to influence, feel, feel, and feel the "I" of themselves and others. "interactive" teaching methods, aimed at teaching management, to express one's thoughts clearly and clearly, are developing rapidly and have a positive effect. Interactive methods create an atmosphere of competition between small groups in the group, start and encourage students to be active, and as a result, students learn to cooperate. Any interactive method, when used correctly and appropriately, will teach learners to think independently. The use of problematic, real-life situations in interactive methods gives very good results. A sad, problematic situation is when a person falls into a difficult situation or situation, which depends on the result of thinking during his activity. In this case, he does not know how to interpret the event or process. Sad, problematic situations strain the mental strength of students, they start looking for ways to clarify the situation. He faces difficulties. A person begins to think only when faced with a problem. He begins to think and perform actions with the knowledge he has, and begins to come

to conclusions appropriate to his level. Students should be able to tell and explain the assignments they have completed. They should be able to talk about what they think. It is very important for the teacher to be able to express in his own words the places he did not understand in the process of solving the problem.

Methods that teach students to actively work with information are called interactive methods.

FORMS OF VERBAL COMMUNICATION

CONDUCTING LECTURES IN AN ACTIVE METHOD

Any high-level lecture, even if it is packed with facts, if it goes on for too long, the students' hearing will become dull and tiring. Therefore, the lectures organized on the basis of new pedagogical technology will be effective. The speaker divides his speech into several blocks. Each block lasts 15-20 minutes, and after each block there is a question-and-answer session. During the lecture, he reveals some problems. During this period, he determines the attitude of students to this problem, listens to their opinions. Gives every commenter a chance. His opinion is listened to carefully. But without criticizing him, the opinions of others are listened to. This situation changes the attitude towards the lecture in a positive direction, causes not to look at the lecture indifferently. Engaging students in a conversation lasts 5 minutes. The speaker monitors the growth of students' interest, aspirations, and responsibility. He continues the lecture and the same situation is repeated. During this period, active participants and those who express deep opinions become the speaker's support.

During the lecture, the topic is gradually connected to the student's daily activities, and the answers are gradually found based on short discussions. In this case, the students do not know how time has passed in late lectures. Wanting the lecture to continue, indifference is replaced by vigilance, inner desire, search for a solution, and they themselves strive to contribute to the personal participation in finding a solution. Such lectures increase the mutual activity of both parties. Invites further discussions. While participating in such a lecture, students wonder when they will meet their teacher again, and the rest of the lectures will continue.

NONVERBAL MEANS

Non-verbal means are to express or emphasize a meaning through facial expressions, hand and body movements. Nonverbal cues are extremely important and cannot be replaced. Every action of a person has a certain meaning, and these actions are understood differently in different nations. It is accepted to call these actions non-verbal speech. It is appropriate to mention that non-verbal speech consists of certain muscle movements of a person, including his thinking. It's no secret that a gesture is more powerful than words.

VISUAL MEANS

Visual (visual) tools include all tools designed for students to see with their eyes in the process of pedagogical technology. These include writing and other images on the blackboard, writing and images in books, handouts, educational posters, photographs, visual arts, videos, film images, animals, plants, natural objects, objects, etc.

The use of visual aids in pedagogical technology provides an opportunity to quickly, accurately and correctly explain the content of the information to be taught to students by showing it in various forms and methods.

AUDIO MEDIA

Audio tools provide an opportunity to learn and absorb information through hearing. Currently, more audiovisual tools are used, that is, tools that serve to hear and see at the same time: movies and other sound video images. In fact, based on the existing conditions and situations in practice, the best result can be the comprehensive use of existing tools based on a creative approach.

NATURAL REMEDIES

Natural means include all natural objects related to the content intended for learning in the process of pedagogical technology. They consist of people and animals, plants and nature, equipment, objects, machines, mechanisms, constructions, etc. Necessary educational materials for students and teachers and school equipment are necessary tools of pedagogical technology. In general, the quality and efficiency of pedagogical technology today largely depends on the quality of all kinds of necessary tools and the ability to use them with high efficiency. The correct and efficient use of these tools depends on the teacher's skills, creativity, and curiosity.

EXAMPLES OF INTERACTIVE TECHNOLOGIES. MENTAL ATTACK METHOD

It is convenient to use the brainstorming method both in lectures and practical lessons. This method instantly engages all students in the audience and makes them active.

It gives a good result if the teacher prepares a set of questions for the students on the whole topic, a part of it or a selected problem.

The brainstorming method can last 5-10 minutes depending on the solution of the problem. In this case, neither the teacher nor others are allowed to interfere with the answers given by the students, they are not allowed to express any opinions, and the results are not evaluated and points are not given. This rule is often violated automatically by the teacher, that is, he quickly corrects the wrong opinion expressed by the student. This situation stops students from thinking and undermines the brainstorming method used in the lesson. The goal: to get the student to express his opinion, even if it is wrong. After the teacher summarizes, each student will know whether the opinions expressed are correct or incorrect.

Students' thinking is guided and encouraged by the teacher. From time to time, thoughts are summarized.

After the ideas on the solution of the problem are formed, it is summarized for the last time and a clear idea is reached. After that, students compare their proposals, understand the correct and incorrect ideas and evaluate themselves. But the teacher is not allowed to grade or reprimand them.

BOOMERANG TECHNOLOGY

A sickle-shaped throwing weapon that allows the thrown object to return to the thrower is called a boomerang. The meaning of the boomerang method in education is that the problematic issue

or topic raised by the pedagogue returns to the teacher in oral or written form after being mastered by the students.

1. If there are 4 topics in the lesson plan, students in the auditorium will be divided into 4 groups. The first topic of the plan with the answers prepared by the teacher will be presented to each of the students of the first group. In this way, other topics in the plan will be distributed to the students of the groups with the appropriate number together with their answers. Students in each group study one topic presented to them with their answers according to the rules set by the teacher.

2. After that, 4 groups of students will be mixed and 4 groups of new composition will be formed. In each of these new groups, more than one student from each of the first 4 groups will be involved. As a result, there is an opportunity to learn the entire educational material as a whole team. It is important that students develop the skills and abilities to learn the educational material independently, work in cooperation, and explain what they know to others.

3. After completing the group study of the topic according to the rules set by the teacher, the students return to their original groups and the question-and-answer session begins. Based on the organization of the teacher, questions are asked by other groups to one team. One student chosen from the team writes down the scores of his partners, sums them up, and submits the results to the teacher. All groups are quizzed in this way. 3 points are given to the student who answered the question correctly, 2 points to the correct addition, 1 point to the correct replica, and 0 points to the one who did not express an opinion at all.

4. Each group creates one question on the topic and invites other groups to answer it. 3 points will be added to the total score of the team that answered correctly, and 0 points will be given to others. If no one can answer, if the team that created the question answers, 3 points will be added to their total score.

5. Now each student is given a pre-prepared test on the topic for evaluation. The results of the work of one group are checked by the students of the other group based on the prepared answers, and points are given according to the scale provided by the teacher.

6. The lesson is strengthened and summarized by the teacher with the participation of students. Teams and students are rewarded with scores and incentives. Assignments and tasks needed for the next lesson are formed.

Depending on the level of preparation of the students of the group, the size of the educational materials, ease or difficulty, if there is a shortage of time during the lesson, it is possible to skip the fourth stage. It is suitable for studying topics of different content and character (problematic, controversial, diverse content), includes oral and written forms of work, and during one session, each participant performs various tasks, takes turns in the role of student-student or teacher, gives an opportunity to collect the necessary points, aims to help students to work with various literature and texts in the course of the lesson, outside of the lesson, to keep the learned material in mind, to be able to speak, to express their opinion freely, and to be able to evaluate all students during one lesson.

FSMU TECHNOLOGY

This technology can be used to solve controversial issues, debates, or at the end of a seminar (to get the audience's thoughts about the seminar), or after a section of the curriculum has been

covered, because this technology encourages the audience to defend their opinion, think freely and express their own opinion. to pass on to others, to debate openly, as well as to analyze the knowledge acquired by students during the educational process, to evaluate the extent of their acquisition, and to teach the listeners the culture of debate.

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