

THE IMPORTANCE OF INTERACTIVE METHODS IN THE EDUCATIONAL PROCESS

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ABSTRACT

Today, students' education and the success of the educational process are dependent on the use of pedagogical technologies in industrialized countries, which encourages creative activity. Numerous experiences have been gained, and interactive approaches are organized based on these experiences.

Keywords: activity, approach, interactive method, education process, feedback, facilitator, interpersonal communication, self-assessment.

АННОТАЦИЯ

Сегодня образование студентов и успешность образовательного процесса зависят от использования педагогических технологий в промышленно развитых странах, что стимулирует творческую активность. Накоплен большой опыт, и на его основе организованы интерактивные подходы.

Ключевые слова: деятельность, подход, интерактивный метод, образовательный процесс, обратная связь, фасилитатор, межличностное общение, самооценка.

One of the requirements to organize modern education is a short time without excessive mental and physical effort to achieve high results. During a short period of time certain theoretical activity skill based on the delivery of knowledge to students and formation of skills, control of their activities, their assessment of the level of theoretical and practical knowledge acquired by high pedagogical skills from the teacher, in relation to the educational process requires a new approach.

Interactive education (English- "interact", Russian- "interactive"; "inter" - mutual, "act" - to act) - Students' knowledge, skills, competence and certain morals based on the organization of mutual movement on the way to mastering qualities education¹.

Interactive education is the best way to increase the effectiveness of education the type of education and the form of training recognized as an acceptable way is counted.

Accordingly, interactive teaching is the main part of the educational process between the participants - the teacher, the student and the group of students upcoming cooperation, heated debates, mutual exchange of ideas organized on the basis of opportunity, in which free thinking, to express personal views without hesitation, in problematic situations joint search for solutions, mastering educational materials creation of mutual closeness of students, mutual

¹ Valiyev A.N. Perspektivada pozitsion va metrik masalalar yechish modulini o'qitishda interaktiv metodlardan foydalanish (malakaviy ish). -Toshkent, 2019.

respect of "teacher-student group" their understanding and support, sincere attitude are characterized by being, achieving spiritual unity, etc.

Interactivity students' knowledge, skills, competence and specific mutual cooperation on the way to acquire moral qualities they have the ability to organize a based movement. Makes sense in terms of interactivity, first of all, of social entities conversation (dialogue), taking action based on mutual cooperation, activity represents going.

The main participants of the interactive method education process - that occurs between the teacher, the student and the group of students opportunity for cooperation, heated debates, exchange of ideas are organized on the basis of ownership, they have free thinking, personal to express his views without hesitation, to find solutions in problematic situations joint search, of students in mastering educational materials creating mutual closeness, —teacher - student – students mutual respect, understanding and their support, sincere attitude, spiritual unity characterized by such things as their achievements.

According to the essence of interactive education, the organization of the conversation in the form of "student-information and communication technologies" students information by independently and under the guidance of a teacher acquisition of knowledge, skills, and competences with the help of technologies means.

The use of modern interactive teaching methods in the educational process contributes to:

- Activation of cognitive activity;
- Development of skills of self-education and self-control;
- Increasing didactic learning opportunities;
- Development of informational thinking;
- Formation of information and communication competence;
- Achieving learning goals with the help of modern electronic teaching aids;
- Parity relations between the teacher and the student;
- Multilateral communication;
- Construction of students' knowledge;
- The use of self-assessment and feedback;
- Activation of students.

The most important task of the teacher in interactive technology is to guide the process of information exchange and help in it: identifying the diversity of points of view; appeal to the personal experience of the participants; activity support; combination of theory and practice; mutual enrichment of participants' experience; facilitating perception, assimilation, mutual understanding; encouragement of creativity.

Thus, the teacher takes on the function of a facilitator, which consists in the professional organization of the group work process, aimed at clarifying and achieving the group's goals. The teacher as a facilitator demonstrates his ability to initiate productive group activities by creating a comfortable microclimate in the group. The main qualities of a facilitator are the ability to openly express their own thoughts and experiences in interpersonal communication. It is important to emphasize that interactive learning requires the necessary methodological and psychological knowledge and skills from the teacher. For example, the ability to use techniques to include all participants in the discussion process, the ability to properly organize the space for joint educational activities, the ability to regulate the stages of work, etc.

There are lots of aims for learning in educational process. One of the goals of interactive learning is to create comfortable learning conditions, such that the student feels his success, his intellectual viability, which makes the entire learning process productive and effective. Interactive activity involves the organization and development of dialogue communication, which leads to interaction, mutual understanding, to a joint decision and adoption of the most common, but significant tasks for each participant.

Interactive pedagogical interaction is characterized by a high degree of intensity of communication of its participants, their communication, exchange of activities, change and diversity of their types, forms and techniques.

Forms of organizing interactive interaction:

- 1) Individual (each participant performs the task independently);
- 2) Steam room (the task is performed in pairs);
- 3) Group (the task is performed in subgroups);
- 4) Collective or frontal (all participants perform the task at the same time);
- 5) Planetary (a group of participants receives a common task, for example, to develop a project; it is divided into subgroups, each of which develops its own project, then voices its version of the project; after that, the best ideas that make up a common project are selected).

Currently, the most popular interactive educational methods are: "Keys-stadi" (or "O'quv keyslari"), "Blist-so'rov", "Modellashtirish", "Ijodiy ish", "Muammoli ta'lim", etc.

Actually, strategies are also imperative for teaching process. When distinguishing interactive educational strategies from the composition of interactive educational methods, the approach to organizing group work is based on the fact that, in a certain sense, it is compared to strategic planning. In fact, these strategies are more related to interactive educational methods, and there are no other differences between them.

Interactive graphic organizers: "Aqliy hujum", "Bumerang", "Galereya", "Zig-zag", "Zinama-zina", "Muzyorar", "Rotastiya" and b. The separation of interactive graphic organizers is based on the fact that the main ideas in such classes are expressed in written form in various graphic forms. In fact, working with these graphic organizers is more related to interactive educational methods, and there are no other differences between them.

Interactive educational methods are often used simultaneously with various forms of training technologies. The use of these methods increases the activity of training participants and improves the effectiveness of education.

Higher education institutions' distinctive approach to teaching includes methodologies and delivery techniques that not only dare to bring people together but also have the power to advance knowledge and create a framework for scientific inquiry. The issue of how to teach in higher education institutions arose as a result of the instruction provided in schools, academic lyceums, and vocational colleges. The issues of students' professional and personal preparation are significant and important because scholars involved in didactics at the core of higher education specific elements of the study process at institutions and they also limit the cognitive activity of students. In order to distinguish two categories of learning methods from one another, students' active, creative cognitive activity and their vocational training, which consists of their independent labor, wedge comes:

When it comes to knowledge transfer and directing students' scientific knowledge activities, teaching approaches are thought of as such.

Its goal is learning, and as students learn, the teacher develops strategies for influencing them. The formation of methodical and ideological-political ideas as well as the scientific cognitive activity of students who are expected to leave are characterized as learning techniques.

The subject of classifying instructional techniques in higher education institutions is still relevant. In higher education, generic didactic approaches to the classification of learning techniques are not hampered; rather, they are developed.

Based on the nature of their didactic tasks, these are the characteristics of the Ukuv process in the higher education system.

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