

THE USE OF INTERACTIVE METHODS IN TEACHING TECHNOLOGY

Yusufkhodjayeva Firdovuskhon Mukhtorovna

Associate Professor of the Department of Technological

Education and Library Science, QSU

email: firdavshonyusufhujaeva@gmail.com +99890-305-65-82

Abdumanonova Firuza Abdualievna

Lecturer of the Department of Information and Communication

Technology and Programming of the Tajik State University of Law,

Business and Politics in Tajikistan G. Khujand

Abdumanonova.firuza@mail.ru

ABSTRACT

This article discusses the importance, effectiveness, and practical application of interactive methods in teaching technology. In particular, the processes of independent thinking, teamwork, and knowledge consolidation of students using the “Sunflower” and “Zinama-zina” methods are analyzed. The issues of improving the quality of education through interactive methods, ensuring student activity, and developing professional competencies are important.

Keywords: Interactive methods, technological science, educational effectiveness, "Sunflower" method, "Step-by-step" method, independent thinking, pedagogical technology, teamwork, didactic approach.

INTRODUCTION

Innovative processes in the social and economic life of our Uzbekistan, in turn, require radical changes in the field of education, that is, the need for each teacher and specialist to effectively use interactive methods in their field arises. Therefore, the use of interactive methods in pedagogy is one of the current and promising issues of our time. One of the important goals of the educational policy implemented in our country is to educate the younger generation as well-rounded people. Of course, understanding a well-rounded person as a spiritually mature person who cares about the history, present and future of his homeland, as well as a burning desire to contribute to the economic development of society, corresponds to today's requirements. However, if we approach this concept analytically, we can realize how multifaceted, complex and comprehensively consistent it is with universal human values.

It can be said that the formation of a well-rounded person, his acquisition of a worthy profession, his valuable contribution to the development of society, his life, and through this, his manifestation of his identity in society, that is, his perfection as a person, are considered. The pursuit of perfection is a complex process that occurs in tandem with the professional formation of a person and lasts almost a lifetime. In a broad sense, professional formation is understood as a person's education in a particular profession in accordance with his mental abilities, physical capabilities, abilities in one or another field, interests and aspirations, as well as values and worldviews, subsequent entry into this field, adaptation, and finally, over the years, becoming a mature and qualified specialist.

Because, by using interactive methods in educating students, it is possible to increase the quality of teaching and achieve high efficiency, not being limited to traditional teaching methods. For this, teachers must have the skills to use interactive types of teaching in their lessons. When starting to study a new topic with students, the teacher always has a question: how to choose a method, what didactic materials should be used, what methods can effectively solve educational tasks? To achieve the pedagogical goals of each type of activity, the teacher must mobilize his intellectual potential, use advanced pedagogical experience, and finally, the choice of method must become a real 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 activity between the teacher and students change and alternate. Naturally, teaching methods are also compared according to these types of activities.

The choice of methods and methodological techniques in the preparation of a new topic by a teacher means balancing their mutual exchange 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 the lesson. Below we will consider the method of the day.

When using the day-to-day method, students are divided into small groups of 5-6.

1. The teacher poses one problem or one problem for each group on the topic being studied.

2. New topic to be covered: Technological repair tools for sewing machines.

Group 1: Types of auxiliary devices and tools for performing additional operations on sewing machines, principles of their use.

Group 2: Control of current repairs.

Group 3: Work performed during medium repairs.

Group 4: Work performed during major repairs.

Group 5: Autumn maintenance of equipment.

Group 6: Technical safety rules when working on sewing machines.

3. Groups are given 10 minutes to complete the task.

4. In accordance with the given task, each group creates a flower on the board based on the problem and its solutions, in which a circle is drawn in the center and flower petals are glued around it.

5. Within the specified time, students exchange ideas on the problems raised in teams or groups, and the ideas are written on the petals and placed in the "Flower" circle with the corresponding problem. After the task is completed, each group presents its work.

6. The group members familiarize themselves with the work of each small group and attach the questions and comments they have raised on the problem to the stem of the sunflower as leaves.

7. Each group answers the questions asked to it.

8. The teacher concludes the lesson after all the small groups have studied and discussed their work.

9. The task is to prepare news-oriented exhibitions on the topic.

Note: 1. The sunflower grows according to the number of ideas.

2. Each group will be given 6 minutes to express their thoughts and opinions on their work
3. The group that has the most petals on the sunflower and correctly explains the ideas on the petals will be evaluated.

Let's look at another such method, the step-by-step method.

The goal of this method is to teach students to think independently and logically, work as a team, research, synthesize their thoughts and create understanding from them, influence the team with their own ideas, and apply their knowledge to explain basic concepts.

Procedure for applying the method;

1. Depending on the number of students, they are divided into two groups.
Group 1; Question; Information about measuring the width and length of fabrics.
Group 2; Question; General information about detecting defects in fabrics.
 2. Students are introduced to the purpose of the activity and the procedure for conducting it. Each group is given a sheet of A-4 paper with a small topic on the left side.
 3. The teacher gives the group members the task of familiarizing themselves with the small topics written on the handout and writing down what they know based on this topic on a blank piece of paper using a felt-tip pen, together with the group members, and sets a specific time.
 4. Group members together express the subtopic given in the handout as fully as possible in writing or in the form of a picture.
 5. After completing the handout, one of the group members makes a presentation. During the presentation, the material prepared by the groups is necessarily logically posted on the board (in a step-by-step manner).
 6. The teacher evaluates the answers given by the groups or the prepared materials by commenting on them. Finally, we conclude the training session.
- When training is conducted in this way, it teaches learners to make independent decisions and to remember the topic discussed, expressing them in writing or in visual form.

CONCLUSION

In conclusion, the use of interactive methods in teaching technology significantly improves the learning process of students. Such methods increase the activity of students, teach them to think independently and logically, and develop teamwork skills. In particular, through methods such as "Sunflower" and "Zinama-zina", students develop the skills of freely expressing their thoughts, analyzing problems and finding solutions. As a result, the educational process is organized more interesting, meaningful and effective.

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