

Some are used in the educational process interactive methods

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Interactive methods used in the educational process are an effective means of attracting students' attention and active participation. They allow students to not only acquire knowledge, but also to apply it in practice, develop critical thinking and problem-solving skills.

One of the most popular interactive methods is working in a group. Students are divided into small groups and work together to solve a problem or project. It allows you to develop communication skills, share experiences and ideas, and encourage interaction and cooperation.

Another interactive method is game activity. Games can be used to reinforce material, test knowledge, or develop specific skills. They create an environment of fun and activity that contributes to better learning of the educational material.

Interactive presentations and webinars are also actively used in the educational process. This allows students not only to listen to lectures, but also to actively communicate with the teacher, ask questions, discuss the topic and even make their own presentations.

In addition, there are other interactive methods such as role-playing games, debates, experiments, etc. All of them are aimed at making education more active, interesting and effective.

In the educational process, various interactive methods are used that actively involve students in the learning process, help them learn the material better and develop basic competencies. Some of these methods are:

Work in small groups. In order to activate the students, attention is paid to studying the educational material or managing the assigned task by dividing them into small groups. When the method is used, the student will have the opportunity to work in small groups, actively participate in the lesson, take the role of leader, learn from each other, appreciate different points of view. The time is chosen. Because the pedagogue can attract and evaluate all students at the same time.

Roundtable discussion. It is a method of teaching in which students express their opinions on a given problem or question around a round table. Tables and chairs should be placed in a circle. This helps each student make eye contact with each other. There are oral and written forms of roundtable discussion. In the oral discussion, the pedagogue introduces the topic and asks the students to express their opinions on this question. This helps students to think independently and develop speech culture. The structure of the round-table discussion method is as follows: the conditions for conducting the discussion are introduced; envelopes and answer sheets are distributed; questions are written in envelopes; the envelope is passed to the student next to him; answers to questions are written; evaluated and analyzed. Through this method,

students can express their knowledge on the given topic in a short and clear way.

A problematic situation. This is a method aimed at forming students' skills in analyzing the causes and consequences of problem situations and finding their solutions. In this, students learn to think independently, analyze the causes and consequences of a problem, and find its solution. The stages of the problem situation method are as follows: the pedagogue chooses a problem situation on the topic, determines the goals and tasks, describes the problem; introduces the purpose, tasks and conditions of the assignment; divides into small groups; groups study the problem situation, determine the cause of the problem; each group makes a presentation, then the same ideas are collected; they discuss and analyze different possibilities for solving the problem, develop solutions; small groups make a presentation on the solution to the problem situation and offer their options; after the presentation, the same solutions are collected, the most optimal situations of solution paths are selected.

I know/ I want to know/ I know (B/B/B) . One of the methods of interactive reading and mastering of the text is performed in the form of a table and is used as follows: a topic is announced to students. In this regard, they write the information they know in the "I know" part of the table, and what other information they want to know about the subject, in the "I want to know" part of the table. Then, they are given a text related to the topic. They learn the text independently in microgroups and fill in the "Known" part of the table. The leader (representative) of each microgroup presents structured tables. All parts of the table are compared.

Debate. Arranging lessons based on debates is to convince students of the correctness of their approach to solving a problem. Debating is effective in developing the skills to express one's opinion clearly and logically, and for this to find convincing arguments and conclusions. They develop a sense of confidence in students that they have the ability to influence social change. Procedure for holding debates: the pedagogue and debate participants take their seats in the audience. The teacher briefly describes the discussion topic and both resolution options, sets the time for the speakers. The teacher first gives the floor to the first of those who apply the resolution and is asked to state constructive arguments. The teacher gives the floor to the first group of students who apply the resolution, and he justifies his opinion with sufficient arguments. The teacher gives the floor to the second student of the first group, then the second student of the second group expresses their thoughts on the resolution. At the next stage, each student is given the opportunity to refute the arguments of the opposing side and respond to their criticism . At this stage, the teacher explains the reasons for taking this or that position in relation to the resolution. Student views can be challenging, thought-provoking, and surprisingly expressive. At the end of the lesson, students should evaluate the consequences of the introduction of the resolution adopted by the opposing party.

Debate. Students are provided with comprehensive information on a specific problem, the students "attack" the topic chosen for discussion and, as a result, thoroughly study the information related to the problem. The procedure is as follows: the leader of the discussion chooses the topic in advance and invites the students. The leader gives the students the task of "brainstorming" and explains its rules: the leader appoints a secretary and he writes down all the ideas that arise.

If someone violates the rules of brainstorming, the moderator immediately intervenes in the discussion. The presenter announces a short break for the participants to "sharpen" their critical thinking. Then the second stage begins. "Brainstorming" students are grouped and reinforce the ideas they expressed in the first stage. The ideas are grouped by group, the authors begin to analyze them, and as a result, only the ideas related to the solution of the problem are isolated. The moderator ends the discussion.

Project. It involves students individually or in groups collecting information on a topic, conducting research, and carrying out implementation work for a specified period of time. Students participate in the processes of planning, decision making, implementation, delivery, conclusion and evaluation of results. In order to apply the "Project Method", the teacher should develop tasks, include the project work in the lesson plan, adapt the task to the students' capabilities, introduce them to the project work, monitor the process and ensure that they can complete the task independently.

Reference text. It is a method in which students independently perform the tasks of information gathering, planning, and implementation using guiding questions. It is used more in training practice classes. The transfer steps are the same as the "Project Method" steps. During the stages of data collection, planning, implementation and verification, students work independently. Students are given written documents prepared by the pedagogue at the initial stages. Such documents include technical drawings, tables, questions, handouts, assignments, assessment sheet, etc.

Charxpalak. This method mainly reflects the relationship between the student and the teacher. Procedure: a handout is distributed: it lists thirty activities. The pedagogue determines which management method these actions correspond to (authoritarian, democratic, liberal). A "+" sign is placed on the identified answer. After all activities are marked, the teacher will mark the left side of the handout. The handout is collected group by group and distributed to the next group: if the answer marked by a member of the previous group is the same as yours, no mark is given. If you are not satisfied with your answer, you will mark " " in the answer that suits you. The handout is collected again in groups and distributed to the next group: the previous situation is repeated again. This time you put a "-" sign in your answer. The handout is collected again in groups and distributed to the next group: the previous situation is repeated again. This time you mark yourself with a "Z" in your answer. All group materials are collected by the trainer and distributed to their owners: correct answers are read by the trainer. If your answers match the correct answer, you can circle the "+" sign.

Interactive methods for developing writing skills. It plays an important role in the development of the student's thinking ability. Recording informal thoughts and images allows you to keep them in memory until they are fully considered and express them more clearly. There are the following ways to develop written speech.

Essay is a French experiment, a preliminary project, a person's first independent free opinion expressed in writing on a topic. In this, the student freely expresses his impressions, ideas and views on the subject.

Technical dictation - some words, formulas, and ideas in the technical text are dictated (or played on a tape recorder). Students find and write the answers to each blank. Technical dictation is recommended for all subjects.

Review is a positive or negative evaluation of the read text. When writing a review, it is necessary to pay attention to the following: the person who has read the review text should have a statement of his personal opinion about it; the review text should show the aspects of the personal experience of the student who read it and be objective; The review is the first step in communicating with the author. Portfolio - there are several types, and the portfolio in the educational process is kept for each student from a certain subject during the course, semester. It summarizes the student's assessment types: current, intermediate, and independent assignments, as well as the change points assigned to them in time.

Insert. Insert (Interactive Nothing System For Effective Reading and Thinking) - is used for independent reading and mastering of educational material. Its content is to compare the beginning of each line of the text with previously acquired knowledge and experiences during the reading process and reflect the result by placing special symbols on the left edge of the page. It serves to determine the possession of certain concepts of the students on the subject and to form the skills of an analytical approach to the text. It is done as follows: small groups are formed and they are named. Each group is asked to give two ideas about the topic. Students take turns to express their opinions. The expressed ideas are written on the blackboard. Then the pedagogue distributes the text explaining the essence of the new topic to the groups. After getting acquainted with the text, the groups determine to what extent the text and the ideas expressed by themselves correspond to each other. Group members express their personal views and the number of special characters is summarized. Leaders are determined. Leaders introduce the team to the results of the group. The views of the groups are summarized and a final conclusion is drawn. When applying this method, students organize the following activities: 1. When the text is compared with the opinions expressed by the groups: 2. When studying the results of the groups after the report of the leaders: The method helps students to form the skills of logical thinking, working on personal mistakes.

Case stadium. A case is a description of a specific problem situation that occurs in production. The case method is a method of analyzing and solving production issues in classes, in which students are invited to think about a real-life situation, and the statement of this situation not only expresses a practical issue, but also the educational material that needs to be mastered in the process of solving the problem. In the process of applying the case method, in order to teach students to analyze the situation, the situation can be described in the following order: problematic (the content of the problem is created in such a way that it requires the separation of a complex of problematic situations and is selected according to their types and methods of solution); systematic (determining the descriptions and tasks of the composition of situations); causal (determining the causes that caused the situation); recommendation letter (determining the reasons that caused the situation); program-targeted (developing a program of events for current

situations); diagnostic (diagnosing the content of activity in the situation, modeling it).

Cluster. The cluster method helps to create an environment for students to think freely and openly about optional problems and freely express their personal opinions. This requires identifying a structure that allows thinking about the connections between different ideas. The cluster method is considered a form of non-objective thinking. It serves to ensure that the activity of thinking is uniform until a specific topic is thoroughly mastered by students. The method can be used with students individually or in groups. It creates an opportunity to generalize the ideas put forward and find connections between them. When using the cluster method, it is necessary to observe the following conditions: write down what you think; to simply write down your thoughts without thinking about their quality; ignore spelling and other aspects of your writing; do not stop writing until the specified time is over; if you can't think of an idea for a certain period, then start drawing something on paper, continue this action until a new idea is born; try to put forward as many new ideas as possible within the framework of a certain concept and show the interrelationship between ideas; the quality of the set of ideas and not limiting the showing of connections between them.

Sinkwain . It is used to fully understand the studied material. Cinquain is a unique five-line, unrhymed poem in French, in which information about the concept being studied (event, event, topic) is spread, expressed with the word, with, in different variants and from different points of view. The rule of composition of synquain is as follows: in the first line, the subject (task) is represented by one word, usually a noun? (Who? What?). Two adjectives related to the subject are written in the second line. (How? How?). In the third line, the action within the subject (the meaning of the function-task) is expressed by three words (verbs). In the fourth line, write a four-word idea about the topic. One word (synonym) that repeats the essence of the topic and has a similar meaning is written in the last line.

After all, the use of interactive methods makes it possible to create an educational environment that encourages students to engage in independent activities, develops their creativity and abilities, and also helps to better understand and remember the educational material.

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