

# Application Of Interactive Methods In The Theory And Methodology Of Physical Education

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**Abstract:** *The article scientifically substantiates the use of interactive methods in the theory and methodology of physical education. It is advisable to construct the stages of the didactic process in a certain sequence, to organize the cognitive activity of students using selected teaching methods in accordance with the goals set for the subject. Teaching methods, by their nature and content, belong to one or another classification based on a certain pedagogical theory. Thinking about their effectiveness, society should introduce in schools (vocational colleges, higher education institutions) a principle that ensures the joint activities of a teacher and a student who are able to monitor the learning process and purposefully direct it. take into account the degree of achievement of the goal.*

**Keywords —** physical education, interactive methods, student, puzzle, consciousness, instructiveness, scientific character, principle of thorough assimilation.

## Introduction:

The principle of correspondence of education to the age and level of knowledge of students: the content of educational material, the nature of its volume, level of knowledge, physical development, scientific level, capabilities of students; “go from simple to complex”; given that the material is too easy, it will turn off students' interest; on the contrary, if it is difficult, it is difficult to solve and solve the given examples and problems, it will cause students to feel less confident in their abilities; “movement from the known to the unknown” and “movement from simple to complex” [1, p. 171-172].

Teaching methods should be chosen properly according to the nature of the teaching material. The sustainability of the acquisition of knowledge, skills and competencies is achieved primarily through the implementation of learning rules: clarity, consistency, consistency, connection between theory and practice, learning, awareness and activity of students [2, 13-14-pp].

Special principles of training:

a) the principle of transition to universality and individuality;

b) critical thinking

c) independent thinking,

d) analysis, synthesis,

e) historicity, rationality,

f) observation, generalization,

The unity of the general and the private, the unity of education and upbringing.

Didactics is a branch of pedagogy that develops the theory of education and training. Didactics is a Greek word derived from the words “teaching”, “teacher”, and the literal translation “didactics” means the theory of education. This ensures coherence and unity of education [3, p. 254-256].

The basic principles of forming the content of education in the theory of spirituality are the following:

1. The principle of compatibility of educational content with society, science, culture and personality. This principle provides for the inclusion in the content of education of the necessary knowledge, skills and abilities, as well as knowledge that reflects the current level of development of society, culture and individual capabilities.

2. The principle of unity of the content-procedural side of learning. This principle reflects the unity of specific characteristics of the educational process, principles, technologies for their implementation and the level of knowledge acquisition.

3. The principle of uniformity of the structure of educational content at different levels. Its formation requires the coordination of such parts as theoretical imagination, educational subjects, educational materials and the personality of the student.

4. The principle of humanization of the content of education. This principle requires the creation of conditions for the active creative and practical development of universal human culture, its spiritual needs and abilities.

5. The principle of validity of educational content. This requires the integration of humanities and natural sciences, the establishment of coherence and interdisciplinary connections.

6. The principle of correspondence of the main components of the content of education to the structure of the internal (basic) culture of the individual. The practical component of the content of education includes the formation of qualifications and skills. There are external or practical, internal or intellectual qualifications and skills. Qualifications and skills can be common to all academic subjects, as well as specific and characteristic of each academic subject. Qualifications and skills form the basis of a particular type of activity. We can note cognitive, labor, artistic, social, value-oriented and communicative types of activities. Experience of creative activity. It manifests itself in a willingness to solve new problems and creatively recreate reality. Experience of personal relationships. This justification (motivation) consists

of a system of relations of evaluation, emotionality, and volition. This experience manifests itself in an assessment of the world, reality and people. Therefore, every student should know the following didactic principles of teaching the basics of spirituality [6, p. 154]:

- A) The principle of consciousness;
- B) The principle of orientation;
- B) Scientific principle;
- D) Consistency – the principle of consistency;
- D) The principle of careful mastering and hakazo.

One of the main didactic goals in the methodology of teaching the science of spirituality is to achieve complete mastery of the science by the student.

Of course, each lesson has different didactic goals. One of them is the main goal, which is called the main didactic goal of the lesson. The purpose of each individual lesson determines the purpose of the lesson system and, with its help, reveals the content of the taught subject [7, p. 276-279].

In the first case, this is the introduction of new concepts, in the second case, the expansion and deepening of the introduced concept, in the third case, the formation of certain skills and abilities, in the fourth case, testing knowledge, skills, etc. is ready. Some of the above questions may be covered in each lesson. Repetition involves reorganizing previously learned lessons, thereby testing knowledge. The presentation of new material is always accompanied by exercises. So, in conclusion, it should be said that each science determines the laws for the study of objective reality.

Didactic laws study the unity of teaching and learning and their relationship. Didactic principles are a methodological reflection of perceived didactic patterns: this is a body of knowledge about the purpose, essence, content and structure of training in a form that does not interfere with its use as a permanent norm of practice. So, the didactic laws of the methodology for teaching the science of the fundamentals of spirituality, as the basic rules necessary for organizing and planning the educational process, are in accordance with the system of didactic principles. Didactics of teaching spirituality involves the following principles [8, p. 197-200]:

- the purpose of education in accordance with the requirements of society;
- objective patterns of learning;
- specific conditions of the educational process;
- independent study – ensuring high activity of students in cognitive activity. For the lesson to be successful, the teacher must clearly understand the lesson flow chart. Or teaching methods is a concept directly related to educational practice. “The teaching method initially exists in the teacher’s mind in the form of a generalized project of activity. This project is introduced into practice at the level of interaction between teacher and student activities, as a set of specific actions, actions or methods of teaching and learning. There are many other manifestations of the method, since in general the teaching method expresses a didactic model of activity.

As an example, consider the game “Azhurli-arra”. The “Azhurli-arra” method includes the following stages in terms of wear:

1. Dividing the task: The task and text material are divided into several main parts (or topics).
2. Primary groups. Participants in each group will receive a chosen topic and become experts.
3. Expert groups. Students who have assignments on a particular topic join an expert group to discuss the topic and plan for others to learn.
4. Primary groups. Students return to their main groups and teach what they learned in the expert groups.

Note: In order to clarify the meaning of the word “Saw”, it is necessary to clarify some recommendations.

1. With this approach to the learning process, students have the opportunity to work together and absorb a large amount of information in a short time.

2. In order to prepare students for lessons on complex topics, the teacher prepares a separate information package for each of them in advance. At home there should be information from the textbook, in addition from newspapers and magazines.

3. Each student participates in 2 groups: first he joins the “home” (main) group, and then he joins the “expert” group and independently studies the educational elements. To quickly analyze the game of the expert group, it is better to write down information on each topic in the information packets received by the students on paper of the same color or color in the corner of the paper with a colored pencil.

4. Each group can have from 3 to 5 people (depending on the number of students). Every student should find out who is “at home” and where they can meet again.

5. The teacher invites students to join a group based on colorful assignments and they become experts on certain topics. For example, it is decided that the “reds” meet at the back of the class, and the “blues” in the school corridor. Each expert group must have at least 3 students.

6. An information packet is distributed to the groups. Each group should be given a set of different materials, read them, discuss them, and become experts on the information. Students should be given enough time to become “experts” on the course materials. For this, if the materials are complex and large, an entire river may be required.

7. Students are given tasks at their discretion:
- carefully study and discuss the package materials;
  - question each other and make sure each of you understands the course material;
  - Focus on the learning elements of the material, considering whether it needs to be taught to your home group.

8. Students are asked to return to their “homes.” Everyone passes information to their “home” group. In the “home” group, without a doubt, there should be one student from the expert group. The student must take responsibility for teaching the material he has learned to students in his group. This process may take another hour depending on the need to master the course material.

Method of analysis. This includes the following components: the ability to transform data into information; understanding information; be able to distinguish important signs and relationships between the known and the unknown; division into elements and finding the original structural unit; be able to understand and explain and synthesize connections (between elements or components) [9, p. 472]. For example: Arabic proverb “You said - I believed, you repeated - I doubted, you swore - I knew it was a lie.” Analyze the proverb according to its logical and spiritual content. Also, materials related to this topic were widely studied in the scientific research of G.K. Masharipova [10, p. 812-816; 11, 16-19-bb.; 12b p. 15-17].

Chinese proverb: “Give a man a fish and he will eat for a day, teach him to fish and he will eat for a lifetime.”

According to S.I. Povarnina, “a work read for the first time arouses great interest in us due to its novelty, we are interested in the fable... When re-reading, this interest disappears, instead we pay attention to other, relatively important aspects, we begin to pay attention. The real feeling and understanding of the work occurs only when re-reading.

G. Aulbekova “Interest arises through an intellectual-cognitive motive. It is the professional duty of a teacher to support such a motive.” Regardless of the stage of training, during lectures and conversations the teacher should refrain from telling the content of the work.

The famous Russian methodologist A.D. As Alferov says: “We consider the description of the content of literary works in textbooks to be non-pedagogical work; ...such a statement can never force the writer to satisfy his own efforts; moreover, it deprives the reader of the need to turn to the original source (after all, he knows the content of the work - yes!), and deprives the reader of the opportunity to feel the creative influence in his body.” According to the observations of methodological scientists: a 2-year-old child can consume 30-100, a 4-year-old 1000-4000, a 6-7 year old 3000-7000, a 10-11 year old 6000- 12000, 16-17 years old 15000-25000 words.

**Conclusion:** The use of interactive methods by students in seminar classes made it possible to develop a system of consistent use based on the developed program for organizing and conducting seminar classes;

During the seminar, students had the opportunity to freely express their opinions, critically perceive information, and work in a team. Students learned to strengthen their position, defend their opinion, and most importantly, deeply understood the specifics of new technologies for teaching physical education. This affected their independent and creative activities.

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