THE MAIN ROLE OF INTERACTIVE METHODS AND THEIR USAGE

Bakhronova Mahliyo Akhmedovna

Teacher, English Department,

'Tashkent Institute of Irrigation and Agricultural Mechanization Engineers'

National Research University, Tashkent, Uzbekistan

e-mail: makhliyo_0787@yahoo.com

Abstract

The aim of the research is to explain the importance of interactive methods used to effectively organize the lesson and equally involve students in the learning process, as well as to cover the most commonly used training and problem-solving methods and their applications.

Keywords

Interactive teaching methods, round table, business games, Selective discussion (training), problem-solving solutions, tasks.

INTRODUCTION

The pedagogical and philological cycle of sciences currently being developed in Uzbekistan is faced with the tasks of intensifying the search for the foundations of new didactics, vocabulary, text theory, translation studies, etc[1]. In this regard, the President of the Republic of Uzbekistan I.A. Karimov posed such an extremely important problem at the ninth session of the Oliy Majlis of the Republic of Uzbekistan (August 29, 1997): "We need to quickly prepare a methodology for accelerating the study of foreign languages, based on national features[2]

---

[1] "National Program of Personnel Training" T., 1997

[2] I.A.Karimov. O'zbekiston buyuk kelajak sari. T. 1998 yil. B 312

(I.A.Karimov. O'zbekiston buyuk kelajak sari. T. 1998 yil. B 312).

In order to comprehensively resolve such a major problem, it is necessary to intensify research in priority areas of philology and pedagogy. In linguistics, the issue of occasional words as a special topic began to be paid attention relatively recently, obviously due to the anomalous nature of this phenomenon, although various authors' word usage has always attracted the attention of researchers. Teaching based on attitudes and movements of learning activities is called this interactive teaching method. An important role is played by the student and the teacher, who do not read as a separate subject, but work together with the group, discuss and discuss issues with each other.

METHODS

In the research process, we used analysis, synthesis methods (in order to highlight the importance of using interactive methods in the organization of lessons and to identify the most effective and therefore widely used types of newly introduced interactive methods). We also use the classification method (to explain the importance and types of interactive methods introduced and recommended by scientists in the examples and the lessons and tasks that need to be considered in the lesson), the system method (research materials to for plash). Induction and deduction methods have also been used in part.

RESULTS

Also known as interactive methods, they are methods of teaching by encouraging students[3] and participants in the learning process to be active, we will learn more about two of them.

Method of training

Another method of interactive teaching students is **training**. As this new method of teaching, we did not know about it for a long time, yet in the West it was

---

[3] Akbarova Sh. A. "Interactive Method of Teaching" article, 2018//

organized in small groups in order to directly carry out methodological work and spread as a method of organizing special attitudes[4]. It is not a new way of teaching many sciences, and it is not even now. Indeed, in some higher education institutions, training in the teaching of social sciences has begun to be used to shape the processes of collaborative activity in practical training. It is instructive in the various situations that arise in training groups and in this sense is seen as a completely real situation for students and they must act responsibly on the outcome of their activities. A sense of responsibility is especially important when starting an activity. Not only should he be able to move forward on his own, which is helpful in individual teaching, even in the free discussion of group teaching, but moving forward with group partners is the key to the success of every action - the success of the whole group activity.

This aspect of training is similar to business games in that participants require a strong sense of responsibility from each other, but the difference between the teaching methods is obvious, one of which is control, the work is based on theory, the principle is It serves to teach practical application, as well as to study theory in practice.

The use of group training in the teaching of social sciences is not in vain, because the whole structure of theoretical laws is devoted to intergroup and intra-group relations, it is difficult to better understand and master them in the group form of practical training, because the theoretical state of science is studied. In other methods, especially in higher education institutions, which are formed in the form of lectures, the teaching of sciences in the traditional academic way and the practical application of methodological technologies in students in the same academic knowledge does not fully meet modern requirements. Owners of line

---

[4] Badmayev M. Methods of teaching psychology. M. "Vlados" 2001

professions should pay special attention to the organizational components when working with the method of training, especially in military academies. Regular use of the training method does not always fit into the plan. And this can be explained by the following situations:

- Training on this method is a difficult process and time consuming;

- It is always a difficult process for a teacher to understand which problems of social science should be brought to group training[5].

Although the first reason may seem insignificant at first glance, in practice it can be overcome by naming it with the topic and problem of training, which is now more common. In such academic departments or highly qualified institutes, the student audience will hear slogans of the student or student community on the topic of community, "Mutual understanding", "Communication without conflicts", "How to resolve conflict", "Me and the team" and so on. trainings intellectual training on the process of speech and its manifestation through the development of thinking, collaboration of individuals in the group, etc. The following preparation process is available for the training method:

• work on the training plan;

• work with students to ensure their active participation in the search for a solution to the problem (usually related to asking questions in advance on the topic);

• The teacher works on himself, how he is in his training

thinks to behave;

• how to ask questions and how to respond to discussions;

• dramatizing the disputed situation or arranging an agreement between the parties;

---

[5] Abdukodirov AA, Ishmukhamedov R., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions) .- T .: Iste'dod, 2008.-180 pages.

• anticipating situations in which group members may or may not be able to answer questions;

• Understand when and how the group will react to a wrong decision and what general conclusions should be drawn;

• how student activity will be assessed during the training;

• Proper distribution of roles, and awarding the most active participant in the training with a prize (evaluation with good grades)[6].

The method of training is, in simple terms, the exercise is not to acquire any skills, but to improve the skills of students through the establishment of active social relations, goal-oriented and the formation of groups as an object of social science. unit method. The importance of group training as a method of teaching is a factor that transforms students into such a collaborative activity model in which a group of ordinary students has the appearance of a social process[7]. Therefore, social training can be considered as an aid in socially practical teaching formed in theory. If the business method is to teach practical activities arising from theory, the training is explained by the fact that it focuses on teaching theory based on practical situations.

Method of problem-solving solutions

The most common of the interactive methods, and one of the most widely used in the modern educational process, is the "**problem-solving game method**"[8]. There

---

[6] Abdukodirov AA, Ishmukhamedov R., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions)- T .: Iste'dod, 2008.-180 pages.

[7] Turdiev N.SH., Asadov YU.M., Akbarova S.N., Temirov D.SH. Educational technologies aimed at developing students' competencies in the general secondary education system. // Textbook. (Part I). Tashkent, 2015. - 160 b; B. 5-6 b.

[8] Khaydarov F., N. Khalilova "Methods of teaching psychology". Aloqachi 2007

are similarities between this method and the business game method, in which students were given critical images of professionals in a specific subject, and students were able to solve problems with critical analysis by accessing these images. The "Problem Situation Game" is selected based on the lesson plan topic and divides the participants into groups, and they are given specific problem situations in the form of questions in order to reinforce the topic-based terminology and develop their knowledge in terms of thinking. The group participants analyze the question together and distribute the images independently, emphasizing the speech activity and responding by showing the solution of the situation through the roles through the images. For example, in the process of learning foreign languages, one of the social sciences, military students learn military terms in English, the terms are structured on the same topic, and the analysis is explained on the basis of real events. Through this game, students will be able to understand these terms in their minds and solve problems that may occur in social life, as well as problems related to the military and their behaviour, skilfully discovered by the teacher, using the same topics and terms studied. Using it in speech activities through live performances and role-playing helps students to form in their minds the knowledge they have learned about the subject. And because it is an interactive method, it encourages them to be highly active, and even a passive student in the class will make a purposeful effort to voluntarily lead the group. Such activity is based not only on physical and verbal movements, but also has a positive effect on the speed of mental movement in the process of analyzing problems quickly.

DISCUSSION

All time, any psychological and pedagogical factors[9] influenced by such essential

---

[9] Khaydarov F., N. Khalilova "Methods of teaching psychology". Aloqachi 2007

factors encourage one to express an opinion that is similar, close, or, conversely, completely opposite to that expressed by others. Such lessons require a lot of creativity and activity from the teacher. A lesson in the form of telling what they have read from a book that is known in advance or that requires a lot of creativity and activity is passive. These are described as the traditional method. However, the interactive method, which is an unusual method, has a particularly good effect not only in education but also in upbringing. It indicates the participation of the teacher in the student competition may vary. But in any case, he should not let himself down. It is best to manage a well-thought-out debate in a way that requires productive thinking, a creative quest to find a solution, by asking problematic questions. The teacher expresses an opinion from his or her point of view, only by proving by drawing conclusions from the students 'opinion and refuting erroneous ideas. In this way, the debate can be asked not only intellectual content - knowledge, but also theoretical questions. In addition, the teacher can create productive activities in collaboration with students, transforming learning activities into an educational process with their impact on the individuality of students.

CONCLUSION

When thinking about interactive teaching methods in the modern and effective organization of the lesson, teachers should always keep in mind that the teaching methods discussed above are expressed with specific examples and evidence. In addition, the use of these methods in the classroom allows students to consciously and effectively acquire knowledge, skills and abilities, as well as to have factors that increase team activity.

REFERENCES

1. "National Program of Personnel Training" T., 1997

2. Abdukodirov AA, Ishmukhamedov R., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions).- T .: Iste'dod, 2008.-180 pages.

3. Akbarova Sh. A. "Interactive Method of Teaching" article, 2018// http://manzura90.zn.uz/interfaol-metodlar/

4. Badmayev M. Methods of teaching psychology. M. "Vlados" 2001

5. Bakhronova M.A. and others. "Peculiarities of using game activities for raising students' socio-cultural competence" Webology, Volume 19, Number 1, January, 2022

6. I.A.Karimov. O'zbekiston buyuk kelajak sari. T. 1998 yil. B 312

7. Jalolov, J.J. and Bakhronova M.A. "On Using Background Knowledge in Teaching/ Learning Foreign Language", Pindus Journal of Culture, Literature and ELT (PJCLE), Spain, Volume 2, Issue 2, February 2022, Pages 1-5.

8. Khaydarov F., N. Khalilova "Methods of teaching psychology". Aloqachi, 2007

9. Law of the Republic of Uzbekistan "On Education" T., 1992

10. Turdiev N.SH., Asadov YU.M., Akbarova S.N., Temirov D.SH. Educational technologies aimed at developing students' competencies in the general secondary education system. // Textbook. (Part I). Tashkent, 2015. - 160 b; B. 5-6 b.