

USING INTERACTIVE METHODS IN TEACHING FUTURE ELEMENTARY SCHOOL STUDENTS

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Abstract: *This article discusses the issues of training future primary school teachers in interactivity.*

Keywords: *method, interactive method, learning activity, process, style, integration.*

Although the idea of using interactive methods in the educational process was scientifically based in the 14th century, it entered the educational process and began to be used by advanced teachers in the 70s of the 20th century.

The idea of organizing the educational process on the basis of pair or group teaching was put forward in the 12th century, and at the end of the 20th century, this idea formed the basis for the formation of the following model: knowledge-experience-learner.

The educational paradigm that reflects the essence of this model is called group learning, which serves to increase self-awareness of learners within the framework of their educational activities, achieve effective time management, increase the quality and quantity of feedback, improve the quality of didactic materials, expand the self-management system, implement a developmental educational paradigm, design the content of new courses, improve the curriculum, expand the learning opportunities of the subjects of the educational process, and also use convenient tools to assess their performance.

What are the characteristics of interactive teaching? If we look for an answer to the question, in this system, the regular joint activities of the professor-teacher and the student play an important role. Because each student has his own unique capabilities and needs.

In the process of interactive teaching, students interact physically, socially, and with the content of the education being studied. All three of these forms of activity participate in the educational process in various ways. In particular: physical - students change their workplaces, sit in different places, communicate, write, listen, draw, and engage in creative activities; social - ask questions, give answers, and exchange ideas; cognitive - make changes to the ideas expressed by professors and teachers, supplement them, independently find solutions to problems, and become a source of professional experience.

The following can be indicated as components of the interactive learning process: the content of the subject; the formation of the educational effect; the educational activity of students; control of the educational activity of students; assessment of the results of the educational activity of students; feedback, etc.

The components of this system are closely interconnected. They cannot exist independently of each other. Therefore, all components of interactive learning should be analyzed in their interrelation.

The formation of the effect on students is carried out in accordance with the theoretical materials within a particular subject. The educational effect is created using the description of new educational material.

Students' learning activities are strengthened in the process of their perception, memorization, reflection on educational materials, and application of their knowledge in practical activities.

A distinctive feature of the interactive learning process is that students' learning activities are self-controlled in this system. The results of the control are taken into account when assessing the level of students' knowledge. On this basis, feedback influences the effective implementation of the next learning activity. Thus, another distinctive feature of interactive learning is the possibility of quickly making corrections to students' activities through feedback in the process of a particular learning activity. This is, first of all, directly related to the level of knowledge of a particular student, the mistakes he made, and his needs.

As is known, in the traditional educational process, professors and teachers did not have the opportunity to control the level of knowledge of each student. The interactive teaching process allows professors and teachers to quickly manage the learning activities of students.

In the interactive teaching process, the traditional authoritarian style changes. As a result, professors and teachers take on the role of consultants. The tasks of this process are to create favorable conditions for students to express themselves, to open up a wide range of opportunities for students to take the initiative, to provide opportunities for independent problem solving, and to create the necessary material and technical base for collecting new information.

By using technologies that are compatible with the interactive teaching process, it is possible to encourage students to be creative, and to distinguish organizational, content-related, process-oriented, and guiding situations in the teaching process. Each of these situations corresponds to specific ideas. The initial aspect of the teaching process is content-based generalizations, coordination of teaching materials, integration of teaching subjects, and strengthening didactic units.

Another characteristic of interactive teaching methods is the creation of goodwill, solidarity, emotional and spiritual commonality in the relationships between students. In this case, as a result of the use of interactive methods, students appear as equal participants in the process of perception, and their experience serves as a source of educational and cognitive activity. In this process, professors and teachers do not provide students with ready-made knowledge, but encourage them to seek it independently.

In particular, the activity of the professor and teacher is replaced by the activity of students. The task of educators is to encourage students to take the initiative. Professors and teachers act as subjects who provide information to students and consultants who help them.

In this regard, the question arises: do interactive methods have a commonality? It should be noted that interactive teaching methods can never replace lectures. However, they create an opportunity for the successful mastering of lecture materials, and in this process serve to form thinking, attitude, and behavioral skills in students.

From this point of view, interactive teaching methods have the following priority aspects in increasing the effectiveness of the educational process: they arouse interest in students in the learning process; they encourage the active participation of each student in the learning process; they affect the emotions of each student; they create an opportunity for students to effectively master educational materials; they have a multifaceted impact on students; they allow for feedback; they form thoughts, attitudes, and creative activity experiences in students; they form life and professional skills in students, and they create opportunities for changing students' behavior.

In conclusion, based on the above considerations, it can be said that interactive learning is a special form of organizing and developing students' cognitive activity. The joint activities of students in the learning process allow them to contribute to the assimilation of educational material. They exchange knowledge, ideas, and methods of action with each other. Such learning activities are carried out in an atmosphere of mutual goodwill and create a favorable pedagogical situation for students to master new knowledge. As a result, they are able to develop their communication skills. Communication skills include the ability to listen to the opinions of classmates or group members, compare and evaluate different points of view, participate in discussions, and find joint solutions to problems. They acquire teamwork skills, while feeling a sense of security during the learning process, understanding each other, and having the opportunity to achieve personal success.

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