

TEACHING STUDENTS THROUGH INTERACTIVE METHODS

MOKHIRAKHON TADJIYEVA

Lecturer at the Department of Western languages, Tashkent State University of Oriental Studies. E-mail: mokhira.tadjiyeva@gmail.com;

ABSTRACT:

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 takes place on a passive level. The interactive method is particularly effective not only in teaching but also in upbringing, from a scientific point of view the teacher not only expresses an opinion when influencing the discussion, but also expresses his personal attitude, moral position and worldview to the problem.

KEYWORDS: discussion, teaching method, exchange of ideas, brainstorming, logical thinking, collect.

INTRODUCTION:

When using the interactive method, the spirit of competition, competition, argument has a strong influence on the intellectual activity. This is manifested when people seek to solve a problem in an organized manner. Moreover, influenced by such psychological factors, it encourages the expression of a similar, close, or, conversely, completely opposite opinion to any opinion expressed by others. Teacher participation in student competition may vary. But in any case, he should not let himself down. It is best to manage a well-calculated method of debate management by asking problematic questions in a way that requires productive thinking, creative inquisitiveness in finding a solution. The teacher expresses an opinion in his or her point of view, only to be proved by drawing conclusions from the student's point of view

and to refute erroneous ideas. In this way, the debate can not only intellectual content - cognitive, theoretical questions, but also to create productive collaborative activities, transforming learning activities into educational processes with their impact on the personality of students.

In this way, the interactive teaching method, the collaborative activity of students becomes not only a collaborative activity of the teaching process, but also a real creative productive activity of the social relations of the individual due to the participation of the teacher in the discussions. Collaborative learning is a self-acquired knowledge that directly affects their inner world and is a key educational function of the learning process.

Interactive teaching methods include: 1) heuristic conversation; 2) method of debate; 3) mental attack; 4) round table; 5) business games method; 6) Practical . One method of interactive teaching is everlasting conversation, which in Latin means "collect, seek". This conversation is method and the ancient Greek view is based on a teaching system called the Socrates conversation. In this way it is necessary to skillfully compose questions and direct the reader to find the correct answer to the question independently. The difference between this method of teaching and Socrates' is its wide range of vitality. But there are also aspects of its unequivocal similarity, the function of which, according to its description, is to direct students to skillful questioning by actively thinking about them. By the psychological nature of its direction - a heuristic conversation is a collective thinking or conversation, a conversation as a seeker of a

solution to a problem. Therefore, in pedagogy, this method is one of the methods of problem-based learning, in which the heuristic conversation is psychologically no different from the problem-solving conversation. Pedagogy draws a personal quantitative boundary between them. If a heuristic conversation concerns only one element of a topic, then in a meaningful search - there are many problematic situations. Logically, this method is considered as an interactive teaching method.

The questions asked to turn a conversation into a heuristic conversation are also subject to conditions that other problem-based teaching methods follow. In the process of becoming a heuristic conversation, however, it is nothing more than implementing one of the interactive teaching methods that caused the problem situation.

In recent studies, debate has begun to be used as an interactive teaching method. The method of discussion or learning debate manifests itself as a heuristic conversation, or rather discusses specially programmed free theoretical questions, usually beginning with a question as the beginning of a heuristic conversation. Turning it into a constant debate is the norm in the classroom. What is the nature of the debate from a psychological point of view?

First of all, debate is a dialogical form of activity, which is the creation of a fierce struggle, a dialogue, between the various ideas. The exchange of ideas does not go as consistently and weightily as in a normal conversation, while in the debate the clash of one idea with another has a somewhat nervous appearance. The peculiarity of the debate is that the idea of the debate is that it evokes the active thinking of the debaters or proves the point with evidence.

During the seminar: the student made an essay on the experiment "Perception of time" indicated in the syllabus, the research conducted by psychologist, the perception of time in different situations on the value of time. gave information about. The teacher asks the group: "How should the teacher use this information in practical work?".

Insecurity in the use of psychological terms was observed in the majority of students, confusion of mathematical terms (for example, "algebraic" or "arithmetic" processes are often replaced in the direction of quick, complete thinking). Finally, they concluded that in all three tasks performed, they made up "half" of the concepts they believed in. Demonstrating such commonality allows the problem to be solved quickly, since the weight of a brick or fish, which consists of two equal parts of any whole, does not matter here. A common way of solving similar problems is also a common way of thinking.

The teacher then proceeded to interpret the test data. Emphasizing that students are interested in determining the quality of thinking rather than their mathematical abilities in the present situation, the teacher explains the phonological content of the test results obtained. Accordingly, he formally concluded: "Such a general way of thinking manifested in the solution of these three problems can be described as logical thinking, but at the same time theoretical or empirical, creative or productive thinking. In the process of practical use, this method is creative thinking for you for the first time. If you have mastered this method, you will have enough productivity in solving similar problems. Theoretical reasoning can be used to solve a variety of problems of any content, since it is of general importance. So when is this thinking empirical? They try to solve the options correctly. Later, this method found can be

applied to other issues and can be used to draw general conclusions. The empirical finding then leads to the conclusion that it has a theoretical character, and that the general method of reasoning used in solving other problems has a theoretical character". The teacher came to the above conclusion based on the results of the research.

"Brainstorming" has not yet been used as a method of teaching in the practice of higher education, this method is the result of the management system, as well as scientific research. It is widely used in management, especially in economic management activities. What is the essence of the method of mental attack without dependence on teaching? According to experts, the thoughts that come directly to the brain in search of an answer to a problem include assumptions, random analogies, as well as the substantiation of sudden, existing, necessary, and unnecessary connections. A random sentence recorded on a dictaphone is then used to carefully analyze the thought, and those that are particularly interesting, such as the mental attack method, are singled out and then used for a deeper question and discussion. There is a special golden rule of mental attack - it is necessary to create complete freedom in the expression of any opinion, rather than doubting what the participants said during the conversation. Such psychological freedom allows one to behave calmly, not to be ashamed of the 'group thought', not to be afraid to embarrass oneself by throwing an unfortunate bite. In such a situation (especially when participants adapt to it), stupid, unexpected, but necessary, really intense thoughts arise that are right to copy, useless (at the moment to solve the problem). That is why a mental attack is organized. But this applies to the search for the right solution in management and scientific research. How can this method be used in higher education? It

should be noted that the range of possibilities is not sufficient to apply in the teaching of psychology. But the method of mental attack can be used to explain the difficulties of solving a problem. For example: some economic problems (salary arrears, voluntary tax payment of the enterprise, etc.) in sociology (interpretation of the rating of political activity) in pedagogy (the contradiction between morality and immorality), in psychology, the laws of mental development and education practice, etc.

In mental attack, its use in the teaching of youth and pedagogical psychology, we consider the following. The seminar discusses the problem of crisis in the mental development of adolescents was well acquainted. They also knew the advice to be given when working with such teenagers. Individual recommendations were justified, and many of them did not achieve the expected results in education or upbringing. In general, they had a lot of methods and different ideas when working with a crisis-stricken teenager in transition. Aware of this, the teacher used the method of mental attack: it allows the expression of any opinion, including those that are criticized as 'harmful' or 'inappropriate', and also prohibits the expression of any explicit or implicit critical opinion. In addition, the teacher described "very interesting," "interesting," and so on. Such as in his own words. So what happened? More than 40 views were expressed on how to work with adolescents during the transition period of the crisis. Some ideas were born here in connection with other ideas, others were just words spoken, but more often it is a personal skill, based on what it is: "to criticize" to follow the advice qihb is simply a calculation of erroneous or inappropriate advice without critical comment, without even expressing one's attitude to it in any way.

As we conclude our discussion of active teaching methods, we need to remind teachers that the teaching methods discussed here have their own unique examples. Also, the use of these methods in the classroom allows students to consciously and effectively acquire knowledge, skills and abilities.

REFERENCES

- 1) Active methods of training of teachers and heads of educational institutions. Thesis reports. -Perm, 1993.
- 2) Andreeva G.M. Social psychology. -M., 1998-376-s.
- 3) Badmaev B.S. Psychology: how to study and learn. -M., 1997.- p256.
- 4) Badmaev B.S. Psychology and methods of accelerated learning.-M., 1998.-p272 .
- 5) Badmaev. Methods of teaching psychology M.: 2001.
- 6) Introduction to psychology: Uchebnik dlya vyssh.shkoly / Under obshch.red. A. V. Petrovskogo.-M., 1996. -p493.
- 7) Age and pedagogical psychology: Ucheb.posobie for institutes / Under ed. M.V.Gomez et al. -M., 1984. - p256.
- 8) Galperin P.Ya. Psychology as objective science. Izbr. psychologicheskie trudy. -M.: Voronezh, 1998. - P480 p.
- 9) Galperin P.Ya., Talyzina N.F. Formation of knowledge and understanding on the basis of the theory of poetic usvoeniya umstvennyx deystviy. - M.: 1968.
- 10) Gippenreiter Yu.B. Introduction to general psychology. -M.: 1996. - p336.