

## EDUCATIONAL METHODS AND TOOLS, INTERACTIVE METHODS

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### ABSTRACT

This article included scientific and methodological and practical recommendations aimed at improving the qualification of pedagogical personnel, improving the effectiveness of the use of interactive educational methods in the process of training in general secondary schools and other educational institutions.

**Keywords:** innovation, educational innovations, innovation, interactive methods, interactive classes, teaching methods, pedagogical technologies.

The concept of «interactive education» is considered one of the new terms that are widely used in the current pedagogical process. In the pedagogical lexicon, he entered the late 90s.

Several periods of evolutionary development of the emergence of the term in the pedagogical process are interpreted by researchers.

In the scientific literature, researchers attribute the expansion of the concept of «interactive education» and the use of interactive educational methods in the pedagogical process to the development of the Internet network in the mid-1990s.

As a result of the development of information and communication technologies, in particular, computer technology, its widespread use in the educational process and the rapid penetration of information resources at various levels, including the internet, into the educational sphere, became serious. At the same time, it should be noted that the internet network, along with the necessary information for education, remains the source of information that is harmful precisely to the educational sphere. The most basic connection in this can be described in terms of a scheme in Aries(Figure 1).

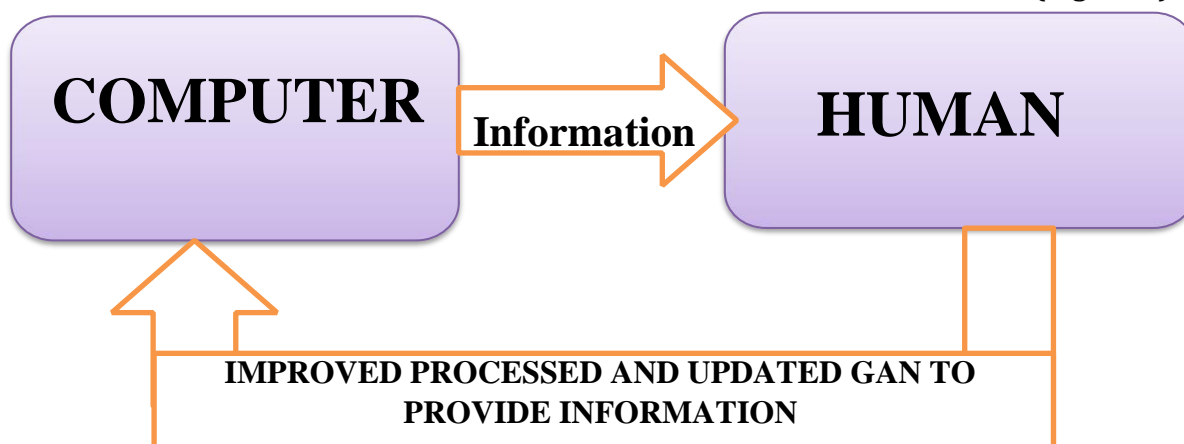


Figure 1. The scheme of a person's relationship with a computer.

German researcher Gans Fritz, in 1975, promoted the term «interdisciplinary pedagogy», describing this science as a purposeful process aimed at the interaction and mutual activity of participants in the pedagogical process.

In the early 1980s, however, active (interactive) methods aimed at mastering in a group dialogic form began to be used in practice by educators. It had officially begun to define educational methods as purely traditional and active educational methods.

By the late 1980s a number of authors, including W. V. Guzeyev, M. V. Clarin, YE. S. Polat, W. A. Slastenins distinguish not only passive and active, but also interactive models of Education.

In the 60s and 70s of the 20th century, the theory of the use of information and computer technology in the framework of interactive education and Distance Education appeared. Unesco Institute V. Kinelev, Pit Kommers, B. The idea of using computers as an educational tool began with their emergence, according to a research team made up of kotsiks. In the 1970s, the first programs acting as an e-teacher appeared. It was in the form of programs with interactive dialogue between a specialist and a newcomer, and the specialist was required to correct the shortcomings of a new employee. In the early 1980s, however, a system of more complex computer-aided programs began to be developed in education.

Interactive educational methods, that is, the mutual activities of educators and educators in the process of teaching knowledge and learning and the importance of such activity, the organization, Improvement, Study of theoretical and practical aspects of such a process, have been given serious attention since ancient times by great thinkers, teachers in training with their students, and in modern times, pedagogical scientists in their.

Currently, most educational institutions use a form of one-way communication as a way of teaching students and pupils. The essence of this form of education is that the teacher transmits information to the students. One-way communication is also present at seminars. Only the students already transmit information in the form of reports, abstracts and answers to the problems and questions posed. One-way communication can turn into two-way communication, for example, when a student asks a question to a teacher. But the interactive form of learning in the educational process is fundamentally different. Interactive means interacting, being in conversation or dialogue mode with someone. In other words, interactive methods are aimed at broad interaction of students not only with the teacher, but also with each other [1].

The role of the teacher in interactive lessons is to direct students to study and consolidate new material. Students not only learn new lesson material, but also contribute their knowledge to it, which is based on their own experience. This helps them to master certain skills better and learn the material better. The Heuristic method of teaching can be attributed to the method of interactive learning in seminars. The essence of this method is to formulate leading questions to students, thereby encouraging them to move on to the correct answer. Nowadays, heuristic conversation is also called «Collective thinking» because students exchange different versions of theories and assumptions in solving the question posed, thereby activating each other's thinking. One of the types of heuristic method is business (role-playing) games and brainstorming.

Business and role-playing games are a game method that simulates any scene or moment in the classroom. Each student playing his role can ask questions, express his thoughts. The main purpose of this method is to train spontaneous (unprepared) speech. This method provides conditions for practical communication, increases vocabulary, and eliminates the boundary between student and teacher.

Brainstorming this method was widely used in the 50s and 60s as a method of periodic training of creative thinking. When using the brainstorming method, a number of laws are observed, the essence

of these laws is to ensure the freedom of thought of participants in this method. Therefore, any ideas are accepted in the brainstorming method, even if they are not correct, criticism is not applied, and the discussion of ideas does not stop. It is necessary to reason and come up with as many ideas as possible. At the moment, the brainstorming method is actively used in cases where it is necessary to find all ways to solve the goals and objectives set by the teacher. The teacher divides the students into groups. Performers and experts, performers are offered a creative situation in which they need to solve the task in a certain time. Next, experts come into the course of work, who, in the process of discussion, make the best decisions presented by the performers. Then the teams switch roles. The opportunity to propose, discuss, and exchange ideas not only develops students' creative thinking, but also increases interaction and communication between the teacher and students. The brainstorming method is a technique for developing fluency of thinking. When expressing ideas and thoughts, students develop speech in a foreign language. This method is especially useful when students are going through a big topic. And also «brainstorming» can be used when studying new material. It is mandatory for the lesson at which this method will be conducted to be preceded by material in the form of brief basics of lesson topics, for example, basic vocabulary, or additional (auxiliary) questions.

Conducting interactive learning methods requires preliminary training of the teacher, he must define the goal, formulate the main and additional questions. Trainees are required to have certain knowledge and concepts for the chosen topic of the seminar. Such knowledge should be given to students before seminars at lectures.

As part of the research on the topic, interactive practical classes on English subjects were conducted, followed by a survey among students of the University of Asian Technologies. 90 people took part in the survey. Most of the respondents (78.7%) believe that their knowledge has become better absorbed thanks to interactive forms of learning. For conducting such classes, the teacher, as before, develops a lesson plan and content using interactive methods in order to present new material in the most interesting and effective form. According to the results of the survey [Figure 1], two of the most preferred methods of interactive learning were identified, these are:

- Business and role-playing games (35.5%)
- Brainstorming (25.8%)

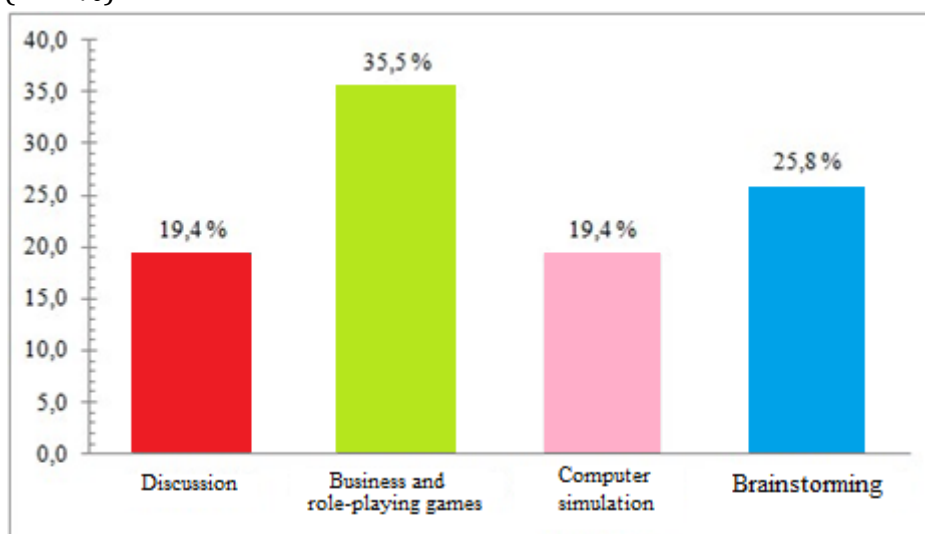


Figure 1 – Results of a survey of students on interactive learning methods

The results of the interactive teaching method showed that students not only show an interest in communicating in a foreign language, but also express their point of view, students become liberated, confident in the classroom. The majority of students (89.5%) would like interactive teaching methods to be used in other subjects during their studies.

Summing up, we can say that currently there is an excess of information among students, but this information is not always high-quality and well-structured, so the role of the teacher is to select and structure the material, provide information to students at the right time and in the right place. Without such presentation of information, its binding to a specific subject area, it is impossible to form competencies for future specialists [2]. Interactive teaching methods help the teacher to overcome the difficulties that arise, which are characteristic of the educational process. According to the results of the lessons, interactive teaching methods increased the efficiency of assimilation of the material and improved the depth of knowledge. Students' interest in the subject has grown, it is clear that the involvement in discussions of solved problems has increased, the whole group has begun to think and participate.

## **CONCLUSION**

It is known that there are many types of interactive methods, among which it will be necessary to choose exactly one class, as well as the most suitable for a topic. It is common in this case that one interactive method is suitable for a single number of topics as well as for several classes. In this regard, the method of work of creative educators is used on each subject, while alternative methods are applied precisely to the level of preparation of students of the same class, and at the same time to the characteristics of the science and the touch of the subject of training.

The determination and implementation of which position each of the interactive methods is used in accordance with its specific capabilities during the corresponding training and how much time is spent on it can be different in each teacher, depending on how positive the teacher approaches these issues. It is envisaged to improve their pedagogical skills by conducting exercises on the practical use of such techniques in teacher training courses.

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