



**PECULIARITIES OF USING INTERACTIVE METHODS IN TEACHING
"EDUCATION" IN PRIMARY EDUCATION**

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Abstract: In this article, effective implementation of interactive methods in teaching the subject of "Education" to elementary school students and the standards of teacher's effectiveness, cooperative teaching, interactive methods are analyzed.

Keywords: primary education, educational science, educational methods, interactive methods.

The effective implementation of interactive methods and the effectiveness of the teacher in teaching the subject "Education" in primary education are determined based on the following standards:

- Effectiveness, regularity and high level of effectiveness of the educational process;
- Effective implementation of the importance, social importance, educational tasks;
- Stability, the fact that a high result was achieved several times, it was tested in different conditions;
- Achieving high results through optimality, minimum time, conditions and means;
- The possibility of creative application of experience in practice on a mass scale. Modern information and communication technologies are important in strengthening cooperation between teachers and students and increasing the effectiveness of lessons.

Cooperative learning is a popular phrase that identifies learning and interactive processes in small groups. Pupils cooperate on various tasks, work in small groups, help themselves and their friends together in their groups. In general, cooperative learning methods have the following five characteristics:



Students work together on a common task or on an activity that is well mastered through group work.

It consists of 2-5 groups, and students work together in small groups.

Students use cooperative and socially accepted behavior to learn to achieve common tasks or find solutions.

Students become positive and independent. A plan is made taking into account the need for students to help each other in learning to achieve common tasks or find solutions.

Students have personal responsibility and accountability for the results of their work, or in other words, for learning to study.

Cooperative learning enriches the student's learning process:

Creates a collection of knowledge information available to students.

It arouses enthusiasm in students in learning the material.

It helps to form personal knowledge of students.

The error will be corrected by reconnecting.

Success outside the classroom is achieved through the necessary social and group skills.

Positive interactions are established between different cultures and cultural groups.

The technique and system of cooperative education includes the following innovative technologies:

Three point interview

Circuit diagram

List system

Structure of problem solving

It works for a minute

Couple comments

Submit an issue

Crossing the evaluation line

A low-flying unit

Waiting for the team

A two-part diary

Using modern information and computer technologies, it is important to focus students on mastering:

The role of the information process in the educational system in society.



Searching and finding information from national and foreign information networks and portals.

Modern programs and methods of information processing.

Use of information technologies in the management of the educational system.

Formation of teaching-methodical and pedagogical scientific-research activities based on information technologies.

Nowadays, it is stable that the information system excludes no one, no nation, no country. Because information technologies, electronic money, mobile communication are becoming an integral part of human life. In such a period, the need to improve the educational process in terms of content, and the rapid development of students' basic competence, especially information processing competence, will be stable.

Interactive methods are a way of equal communication and cooperation between the teacher and the students during the lesson. The word "Interfaol" is the Uzbek version of the word "interactive".

"Interactive" is derived from the English word "interent", meaning "inter" – mutual, "act" – "movement", "effect", "activity".

The interactive method is a method of active cooperation between the teacher and the learner, in which the teacher and the learner achieve a complete understanding of each other. The word "Inter" is Latin and means "intermediate", "middle", "mutual" in Uzbek. Therefore, interactive methods can be called a teaching-methodological complex based on the activity between the teacher and the students. In this way, students' independent thinking skills are developed, and a wide path is opened for them to think freely. This creates an opportunity for students to independently make optimal decisions and think creatively.

The method-tasks of the interactive method can be expressed as follows:

- To teach students to think freely, independently, critically, analytically, logically, creatively and make the right decisions based on them;
- To teach students how to get out of problematic situations without difficulty, how to perform theoretical-practical and professional (life) tasks;
- Activation of effective ways of cooperation and behavior of learners aimed at acquiring professional knowledge, skills and qualifications;
- Encouraging students to organize, manage (leadership) and direct.

Forms of using interactive methods:

- Individualization of educational tasks;
- Divide into small groups that can actively and creatively cooperate;



- Categorizing the students in the group according to their intellectual abilities and paying attention to the difference between them;
- Creating an environment of free communication in the educational process;
- Free communication between the teacher and the learner, as well as between small (isolated) groups, creative cooperation, organization of useful “discussions”, etc.

Tools for using interactive methods:

- Professional didactic games;
- Role playing games;
- Professional computer games;
- Interactive educational literature;
- Interactive technical tools;
- Methodical products;
- Interactive products.

Interactive tools:

- Audio, video and electronic conferences; simple and peer-to-peer communications capable of two-way communication with image and text; televisions etc.

Non-interactive tools:

- Didactic sets related to training; audio and video tapes (discs);
- one-way ordinary and satellite connections;
- television shows;
- radio broadcasts;
- CDs;
- “Internet” networks and others.

The use of interactive methods has an effective effect on the teaching process and ensures the lively organization of the educational process. At the same time, it creates a connection between previous knowledge and new information, opens the way to a complete understanding of the material [8; 191-b].

Today’s traditional education consists of the class-lesson system, which was formed on the basis of the didactic principles of A. Comensky, which began in the 17th century AD, and is now often used in schools around the world. Modern innovative pedagogical technologies were mainly created in order to improve this system in different directions and are currently developing in different directions [9; p. 56].



V.P. N. Sayidahmedov and M. Ochilov, one of Bespalko's students from Uzbekistan[11], believe that “Pedagogical technology is the influence of a teacher (educator) on students (students) in certain conditions with the help of teaching (educating) tools show, and as a product of this activity, it is a process of intensive formation of predetermined personal qualities in them” [11; 19-b].

The following basic requirements are set for educational methods:

- The way of studying educational material should lead to the formation of didactic thinking methods, willful moral qualities, and behavior based on the idea of national independence and national values.

From the point of view of this requirement, the instructional method should have an educational character, that is, it should help not only to acquire knowledge, but also to use the educational possibilities of instruction.

- The teaching method should be based on clear and accurate scientific evidence. This is because the teacher can see what tasks can be set and solved when working with this method, and what tasks cannot be performed.

- The systematicity of educational methods determines their effectiveness. Any method of studying the educational material taken separately, although it is very convenient to use it in the lesson, when it is not used in combination with other methods of teaching, it has a significant effect on the growth of students' minds. May not show.

- Another requirement that is inevitably placed before educational methods is their accuracy. The method of teaching should be understandable and acceptable to the student, and the methods of studying the educational material should be suitable for his/her age capacity to acquire knowledge.

- It is an important requirement for educational methods to teach the child to know through sensory organs and to teach him to use instructional tools as much as possible during the educational process. A child's conscious attitude to the teaching profession, conscious understanding of the content of educational material, level of cognitive activity and interest in it depends on the teacher's methods of explanation and the methods of acquiring children's knowledge.

- Another requirement for teaching methods is sound and thorough knowledge. Educational methods should give good results. The teacher's explanation and the way the students are taught should produce the planned or intended result.

The methods consist of several main groups, and each of them, in turn, is divided into subgroups and separate methods included in them. Transmission of information through speech, taking into account the transfer of information itself,



reception, understanding, recall of educational information, as well as the practical application of acquired knowledge and skills in the process of organizing and implementing learning activities. Methods first group methods, oral methods, story, report, interview, etc.; visual transmission of educational information and methods of perception through visualization – visual methods; exhibition, demonstration, etc.; presentation of educational information through practical work activities (practical methods, exercises, laboratory experiments, work activities, etc.).

Based on the above considerations, the methods widely used in practice can be divided into the following three groups.

The method of oral presentation of educational material is one of the most widely used methods in the content of school education, and this method can be used in all classes for all educational subjects. This method is characterized by the perception of the announced address directly through the live speech of the teacher and differs from other methods according to this feature.

Interactive methods allow you to perform many tasks at the same time. Most importantly, interactive educational technology increases students' communicative knowledge, understanding, skills and abilities. It ensures that they work in cooperation, harmony, and friendly relations. Working in this way will lighten the mood in the classroom and lighten the load. They learn to find solutions to important problems on the basis of changing teaching methods and activities. When organizing the lesson process based on interactive education:

1. The student's mutual activity increases, cooperation and creativity skills are formed.
2. Skills for working with the curriculum, program, textbook, standard norms, manuals, subject content are formed.
3. Mastering the content of education, reading the text, knowing, working becomes a daily personal work.
4. The student gets used to freely express his opinion, defend his opinion, show his opinion, prove, confirm.
5. Most importantly, didactic motives appear during the teaching process. That is, the student's needs, wishes, and desires are satisfied. The student's motivation increases during the educational process.

Currently, several forms of teaching are used in primary education in Uzbekistan. In this regard, it is recommended to pay attention to mastering the foundations, tools and methods of non-traditional forms of teaching when mastering this



subject. Non-traditional forms of education mean extracurricular activities, as well as remote virtual activities. In this case, the concept of non-traditional means an exercise that is not based on strict rules in the explanation of topics, their mastery and full study by students. Paying attention to the following in mastering non-traditional forms of education will bring the expected effect:

- non-traditional form of teaching relies more on student activity;
- training is organized on the basis of free and voluntary approaches;
- special attention is paid to the activity and initiative of students in the classes;
- the non-traditional form of teaching this subject is discovered and implemented by the teacher.

The non-traditional form of education is important with attention to mastering the following:

- to study individual teaching methods of experienced teachers;
- interesting organization and implementation of extracurricular activities;
- the teacher's reliance on his own experience;
- rational use of educational and technical equipment and tools.

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