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INTERACTIVE LEARNING METHOD

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Annotation:
This article describes the effectiveness of increasing the level of knowledge of students based on the use of a question-answer method of interactive learning, in which the teacher and students basically ask a question, how a question can be asked, and the ability to determine the level of knowledge of students through questions and answers, as well as understanding what else should be taught in the classroom

Key words: interactive, learning, method, pedagogy, pedagogical technology, personnel training, program, question, answer, knowledge, thinking, group, subgroup.

It is known that modern pedagogy requires that teaching methods be convenient, understandable and simple, and based on the principle of learning.
The determination of the way of teaching each subject, economic and social development is carried out in connection with the need to revise the system and content of personnel training and to take a number of measures in connection with this. In this regard, first of all, it should be noted the adoption of two very important documents: the Law "On Education", which defines the basic principles of state policy in the field of education, the education system and types in the republic, and the "National Training Program" for a radical reform of the education system . The third phase of the program included the following:
- further strengthening of the resource, personnel and information base of educational institutions, full provision of the educational process with the latest educational and methodological complexes, advanced pedagogical and information technologies;
- restoration and development of national (elite) educational institutions, ensuring their independence and self-government;
- ensuring informatization of the educational process, full coverage of the system of continuous education with computer information systems with access to world information networks.

Currently, it is required to implement the development of group or individual projects aimed at solving specific theoretical and practical problems by students, and methods of implementation. However, with this approach to learning, the student (or group of students) is tasked with identifying the problem and finding ways to solve it, and then making a presentation to "defend their project" in front of leading experts. Such projects can subsequently be formalized as graduation or master's work.

Abroad, this activity is carried out by special consulting centers. It is advisable to expand cooperation between higher educational institutions of the republic, to form databases of specialists. This gives students the opportunity to attend lectures by teachers from other universities in areas and topics of interest to them. Development of subjects of study through cross-fertilization The above are just some of the areas for improving higher education.

The legal, regulatory and organizational basis for training specialists in our country is determined by the model of higher education in the field of undergraduate education, its status and structure are largely determined by the traditions of higher education, and the content of the subjects studied is determined by the achievements of the field as a science and practical field. According to this model, the first stage of education provides for the award of a bachelor's degree. A bachelor's degree provides a general professional education. At the second stage of the multi-level system, a master's degree is awarded. To obtain this degree, it is necessary to complete a two-year course of study after receiving a bachelor's degree. Master's programs consist of obtaining specialized education in one of the areas of training.

Before the start of training, of course, curricula are developed and approved based on the state educational standard (SES). Although the standard of education in the specialty includes a list of subjects that a future specialist must master, the number of teaching hours allocated to each subject, this list cannot be considered a curriculum. After all, it does not provide for the distribution of training tasks by course and semester. This goal is achieved only in the curriculum, and the curriculum is also considered a state document.

The education of students is based on science and its subjects, presented on all planes. That is why the acquisition of knowledge in a subject requires that the subject specialist be knowledgeable and qualified. Because it is necessary to ensure that the topics of each subject intended for the transfer of knowledge are in a certain sequence.

Modern pedagogical technologies require the use of modern teaching methods. In this regard, it can be said that there are many methods that can be used in teaching. However, it is convenient to choose these methods based on the skills of the teacher, which can be used in one group or small groups.

One of the methods of pedagogical technology is an interactive method. The word "interactive" is an English word meaning interaction. It means the ability to communicate by talking to someone, is in a conversation mode and refers to the interaction between the teacher and students during the lesson.

The characteristic features of this interaction are:

- participants in education, i.e. teacher and students remain in the same semantics;
- adding tasks to the creative spaces of the problem area;
-consistency in the choice of means and methods;
- implementation of problem solving;

There are clear rules for fixing (fixing) the interactive teaching method, which must be agreed upon at the beginning of the lesson and cannot be violated. It is based on the presence of all participants, tolerance for all views, respect for authenticity, freedom of speech and respect for all.

In the educational process at a high level, interactive forms of education are provided that pay attention to motivation, cognition, creativity and imagination, sociability, an active life position, team spirit, the value of individuality, freedom of expression, activity, mutual respect and democracy. level.

Modern pedagogy is characterized by the main interactive forms of education, and the following forms are distinguished:

- creative task;
- work in small groups;
- educational games (theatrical games, imitations, work games, educational games);
- use of common resources (it is also important to invite a specialist, excursion, etc.);
- learning and consolidating new material (based on lectures, working with visual aids, video and audio materials, "studying the student as a teacher", "everyone teaches everyone", mosaic, asking questions and getting answers, "Socrates' dialogue");
- test;
- Feedback;
- distance learning;

- discussion of complex and debatable issues and problems (including position, scale of opinions, the most important issues);

The advantages of interactive learning are that all students in the group participate in the lesson, and their level of proficiency is determined on the basis of the knowledge they have gained in a short period of time.

Based on the foregoing, the most convenient way to organize each training session in an interactive form is to divide the students of this group into small groups. There are two ways to divide into small groups:

- the period of study of the first 1st, 2nd, 3rd subjects of natural science classes.

At the same time, the teacher creates an opportunity to highlight students who have “excellent”, “good” and “satisfactory” knowledge;

- the next training period.

When teaching in small groups, all small groups should be connected to each other in a chain, as shown in Figure 1. The teacher communicates with all groups through supervision.

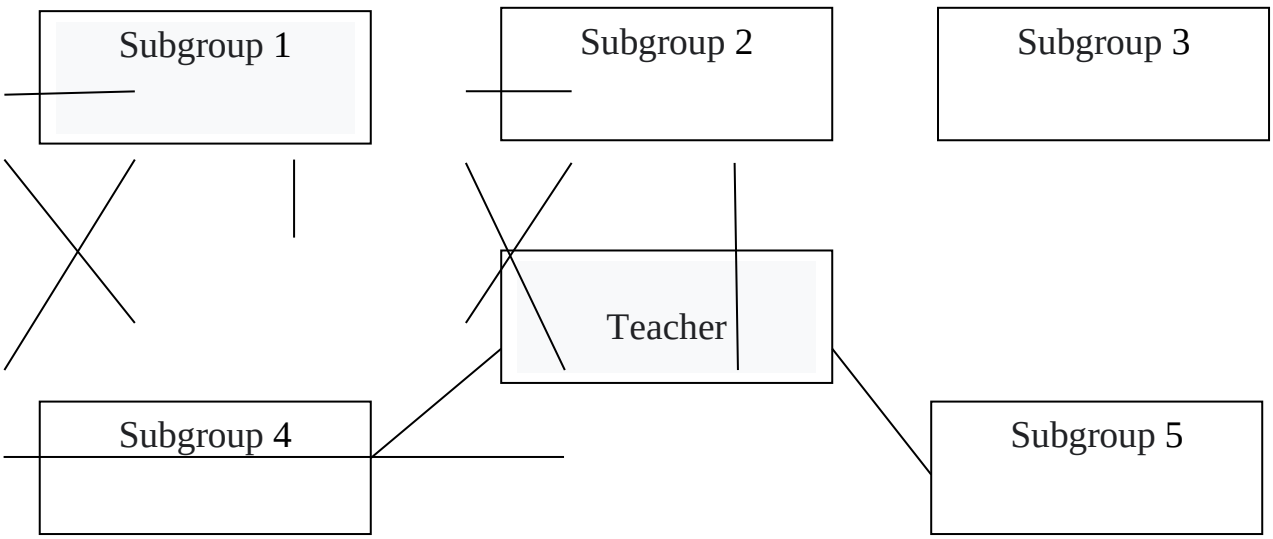

Figure 1: Scheme of communication of small groups with each other and with the teacher:

To get students' attention when a topic is transitioned, questions are asked as an address to them. There are two types of survey - teacher and student. The main significance of this is that, firstly, the student is forced to understand the essence of the question, and secondly, there is a responsibility for answering the question.

Because in order to ask a question, you need to have some level of knowledge about the subject. It is the student's habit of asking questions that makes him listen carefully to the lesson.

Applying the method of posing questions on a topic to students in the specified order at the end of the lesson can be the basis for expanding the possibility of mastering a new topic in their minds. In applying this method, which is based on the methodology of teaching in small groups, the question asked by one small group to another small group is essentially convenient. In this case, the increase in the activity of the student is achieved by providing the student with the freedom to choose which subgroup to ask the question. The correct implementation by the teacher of encouraging the student who asked the question and answered the question will make students pay attention not only to the subject, but also to science. The teacher himself or one of the active students can be involved in organizing this.

Pedagogical experience shows that a student's knowledge of science or a particular topic of science can be determined depending on what question he asks. Also, by not asking the question expected by the teacher, it is clearly shown what other concepts the teacher has to give.

In conclusion, we can say that the main and main goal of modern pedagogical technologies is to improve the quality of education through the use of interactive methods to improve the quality of education of students, and, as a result, the formation of high-quality knowledge in the student. Accordingly, this goal is conveniently achieved on the basis of the correct organization of questions and answers, dividing students into small groups during the lesson. More importantly, using this method for schoolchildren also gives good results.

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