

## INTERACTIVE IN THE EDUCATIONAL PROCESS

### USE OF TECHNOLOGY

Usmanov Murod Sadigovich

Jizzakh State Pedagogical University Docent

The Education Act also set the task of educating the growing generation to be independent-minded. The resolution of this issue also largely depends on the application of interactive teaching techniques. First of all, let's define the concept of "interactive". the word "interactive" comes from the English word "interact". "Inter" means mutual, "Act" means to do, to work. So interactive means being in a state of dialogue (communication) with someone (with a person) in the order of mutual work, activity or conversation. Thus, interactive teaching is, first of all, communicative teaching, in the course of the process, interaction between the teacher and the student is carried out. The essence of interactive teaching is to organize the educational process in such a way that all students, being involved in the process of cognition, have the opportunity to think freely, analyze and reason logically. Interactive activities in the lessons provide for the organization and development of dialogue communication, which leads to mutual understanding, collaborative activities, joint solution of common, but relevant issues for each participant. The interactive method eliminates the dominance of a single speaker, as well as one thought, over other thoughts. In the process of dialogic teaching, students learn to think critically, solve complex problems based on the analysis of conditions and relevant information, challenge alternative thoughts and fundamentally make decisions, participate in debates, communicate with others. To do this, individual, paired and group work is organized in classes, research projects, role-playing games, creative work are used, work with documents and various sources of information is carried out. For interactive teaching organizers, in addition to pure learning goals, the following aspects are also important:

- understanding of the values of others in the process of interaction of students in the group;
- formation of the need to interact with others and need their help;
- development of competitive, competitive moods in students.

Therefore, the two main functions necessary to successfully operate in interactive teaching groups must be implemented:

- pragmatic aspect of teaching-the conditionality of solving the posed learning issue;
- solving educational issues-providing assistance to group members in the process of collaborative work, the formation of norms of behavior. It should be noted separately that all interactive teaching methods can be divided into verbal (verbal) and nonverbal methods. Oral methods include:

- visual: facial expression, posture, movements, communication through the eyes;
- acoustic: intonation, volume, timbre, speech tempo, volume, speech pauses, etc.

K. Among the verbal methods, the following can be distinguished:

- the ability to ask questions that are "open to the end", that is, questions that are directed not to a single "correct" answer, but to be able to state different points of view on the problem (question);
- the fact that in communication with students, the teacher defines his point of view not as a decisive point of view, but as a Neutral.

This thing gives students the opportunity to state their "correct" and "wrong" views during training;

- training analysis and preparation for self-analysis. This condition helps to understand what, how and why it happened in training, what the interaction depends on, what to do and more;

- to record written memories that allow you to observe the course of the training, its culmination, its consequentiality, etc. We wanted to pay special attention to the first section. the teacher's question is a powerful tool for developing the thinking of the student. In terms of interactive teaching, there are two different types of question:

- questions that limit the reader's circle of thought and cause a simple reconstruction of what he knows. Such questions serve to interrupt the thought process, causing the reader to realize that his opinion is of no interest to anyone;

- questions that encourage reasoning, thinking, creation or careful analysis. As well as raising the level of thinking, such questions inspire confidence in students that they also have value in their opinion. Below we bring a few recommendations for the correct expression of the question.

1. Questions should be put clearly and briefly.
2. It is necessary to ask only one thing through one question.



3. The question should be directly related to the topic.
4. All words in the question should be understandable to the speaker.
5. Try to have several answers to each question.
6. Try to go from specific objects to general. This condition causes lightness for students to think and answer a question.
7. Avoid asking questions that only answer "yes" or "no", "right" or "wrong".
8. Ask students questions that they will answer based on their experiences.
9. try to ask questions in which the reader expresses his point of view.
10. When answered, the question posed asked readers "Why do you think so?"

Another situation that should be paid attention to when training in interactive methods is organized is a matter of the content of the task.

The content of the task should be of a different character than the traditional forms of teaching. For example, it is not advisable to give the group the receipt of a synopsis of a particular paragraph in the textbook as a task, since each student can do this work on his own, independently. Practice shows that only a non-standard setting of the problem encourages students to get help from each other, to know the opinion of others, and, as a result, to form the general opinion of the group. For example, when a programming issue is solved, it can be divided into minor issues. Students can also be divided into small groups, each of which can be recommended to solve a small issue and draw up its program. In conclusion, at the end of the lesson, it is necessary to solve the main issue based on the solutions of the groups. Thanks to this, it will be possible to solve a complex issue during one lesson and attract more students to it.

### LIST OF LITERATURE USED

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