

CLASSIFICATION OF INTERACTIVE METHODS OF INTERACTIVE INTERACTION IN CLASSROOM WITH COLLEGE STUDENTS

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Annotation: This article discusses how interactive methods are based on student interaction principles, audience engagement, group experience, and compulsive feedback, and also says about the effectiveness of these methods in teaching.

Key words: necessary, activity, trainees, reliance, experience, , mandatory

Аннотация: В этой статье обсуждается, как интерактивные методы основаны на принципах взаимодействия студентов, вовлеченности аудитории, группового опыта и навязчивой обратной связи, а также эффективность этих методов в обучении.

Ключевые слова: необходимо, деятельность, стажеры, опора, опыт, обязательно

Annotatsiya: Ushbu maqolada Interfaol usullar o'quvchilarning o'zaro ta'sir printsiplariga, tinglovchilarning faolligiga, guruh tajribasiga tayanishga va majburiy fikr-mulohazalarga asoslanishi va bu metodlarning o'qitishdagi samarasi haqida aytilgan

Kalit so'zlar: zarur, faoliyat, tinglovchilar, ishonch, tajriba, majburiy

The educational process, based on the use of interactive teaching methods, is organized taking into account the involvement in the learning process of all students in the class, without exception. Joint activity means that everyone makes their own special individual contribution, in the course of work there is an exchange of knowledge, ideas, methods of activity. Individual, pair and group work is organized, project work, role-playing games are used, work with documents and various sources of information is carried out. Interactive methods are based on the principles of interaction, the activity of trainees, reliance on group experience, and mandatory feedback. An environment of educational communication is created, which is characterized by openness, interaction of participants, equality of their

arguments, accumulation of joint knowledge, the possibility of mutual assessment and control

The facilitator (teacher, trainer), together with new knowledge, leads the training participants to an independent search. The teacher's activity gives way to the students' activity, his task becomes to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in the work, one of the sources of information.

Interactive interaction, of course, requires certain changes in the life of the class. The amount of time required for preparation, both for the students and the teacher, is increasing.[1p 122]

It is necessary to start by gradually incorporating elements of this model so that students become accustomed to them. You can even make a plan for gradually introducing interactive learning. Of course, it is better to diligently prepare a few interactive sessions in the school year than to run often hastily prepared "games". It is necessary to conduct an organizational session with the students and create with them the rules for working in the classroom. For a start, it is advisable to use simple interactive technologies - work in pairs, small groups, brainstorming. Over time, students will have experience of such work, and the period of preparation for classes will be reduced to a minimum.

For the effective use of interactive learning, the teacher must carefully plan, first of all, his activities: give an assignment to students for preliminary preparation (read the text, think over the answers to questions, complete assignments), deeply learn and think over the material, determine the timing of the lesson, assignments for groups, roles participants, prepare questions and possible answers, develop criteria for evaluating the effectiveness of the lesson.[2p 98]

Thus, the learning process is not an automatic insertion of educational material into the student's head. It requires intense mental activity of the child and active participation in this process. Explanation and demonstration will never yield sustainable knowledge. This can only be achieved through interactive learning. On

the other hand, after a few diligently prepared lessons, the teacher will be able to feel how the attitude of the students towards him has changed, as well as the atmosphere in the class itself. This will serve as an additional incentive to work with interactive technologies.

Interactive methods can be used when organizing a teacher for the following work with students:

- organization of thematic classes,
- organization of temporary creative teams when working on a training project,
- organization of discussions and discussions of controversial issues that have arisen in the team,
- to create educational resources.

Modern pedagogy is rich in a whole arsenal of interactive approaches, among which the following can be distinguished:

creative tasks;

- work in small groups;
- educational games (role-playing games, imitations, business games);
- use of public resources (invitation of a specialist, excursions);
- social projects and other out-of-class teaching methods (competitions, interviews, films, performances, exhibitions);
- study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, “learner as a teacher”, “everyone teaches everyone”, mosaic (openwork saw), use of questions, Socratic dialogue);
- testing;
- warm-ups;
- feedback;
- distance learning.
- discussion of complex and debatable issues and problems (take a position, scale of opinions);
- problem solving (“decision tree”, “brainstorming”, “case analysis”, “ladders and snakes”);

- trainings.

To solve educational and educational tasks by a teacher, the following interactive forms are most common:[3p 104]

"Microphone". Students are invited to express their point of view on the question or problem posed. An object imitating a microphone is sent through the audience. Everyone who has received such a "microphone" is obliged to clearly and concisely state his thought and draw a conclusion.

"Brainstorm". To solve a problematic issue, students are invited to find as many ways, ideas, suggestions as possible, each of which is fixed on a board or sheet of paper. After the creation of such a "Bank of ideas", analysis and discussion are carried out.[4 p 123]

"Teaching - learning." The lesson material is divided into separate blocks according to the number of students in the group. Students work out and exchange information, creating temporary pairs, after which there is a collective discussion and consolidation of the educational material.

"Carousel". Students are placed in two circles facing each other. For some time each couple exchanges information, their thoughts; after that, the students of the outer circle move in a circle to the next partner. You can preliminarily invite students to prepare questions on the topic and conduct a survey in a circle.

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