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"ISSUES OF USING INTERACTIVE METHODS IN EDUCATION."

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ABSTRACT.

This article analyzes the issues of using interactive methods in the educational process from a scientific, theoretical and methodological point of view. The essence of the interactive approach in education, its role in the pedagogical process and its importance in the formation of subject-subject relations between the teacher and the student are highlighted. The pedagogical possibilities of interactive methods in developing independent thinking, communication culture, creative activity and cooperation competencies in learners are substantiated.

The article also analyzes the methodological problems encountered in the process of using interactive methods, their impact on educational effectiveness and ways to eliminate these problems. The results of the research serve as a theoretical and practical basis for the effective organization of the educational process, improving the quality of lessons and introducing modern pedagogical technologies into practice.

Keywords: interactive methods, educational process, pedagogical technologies, student activity, collaborative learning, independent thinking, innovative approach, educational effectiveness, pedagogical competence, modern lesson.

In today's rapidly developing era, one of the most effective ways to increase the efficiency of education is organizing lessons through interactive methods. This issue remains one of the most urgent problems of the modern education system. Interactivity, first of all, reflects actions and activities based on dialogue and cooperation between social subjects. The use of interactive methods in the educational process contributes to the development of students' abilities. In particular, important skills such as independence, self-control, activity management, effective communication, teamwork with peers, listening and understanding others' ideas, independent and critical thinking, and the ability to express one's thoughts clearly and freely are developed.

Most importantly, interactive methods allow organizing, directing, managing, monitoring, and analyzing activities based on cooperation between teachers and students.

Types of Interactive Methods

Interactive methods can be grouped as follows:

Guided discussions – help to form social relationships among students and create opportunities for exchanging opinions on various issues.

Brainstorming – an effective method for generating new ideas and opinions, where students collectively search for solutions to problems.

Role-playing method – students participate in different roles and gain practical skills for solving real-life problems.

Project-based learning – students independently develop projects and engage in collaborative activities.

Simulations and educational games – help students gain practical experience.

Application and Advantages of Interactive Methods in the Subject of Upbringing (Tarbiya)

When using interactive methods in the educational process, it is important that teachers apply them rationally and appropriately. Each subject has its own specific teaching methods, and they should be selected according to the content of the subject. In particular, while teaching the subject of upbringing, it is important not only to provide knowledge but also to develop students'

social and moral qualities. Therefore, the use of interactive methods in upbringing lessons brings significant pedagogical benefits.

Below are some interactive methods effectively used in the subject of upbringing.

"Video Puzzle" Method

Today it is difficult to imagine the educational process without information and communication technologies. Therefore, special attention is paid to the effective use of various information tools in pedagogical activities.

The "Video Puzzle" method is one of the interactive methods widely used in modern education and is implemented in the following stages:

- short video clips explaining the essence of the topic are shown without commentary;
- students explain the processes shown in each video;
- they analyze the essence of the process;
- they answer the questions given by the teacher.

By finding the answer to the video puzzle, students gain initial ideas about the new topic.

"Problem Situation" Method

This method increases students' interest and encourages them to think actively. During the method, problem situations related to the subject are presented, and students search for solutions.

This method is carried out in the following stages:

1. The teacher selects a problem situation based on the topic and defines the goals and objectives.
2. The purpose, tasks, and conditions of the assignment are explained to the students, and they are divided into small groups.
3. The groups analyze the problem situation, identify its causes, and present their ideas.
4. At the final stage, the teacher and students jointly choose the most appropriate solutions.

"Decision Tree" Method

One of the effective methods widely used in the educational process is the "Decision Tree" method. Through this method, students' knowledge levels are determined, their opinions are collected, and they are evaluated. This method allows students to analyze in depth the advantages and disadvantages of each proposed option when making rational decisions regarding a particular problem.

The Impact of Interactive Methods on Teachers and Students

Interactive methods require a high level of preparation, creativity, and pedagogical mastery from teachers. By using these methods, teachers can increase lesson effectiveness, guide students toward independent learning, and enhance their activity. Moreover, interactive methods contribute to the development of teachers' professional competence, communication culture, and pedagogical skills. As a result of applying interactive methods, students develop and gradually improve skills such as independent thinking, analysis, drawing conclusions, expressing their opinions freely, defending them with evidence, maintaining healthy communication, and conducting discussions and debates. Each teacher should thoroughly understand the individual psychological characteristics of students and organize the educational process taking into account general psychological laws when explaining new topics. This positively affects the quality of education. During preparation for a new topic, the correct selection of teaching methods and methodological techniques means balancing their interchange according to time and didactic goals. As a result, favorable pedagogical conditions are created to ensure a high level of students' intellectual and practical activity. Properly selected and effectively applied methods deepen knowledge about objective reality, ensure the integrity of lessons, and increase their scientific and theoretical level. Teaching methods selected sequentially and purposefully contribute to the development of students' cognitive and professional interests and activate their

independent practical activities. Pedagogical psychology studies the process of students' personality development, the influence of various educational activities on their development, and the psychological foundations of self-education among students. In the process of studying these psychological laws, several main stages are followed: correctly defining the problem, selecting research methodology, collecting data, processing it, and applying it in practice. Various psychological research methods are used to scientifically generalize these processes. According to the results of a monitoring survey conducted by the Ministry of Public Education of the Republic of Uzbekistan in 2023, the following positive outcomes were observed in schools where interactive methods were effectively used:

- students' activity and participation in lessons increased;
- the number of students with developed independent thinking skills increased;
- positive changes were recorded in students' academic performance.

At the same time, several problems were identified in implementing interactive methods in the pedagogical process:

1. Insufficient methodological training – many teachers have not attended specialized training courses on interactive teaching methods.
2. Weak technical infrastructure – in some regional schools, there is low internet speed and a lack of computer classrooms and interactive boards.
3. Organizational and psychological problems – resistance to innovation among teachers and low confidence in introducing innovations into lessons.
4. Incompatibility of curricula – existing curricula are not fully adapted to the implementation of interactive methods and there are time limitations.

To overcome these problems, the following practical recommendations are proposed:

- Improving teachers' qualifications – organizing annual seminars and training sessions on interactive methods and providing methodological support through online courses.
- Providing technical equipment – equipping schools with modern information and communication technologies such as SMART boards, tablets, and stable Wi-Fi networks through grant programs.
- Developing national platforms – creating national electronic platforms containing interactive learning materials, tests, and assignments (for example, developing new modules based on EduUz and ZiyoNET).
- Strengthening pedagogical monitoring and control – regularly monitoring education quality based on indicators evaluating the use of interactive methods.

Foreign experience is also important in this process. For example, in the Finnish education system, interactive methods are recognized as the main learning strategy. Nearly 70% of students' classroom activities are organized through group work, analysis of problem situations, and project-based assignments. As a result of this approach, Finnish students consistently demonstrate high results in the international PISA assessment programs. Adapting these methods to the national education system of Uzbekistan can also lead to significant positive changes in pedagogical practice. Interactive methods enrich not only the form but also the content of education and help develop important competencies in students, such as readiness for real life, the ability to express ideas freely, and critical thinking. It should be noted that interactive teaching methods have been used in Uzbekistan since ancient times in the forms of discussion, debate, reflection, analysis, consultation, poetry gatherings, and reading activities between teachers and learners, as well as among students themselves.

CONCLUSION:

The use of interactive methods in the educational process is one of the important directions of modern pedagogical science, which serves to improve the quality of education, enhance the

cognitive activity of students and ensure the comprehensive development of the individual. By studying this topic, the content, pedagogical essence and capabilities of interactive methods in the educational process were scientifically, theoretically and methodologically substantiated.

The effective use of interactive methods has a positive effect on the development of independent thinking, communication culture, creative activity and cooperation competencies in students. The systematic and targeted use of these methods is of great importance in increasing the effectiveness of the educational process, interactive organization of lessons and improving the professional competence of the teacher. As a result, interactive methods are manifested as an important methodological tool in organizing the educational process based on modern requirements.

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