THE ADVANTAGE OF INTERACTIVE METHODS IN IMPROVING THE QUALITY OF THE EDUCATIONAL SYSTEM

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Annotation: *The article is published in order to be able to correctly choose educational methods based on best practices in conveying the secrets of science to students, to effectively approach the formation of students' knowledge, skills and abilities.*

Key words: *method, educational methods, interactive methods.*

One of the urgent problems of today is to improve the quality of the education system. Providing quality education to students. For this, pedagogues are required to use interactive methods effectively, make the right choice and arouse interest in students. At the same time, it is important for the pedagogue to work more on himself, to find new interactive methods, to penetrate the heart of the student.

When choosing interactive methods of teaching, the goal of education, the number and capabilities of the learner, the conditions of the material and technical base, and the teacher's pedagogic skills are taken into account.

In pedagogical practice, "active methods and forms of teaching" have been used for a long time. But in recent years, another interesting term has become widespread – "interactive learning", although it cannot be called new. Back in the 60s, the development of interactive methods can be found in the works of V.A. Sukhomlinsky.

Interactive method is a method that activates the learner, encourages him to think independently, and puts the learner in the center of the educational process.

Method is derived from the Greek word "methodos" and means "way, moral method". Activity, way, method or form of movement is understood.

Below we will introduce several methods.

"Zigzag" method: Students of the class are divided into 4-7 groups and the groups are named. In groups, the text explaining the essence of the new topic is divided into parts, and the task of familiarizing with the content of the separated parts is assigned to the groups. Pupils study the texts carefully and speak. In order to save time, leaders are determined from among the group members, and the noted task is performed by them. Leaders' opinions can be supplemented by group members. After the students of all groups talk about the content of the text assigned to them, the texts are exchanged among the groups and the previous

activity is repeated. Several texts are presented to the groups. In this way, after the contents of all the texts are studied by the groups, the students distinguish the main concepts of the topic, determine their logical interdependence, and based on the generated ideas, a scheme related to the topic is developed. Then, on the basis of acquired knowledge, students are given the task of developing such schemes.

Muzyorar method: Muzyorar is an exercise aimed at overcoming obstacles in communication and breaking the "ice" in relationships. The interviewer, firstly, develops the dating process, and secondly, helps the participants to feel at ease.

Brainstorming method: "Brainstorming" is the most effective way to solve a problem by collecting free ideas and opinions expressed by group participants and reaching a certain solution through them. When used correctly and creatively, it teaches a person to think freely, creatively and non-standardly.

FSMU technology:

(F) – Express your opinion.

(S) - Give a reason for your statement of opinion.

(M) – Give an example that explains the stated reason

(U) – Summarize your opinion

This technology teaches listeners to defend their opinion, to think freely and share their opinion with others, to argue openly, to analyze acquired knowledge, to evaluate the extent of their acquisition, and to teach listeners the culture of debate. "Zinama-zina" technology: the teacher divides the students into small groups of 3-5 people depending on the number of subjects (the number of groups is preferably 4 or 5); Students will be introduced to the purpose of the training and its procedure. Sheets with a small topic note on the left side of the paper are distributed to each group; the teacher instructs the group members to familiarize themselves with the small topics written in the handout and write down what they know on the basis of this topic with the help of a felt-tip pen, thinking together with the team, and sets a time; group members together express the sub-topic given in the handout in writing (or picture, or drawing). In this case, group members should provide as much information as possible on a small topic. After the handouts are filled, one of the group members will make a presentation. During the presentation, the materials prepared by the groups must be logically hung on the classroom board (in the form of a ladder);

The teacher comments on the materials prepared by the groups, evaluates them and ends the training.

Yes-no exercise: The teacher thinks of something (number, object, literary or historical hero, etc.). Students ask him questions and try to find out what he thought. The teacher answers their questions only with the words "Yes", "No", "Both yes and no". There may be situations where the question is asked incorrectly or the teacher does not want to answer the question based on didactic goals. Then he refuses to respond with a predetermined gesture. After the exercise, it is necessary

to have a short discussion about which questions are strong and which are weak and why.

The purpose of the exercise is to teach children to develop a strategy for searching for questions without trying to ask them out of order.

"Sunflower": Students are divided into groups of 4-5 people. Based on the topic of the subject, the teacher throws one problem in the middle. Each group makes a sunflower, places a circle in its center and glues leaves. Depending on the topic, each group or a common problem is written in a circle and glued to the board. During the allotted time, the groups write their thoughts on a leaf and place it on a flower with the group's problem written on it. This method can be used to explain the subject, strengthen and repeat it, and determine the knowledge acquired by students.

"Bliss-survey" technology: through this method, students can first independently determine the sequence of actions indicated on the papers distributed to students, be able to convey their opinion to others in small groups or remain in their opinion, etc. formation of skills such as being able to agree with The use of interactive methods in training is an important factor in improving the quality of education. The rightly chosen method, being the first step in achieving the goal, forms the guidelines for innovation in education, free thinking, reasoning and finding a solution to the problem. After all, as the honorable first President Sh.M. Mirziyoyev said, - "If children do not learn to think freely, it is inevitable that the effectiveness of the given education will be low."

Conclusions: Interactive technologies for education have already shown their positive and negative sides. As you can see, the positive effect of the use of such modern equipment is more significant than its disadvantages, most of which can be solved. Interactive learning is an effective way of assimilating information, which is best used by combining different tools. And according to experts, such an innovative solution should form the basis of the current curriculum of many educational institutions. Without them, it will be more difficult to achieve high academic performance for children.

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