

## **ADVANTAGES OF USING INTERACTIVE METHODS IN LESSONS**

Rahimova Feruza Najmuddinovna

Researcher at the Kokan State Pedagogical Institute.

Email: raximovaferuzaxonferuza@gmail.com

phone: +99891 699-25-27

### **ANNOTATION**

In the lessons, the advantages of using interactive methods were discussed and the advantages of the ways of using technologies were presented, and a graphic organizer was presented as an example of these ideas.

**Keyword:** Interactive, Graphic, Organizer, method, diagram, Small group.

One of the best ways to increase the effectiveness of education in modern conditions is to organize lessons using interactive methods. If we give a tariff to the word interactive, the dictionary meaning of the concept "interactive" in English means "inter" - mutual, two-sided, "act" - do not act, do not work.

### **INTRODUCTION**

It is known that these interactive methods help students to work as a group and team and to form their knowledge and skills. Interactive methods increase students' creativity and create a basis for thinking and creative approach

### **THE MAIN FINDINGS AND RESULTS**

. One of the requirements of the present time is that we should expand the scope of the knowledge of students who have independently created new ideas and prepare them to be able to compete with the developed countries of the world as written in the National Program of Personnel Training. Those who approve of reading, if we find children bored with books, they will show their passion for knowledge, therefore, the teacher is required to organize the lesson effectively without tiring both himself and the child using modern interactive methods.

An example of these thoughts is "How?" I present the Graphic Organizer.

. "How?" GO. "How?" GO helps students to form general ideas about the topic and problem being studied. When using it, students develop the skills of logical thinking, the basic concept that illuminates the essence of the topic, the ability to organize information into a specific system, and analyze it.

When using a graphic organizer in classes, the following conditions are followed:

1. Thoughtful ideas should be expressed quickly without analysis, evaluation or comparison.
2. The resulting diagram is incomplete, and new ideas can be added to it.
3. If the question is repeated several times in its "kings" in the drawing, it means something important and can be the main solution to the problem.
4. New ideas are recorded in any form from top to bottom or from left to right, which is decided by the students themselves.

5. If the students can ask the questions correctly and objectively determine the direction of development of the problem, then the solution will be found correctly.

The procedure for using a graphic organizer in the educational process is as follows:

1. The teacher announces the chosen topic and understands the rules of applying GO.

2. Students are assigned to small groups.

3. Small groups are assigned specific tasks and they are completed at a specific time

4. During the specified time (10-15 minutes), the groups complete the tasks.

5. The solutions of the groups are announced and the team discusses them.

6. Under the guidance of the teacher, the team determines the best work and the training is completed.

**4. "Categorization" graphic organizer (GO).** The graphic organizer teaches students to identify the important features and aspects of the subject being studied, to summarize information.

When using it, students develop the skills of logical thinking, bringing information that illuminates important features into a specific system.

When using a graphic organizer, students will focus on:

1. There is no single requirement for highlighting important features (categories).

2. When groups are given the same task, the solution of one group may differ from the solution of another group

3. It is not possible for the teacher to give information to the students about the important features that illuminate the essence of the subject, the process of searching for the important features must be carried out by them themselves.

The procedure for using a graphic organizer in classes is as follows:

1. The teacher defines the topic (problem or problem) whose important features should be defined and divides the students into small groups.

2. Students are introduced to the selected topic (problem, problem) and the terms of use of the "Categorization" graphic organizer.

3. Certain tasks are given to small groups.

4. Small groups perform the task (identify the important features that illuminate the essence of the topic, express them using a table).

5. Small groups present their solutions to the community.

6. The work of small groups is discussed by the team.

## CONCLUSION

Thus, interactive methods have the ability to increase the learning activity of students in modern education, to increase their motivation to study. With the help of interactive methods, students' learning in pairs, in small and large groups allows for comprehensive analysis of educational issues by them. Therefore, it is appropriate for science teachers to effectively use interactive methods in teaching modules from pedagogical subjects.

In this way, we objectively and rationally evaluate the knowledge of students and improve the knowledge of students by putting the theory into practice together in the classroom.

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