

Interactive Strategies and Methods of Education

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Abstract— the article deals with the issues based on interactive strategies and methods of education. Author analyses the efficiency of using interactive technologies during the lesson. Currently, modern methods of teaching are widely used in the educational process. The use of modern teaching methods will result in higher learning efficiency. While choosing teaching methods, it is advisable to choose from each lesson's didactic task. Maintaining a traditional form of teaching and enriching it with techniques that enhance the activity of different learners will lead to an increased level of student learning. For this purpose, the organization of the classroom process, the learner's interest in the learning process, the constant encouragement of the learner in the learning process, the breakdown of the learning material into small pieces, the brainstorming in small groups, the debate, the problem, the direction and using techniques such as text, project, role-playing, and encouraging learners to carry out practical exercises independently. These techniques are also called interactive or interactive methods. Interactive methods are those that encourage learners to think independently and are at the center of the learning process. When these methods are used, the educator encourages the learner to participate more actively. The learner is involved throughout the process.

Key words: Interactive, interactive learning, interactive method, taxonomy, cognition, understanding, application, analysis, summarizing, evaluation, reflection, cognitive, Strategy.

I. INTRODUCTION

In modern conditions, the best way to increase the effectiveness of education is to organize classes using interactive methods. So what are the interactive techniques? What didactic capabilities do they have? What are the benefits of the appropriate and purposeful use of interactive methods in the learning process?

Interactive education is a form of education and a form of education that is recognized as the most appropriate way to increase the effectiveness of education. In essence, the interactive means that students have the ability to organize a collaborative, collaborative effort to acquire knowledge, skills, qualifications and particular moral qualities (Amonashvili Sh.A. 2006).

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Piaget: Active Learning (Learning). Gin Piaget's powerful ideas that contribute greatly to the debate about cognitive development are still in progress. Unlike Skinner, Piaget views the teacher as a material that the student should work on. Piaget considers social and physical harmony as assimilation and accommodation. In assimilation, Piaget believes that the student looks at logical learning, as if he were playing with simple slippers or empty jars as toys. By playing an empty jug and likening it to a cave, or through a comb, the student will logically explore what is associated with the object.

Every education professional knows that traditional education is also based on dialogue, and this conversation is organized in the following forms of interaction (Figure 1).

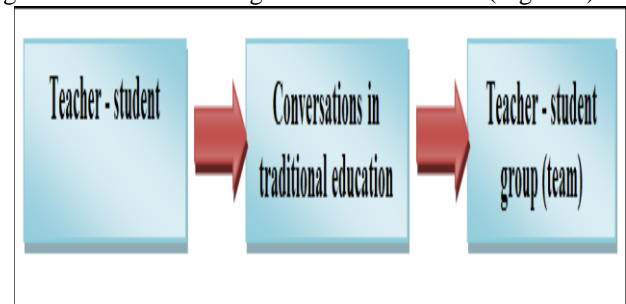


Figure 1. Conversation based on traditional education.

Thus, through association, the student learns to behave in world development. In Accommodation Piaget understands the realities and contradictions of the physical and social world through human adaptation.

In cases where students can be seen in the main (central) part of their learning, their level of understanding or understanding develops after a certain action. For example, when they are trying to eat something that is unhealthy, they may experience difficulties or pain. As the accommodation yields a passive effect on assimilation, we can see that the skeptical learner is reluctant to take risks.

II.METHODOLGY

Piaget notes that effective learner undergoes equilibration to achieve a certain balance from assimilation and accommodation. (Piaget, 1975) Piaget further states that learning is an active process of assimilation, and does not come from an adult, such as a teacher. Activity is a centralized activity for a student. That is, the student or learner becomes active in the learning process. This is also consistent with Bruner's "learning style". In this case, the principal role of the teacher is to monitor the student's readiness for learning and to uncover the undiscovered aspects of the student centered on student activity (Kuznetsov I.N. 2005).



Interactive learning is based on collaboration between teachers, students, and student groups that are keys to the learning process, with intense discussions, the ability to exchange ideas, to freely express, to express their personal

views, to find solutions to problem situations, to share teaching materials. In interactive learning, the conversation is organized between the following individuals (Figure 2):

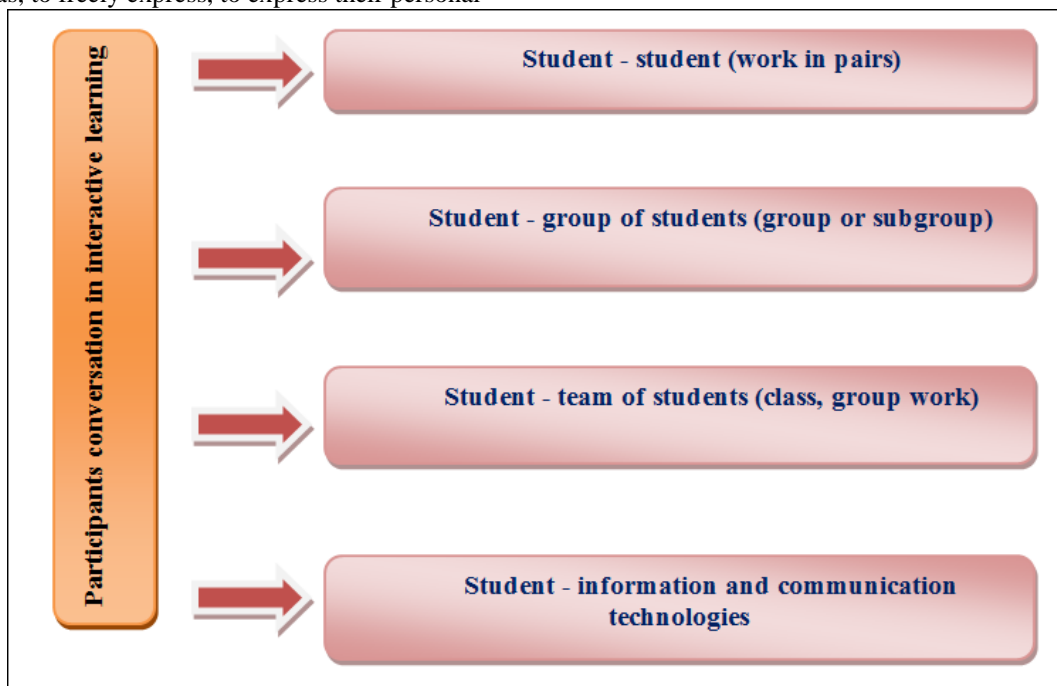


Figure 2. Dialogue in interactive learning

The essence of interactive learning is that the conversation in the form of “student-information and communication technologies” means the acquisition of knowledge, skills, and skills by students independently or under the guidance of a teacher. The teacher develops students' abilities through interactive learning, independence, self-control, self-efficacy, effective communication, working with peers, listening to and understanding their ideas, developing independent, creative, critical thinking, promoting alternative ideas. The ability to freely express, defend one's point of view, try to find a solution to a problem, and be able to cope with difficult situations. Most importantly, by using interactive learning, the teacher will gain an opportunity for objective evaluation by organizing, directing, directing, controlling, and analyzing student-centered collaborative efforts to achieve a specific educational goal. The fact that the learning process is based on interactive learning, at first glance, makes the impression that it is very simple, simple, even a "children's game."

Currently, one of the main areas of improvement of teaching methods is the introduction of interactive teaching and learning methods. As a result of using interactive methods, students develop and develop the skills of independent thinking, analysis, drawing conclusions, expressing their own opinions, sound communication and debate (Reutova E.A. 2012).

In this regard, American psychologist and educator B. Bloom created a taxonomy of pedagogical goals in cognitive and emotional fields. It's called the Blum taxonomy. (Taxonomy - the theory of classification and systematization of complex structured spheres of existence). According to him, the development of thinking occurs at the levels of knowledge, understanding, application, analysis,

generalization, evaluation (Winter I.A. 2007). These are also represented by the following symbols and verb patterns for each level, including:

Cognition is the first level of thinking, in which the reader can pronounce terms, know specific rules, concepts, facts and so on. This is the pattern of verbs corresponding to the level of thinking: repetition, empowerment, ability to convey information, tell, write, express, distinguish, recognize, tell, repeat.

III.RESULTS & DISCUSSIONS

And when the level of understanding grows, the reader understands the facts, rules, schemes, tables. Based on the available data, he can predict the consequences. This is the pattern of verbs corresponding to the level of thinking: justification, substitution, clarification, marking, interpretation, translation, reorganization, illumination, interpretation, clarification.

In application-level thinking, the learner can use and apply the knowledge he has acquired not only in traditional but also in unconventional ways. These are examples of verbs corresponding to the level of thinking: implementation, calculation, demonstration, use, teaching, detection, implementation, calculation, implementation, solution.

At the level of analysis at the level of analysis, the reader will be able to distinguish between parts and their interrelations, see errors in reasoning, distinguish between facts and consequences, and evaluate the importance of the data.



This is the pattern of verbs corresponding to the level of thinking: citation, separation, stratification, classification, prediction, prediction, distribution, distribution, verification, grouping.

In generalization thinking, the learner performs creative work, plans for experiment, and uses knowledge in several areas. Creatively processes information to create news. This is the pattern of verbs corresponding to the level of thinking: creating, summarizing, combining, planning, developing, systematizing, combining, creating, creating, designing.

In thinking at the evaluation level, the learner can distinguish, adhere to the criteria, see the diversity of criteria, evaluate the appropriateness of conclusions with existing data, and distinguish between facts and evaluative opinions. This is the level of verbs that are relevant to the level of thinking: diagnosis, proof, measurement, control, justification, approval, evaluation, verification, comparison.

It is important to know the differences between traditional and interactive lessons (Table 1).

Table 1
Some differences between traditional and interactive lessons

№	Basic concepts	Traditional lesson	An interactive lesson
1.	Level of Application	Used in the form of lessons that are convenient to them in all subjects	It is used in the form of interactive types of interactive lessons on certain topics. For other topics, a traditional lesson is used
2.	The purpose of the lesson	Formation and consolidation of lesson knowledge and skills	Teach them to think independently, to come to conclusions, to express their ideas and defend them
3.	Tasks and methods of the teacher	Explaining, strengthening, supervising, presenting new themes	Organizing, directing, supervising, finalizing independent work and presentations of students
4.	Requirements for the lesson Preparation	Preparation of lesson plans, preparation of conceptual and didactic tools	Interactive lesson development, assignments for independent work, handouts, and other necessary tools
5.	Requirements for student preparation	Performance of tasks in the previous lesson	Knowledge of basic concepts and basics of new lesson topics
6.	Duties of the learner	Listening and mastering the teacher, performing the assigned tasks	Independent thinking, comparing one's own conclusions with others, and reaching the final conclusions
7.	Expected result	Students acquire knowledge, skills and abilities on the topic	Formation of students' own opinions on the topic, to teach them to learn independently

The following conclusions can be drawn from the analysis of some aspects of interactive training in this table:

1. It is important to consider which topics should be appropriate for teaching subjects in the curriculum. This includes the use of interactive or traditional types of training to ensure that the training objectives of a particular subject are fully achieved.

2. In order for an interactive session to be effective, it is important to ensure that students have a basic understanding of the subject and basics before the new session.

3. It is important to take into account that students spend more time interacting with traditional lessons in an interactive session.

Interactive teaching methods are implemented by each teacher to the extent that they are available and within their capabilities. Based on some of the experiences in the practice of interactive training, we can point to the factors that influence the quality and effectiveness of these sessions. They can be conventionally referred to as organizational-pedagogical, scientific-methodological and factors related to the teacher, the students, and the means of education. We must remember that they are, in essence, positive or negative.

Typical interactive learning activities are organized in the following forms:

- individual;
- pair;
- group;
- teamwork

Students will have the opportunity to use interactive learning:

- teamwork or teamwork;
- to freely express their ideas among their peers, to demonstrate their knowledge without any psychological barriers;
- creative approach to problem solving;
- achieving spiritual closeness with a group or team;
- be able to fully realize their inner potential and abilities;
- thinking, summarizing ideas, sorting out the most important ones;
- control and independent evaluation of their activities;
- self-reliance;
- to master the ability to navigate in different situations and to handle difficult situations

Currently, the following most popular technologies are used in organization of interactive learning in educational institutions of the Republic:

Table 2
Technologies of organization of interactive education

Technologies of organization of interactive learning	Examples
Interactive methods	"Blitz-poll", "Modeling", "Creative work", "Relationship", "Plan", "Interview" and others.
Strategies	"Brainstorm", "Boomerang", "Gallery", "Zigzag", "Staircase", "Icebreaker", "Rotation", "T-Table", "Rounded Snow" and so on.
Graphic organizers	"Fish Skeleton", «I know, I want to know, I found out», "Conceptual Table", "Venn diagram", "Insert", "Cluster", "Why?", "How?"

IV. CONCLUSION

In summary, interactive learning can solve several problems at the same time. The most important of these is to develop students' communication and communication skills, promote emotional communication among students, and provide educational tasks by teaching them how to work in a team and listen to their friends.

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