

# Types Of Interactive Methods And Their Implementation To Improve The Quality Of Education

**Kalilaev Ayapbergen Janabaeovich**

Independent researcher

Karakalpakstan branch of the Research Institute of Pedagogical Sciences of Uzbekistan named after Qori Niyoziy

Nukus, Uzbekistan, Karakalpakstan

E-mail: [ayap1685@umail.uz](mailto:ayap1685@umail.uz)

**Annotation:** The article deals with the importance of teaching the student with the help of interactive methods, feeling successful, feeling his intellectual ability, effectively organizing the learning process, and improving knowledge and skills. The author notes that when employing interactive methods, the teacher's role is to organize the process by preparing tasks in advance, formulating questions or discussion topics for groups, offering advice, and managing the time and order of executing the planned activities.

**Key words:** interactive, lexicon, pedagogy, internet, information, interactive pedagogy, scheme, method, heuristic education, creative education, innovation.

**Introduction.** The concept of “interactive education” is one of the new terms widely used in the current pedagogical process. It entered the pedagogical lexicon in the late 90s. Researchers interpret several periods of evolutionary development of the emergence of this term in the pedagogical process. In scientific literature, researchers associate the concept of «interactive education» and the expansion of the use of interactive education methods in the pedagogical process with the development of the Internet in the mid-1990s. As a result of the development of information and communication technologies, in particular, computer technology, its widespread use in the educational process, and the rapid penetration of information sources of various levels, including the Internet, into the field of education, became of great importance. At the same time, it should be noted that the Internet remains a source of information that is harmful to the field of education, along with information necessary for education. The most basic relationship can be described in the form of the following scheme (Fig. 1).

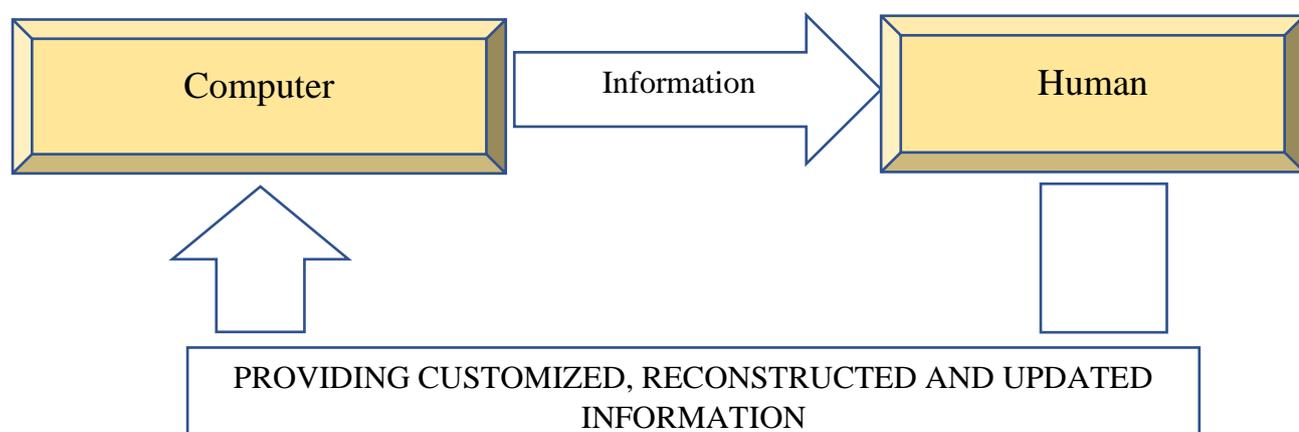
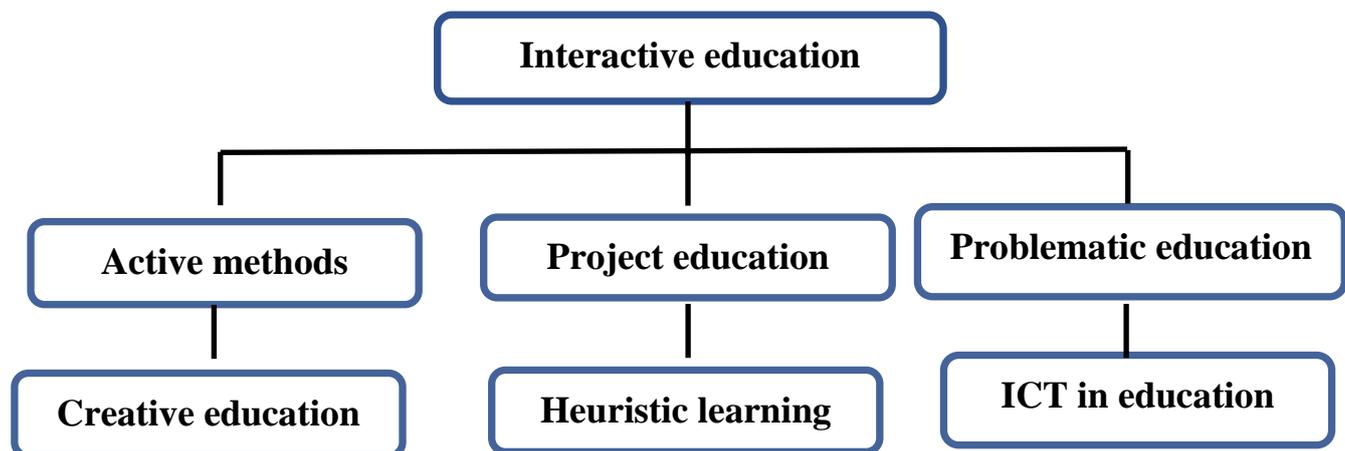


Figure 1. Scheme of human-computer interaction

**Literature review.** The German researcher Hans Fritz promoted the term «interactive pedagogy» in 1975, defining this discipline as a purposeful process aimed at the interaction and

mutual activity of the participants of the pedagogical process. In the early 1980s, pedagogues began to use active (interactive) methods aimed at learning in the form of group dialogue. Officially, the methods of education began to be defined as only traditional and active methods of education. Interactive educational methods, i.e. mutual activities of the teacher and learners in the process of teaching and learning knowledge and the importance of such activity, organization, improvement, theoretical and practical aspects of such a process, since ancient times, great thinkers, teachers in training with their students, as well as in recent years, pedagogic scientists have been paying serious attention in their research, and practicing pedagogues in their practical activities [1].

Currently, one of the main directions in the field of improving educational methods is the introduction of interactive education and training methods. As a result of the use of interactive methods, students' skills of independent thinking, analysis of each topic, drawing conclusions, freely expressing their opinion, being able to defend it based on reasons, healthy communication, debate are formed and developed [2]. Interactive methods – such methods that implement the learning process in the interaction of students – the word “Interactive” is derived from the English word “Interact”, i.e. Inter – “mutual”, “act” – “movement, influence, activity”. gives the meaning. Lessons in interactive methods encourage the student to think creatively, to actively solve the received information, to freely express his opinion, to take initiative, to find solutions to problems in groups, to work in cooperation, to express his opinion in writing. Working in interactive methods does not mean abandoning traditional methods. Maybe it means being able to solve the content in interaction. We present interactive education in the following scheme:



**Figure 2. Interactive educational scheme**

Currently, when it comes to the implementation of new methods or innovations in the educational process, it is understood that interactive methods are used in the educational process. Interactivity is the activity of two people, that is, the learning process takes place in the form of a mutual conversation, in the form of a dialogue (computer communication) or on the basis of student-student interaction. Interactivity is mutual activity, movement, affectiveness, which occurs in the interaction between the student and the teacher. The main goal of the interactive method is to create an environment for active, free thinking of the student by creating the most convenient situation for the learning process. It manifests itself intellectual potential and increases the quality and efficiency of education.

The lesson is organized on the basis of active participation in such a way that not a single student is left out, that is, they have the opportunity to clearly express what they see, know, and think about. Students will have the opportunity to make their own contribution to mastering the content of the subject while working collaboratively. A process of exchange of mutual knowledge, ideas, thoughts takes place. Such situations ensure mutual sincerity, the desire to acquire new knowledge increases, and in this process mutual support and friendly relations are formed. It has great educational value.

**Methodology.** In educational processes based on dialogue, the student learns to think critically, to find a solution to complex issues based on analysis, to search for information accordingly, to express some alternative opinions freely in mutual discussions, and such skills are

formed [3]. In order to decide on an interactive approach to the organization of education, teachers (pedagogues) must be able to comply with a number of conditions. They are in the following:

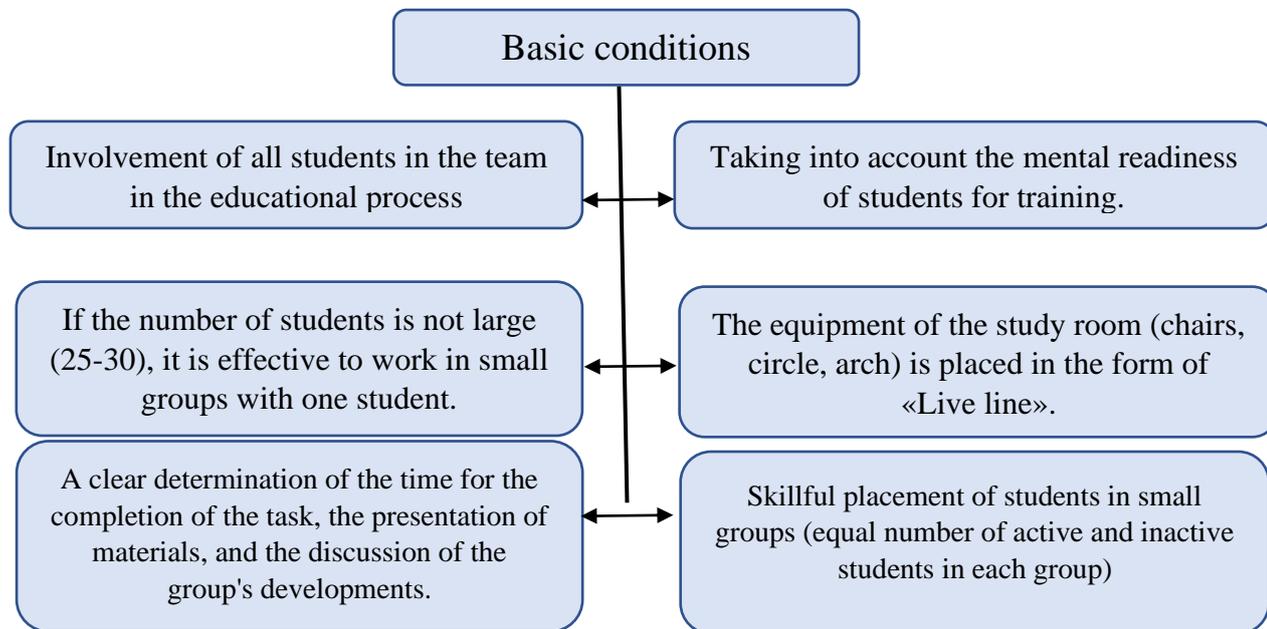


Figure 3. Conditions of an interactive approach

Today, it is known to everyone that interactive teaching is implemented in the following forms in the world education system.

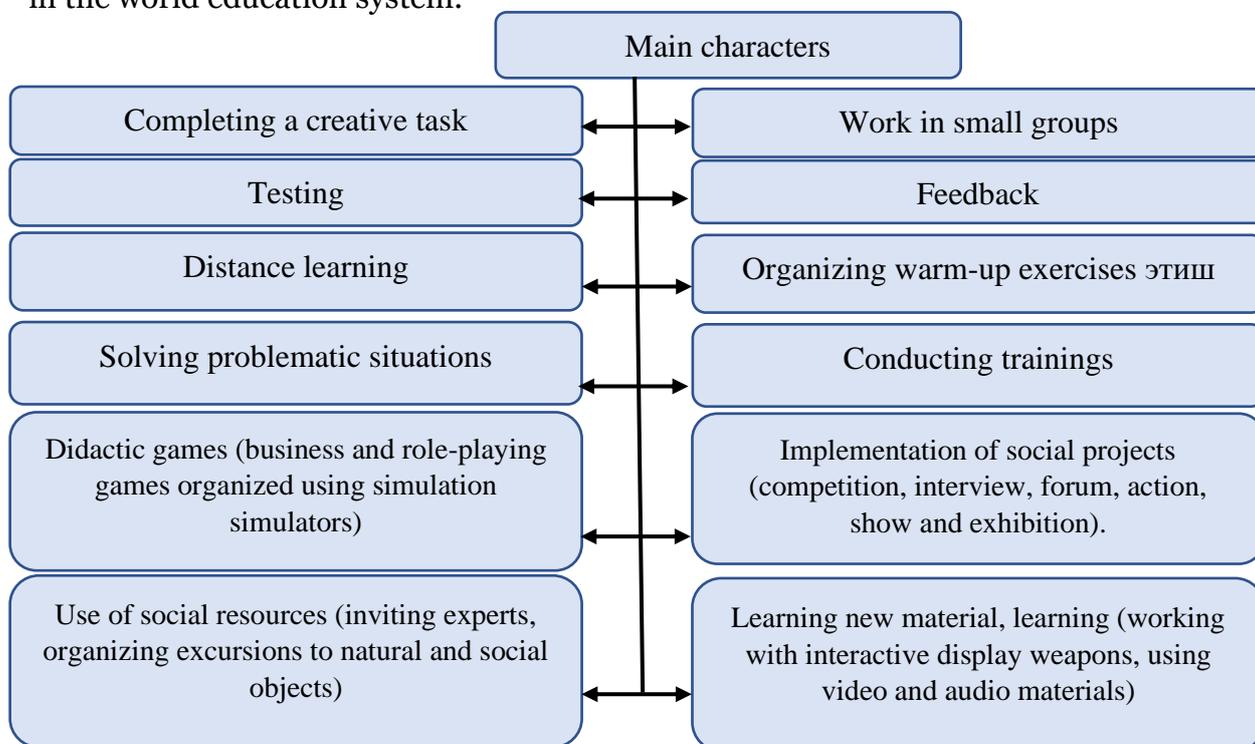


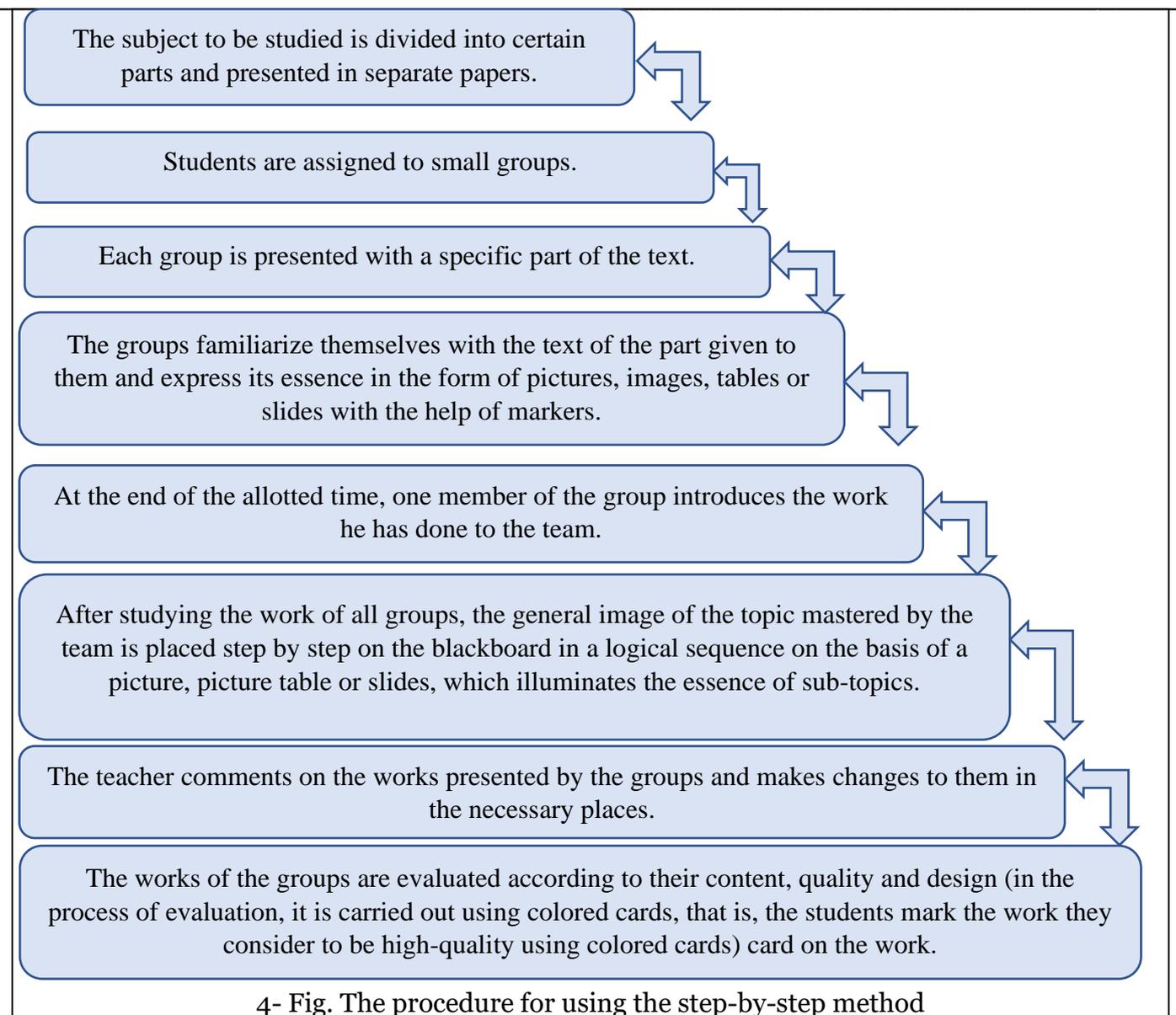
Figure 4. Forms and signs of an interactive approach

Interactive methods form the basis of interactive education. In the process of education, the methods that serve to develop cooperation between students and the teacher, to increase activity, to effectively acquire knowledge by students, and to develop their personal qualities are considered interactive methods [4]. According to the types of interactive methods in the following:

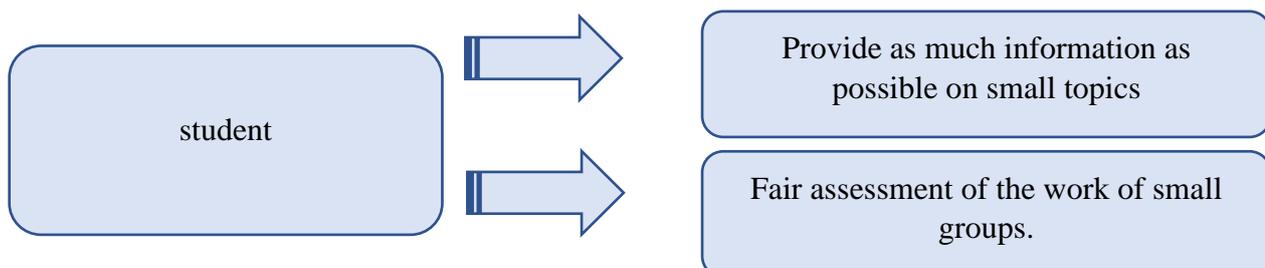
«Discussion» method	«Experiential learning cycle» method
«Written arguments» method	«Black box» method
«Essay» method	«Fifth (sixth, seventh.....) plus» method
«Assessment» method	«3/3» (4/4 5/5.....) method
Scarab strategy	The method of «correct placement of pictures».
«Pinboard» technique	«Working with red and green cards» method
«Paradoxes» method	«Dolphin» technique
«Diary» method	«Role-playing» method
«Brainstorming» method	«Exchange» role-playing game
«General brainstorming» method	«Entrepreneurship» game
«Severe attack of thoughts» method	«Business» game
The method of «Fierce of hidden thoughts».	«Crossword» method
«6x6x6» method	
«Decision tree» method	

**Step-by-step method:**

This method makes the students (students) learn the subject by dividing it into sub-topics based on pictures, images, tables or slides and forms skills. It also helps students to develop a creative approach to learning the subject, personal thoughts, and the ability to express acquired concepts in visual forms. The order of its use is as follows:

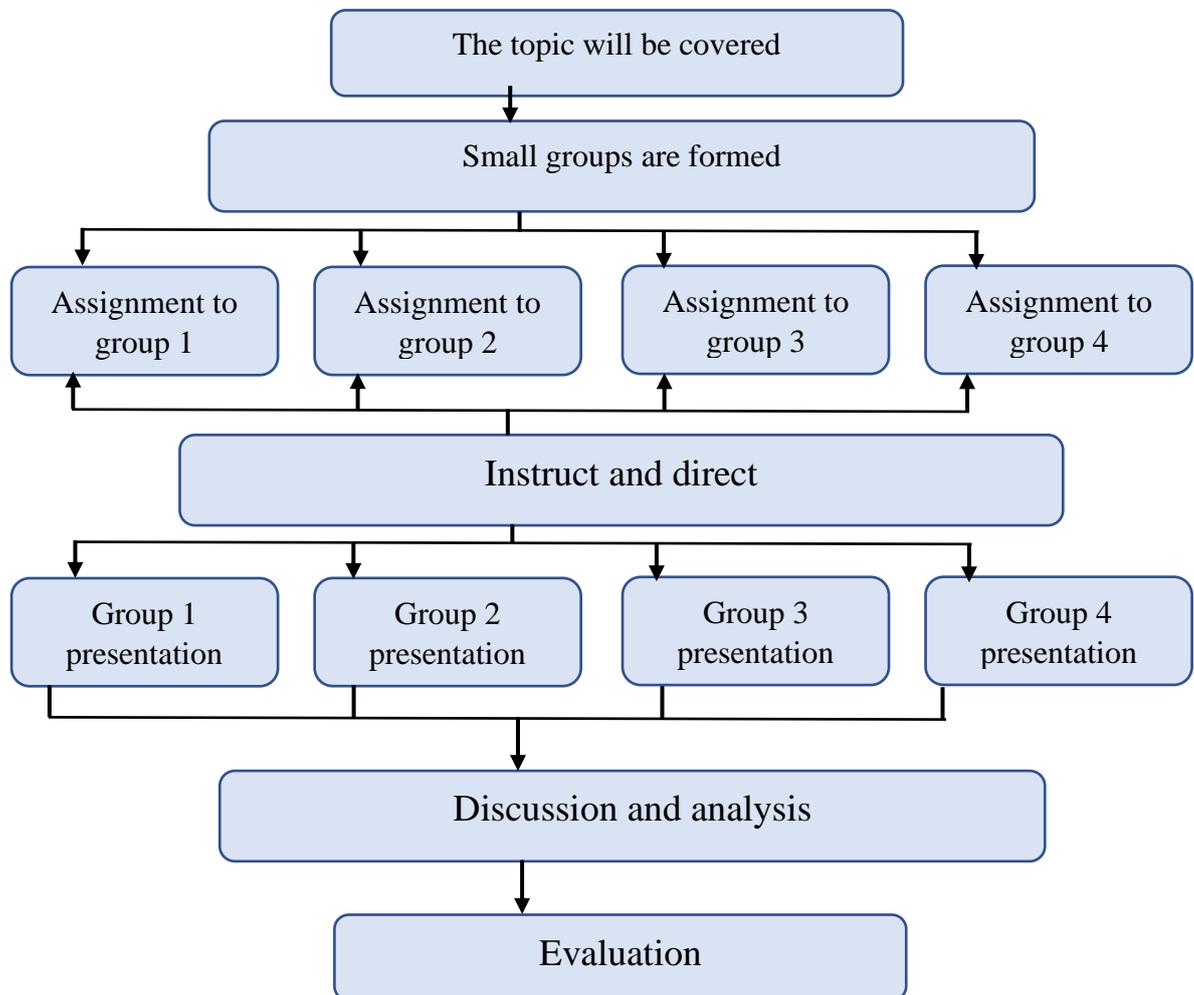


The following conditions are followed when using methods in training:



**Discussion. The method of working in small groups:**

The method of working in small groups is a creative work in the lesson aimed at learning the educational material or completing the assigned task by dividing them into small groups in order to activate the students. When using this method, students work in small groups as part of a team, have the right to actively participate in the lesson, take the role of leader, learn from each other and learn to appreciate different points of view. When the method of working in small groups is used, the teacher can save time compared to other interactive methods. Because the teacher can simultaneously involve and evaluate all learners. Below is the structure of the "Working in small groups" method.



**Figure 5. How to use the method of working in small groups**

The steps of the “work in small groups” method are as follows:

The direction of activity is determined.

Related issues are determined by topic.

Small groups are defined. Students can be divided into groups of 3-6 people.

Small groups begin to complete tasks.

Specific instructions are given and directed by the trainer.

Small groups will make a presentation about the results of the task they have completed.

Completed tasks are discussed and analyzed.

Small groups are evaluated.

**Advantages of working in small groups**

1. It leads to better mastering of the teaching content.
2. Improves communication skills.
3. There is an opportunity to save time.

**Disadvantages of working in small groups**

1. Strong learners are also likely to get low marks because some groups have weak learners.

- |  |  |
|--|--|
| 4. All learners are involved.<br>5. There will be an opportunity for self- and inter-group assessment. | 2. There will be less control over all learners.<br>3. Negative rivalries between groups may arise<br>4. Interpersonal conflict may arise in group work. |
|--|--|

These general characteristics of educational methods consist of the processes of speaking-listening, showing-observing, explaining-thinking, strengthening-repeating, and these characteristics are suitable for each. It is natural that such generality gives some wide opportunities in practical application of educational methods. This is a factor that must be taken into account when choosing educational methods for a specific purpose [5]. Interactive teaching is a special form of organizing educational activities. It implies clear and predictable goals. Since the teacher's activity takes the place of students' activity in interactive teaching methods, his task is to create conditions for their initiative. The teacher rejects the role of a filter that passes educational information through him, and acts as an assistant in the work, one of the sources of information.

**Conclusion.** When using interactive methods, the teacher only organizes the process and is engaged in its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives advice, controls the time and order of the execution of the set plan. When implementing any of the interactive educational methods, the goal is to improve the quality of education. Among the subjects taught in general secondary education schools, the use of interactive methods in natural sciences, that is, in physics, chemistry and biology, gives the most effective results.

#### References:

1. Xidoyatova D.A. Interfaol metodlar / uslubiy qo'llanma / D.Xidoyatova. Toshkent:»ABU MATBUOT-KONSALT», 2015. 44 b.
2. Alimova H.B., Ramazanov B.R. «INTERFAOL TA'LIM YO'RDAMIDA MAKTAB O'QUVCHILARINING QOBILİYATLARINI RIVOJLANTIRISH» ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 1 | 2021 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2021: 5.723
3. Yo'ldoshev J., F.Yo'ldosheva, G.Yo'ldosheva «Interfaol ta'lim sifat kafolati» Toshkent. 2008. 149 b.
4. Ro'zieva D., M.Usmonboeva, Z.Xoliqova. «Intefaol metodlar: mohiyati va qo'llanilishi» nomli Metodik qo'llanma. Toshkent. 2013.
5. Avlaev O.U., S.N. Juraev, S.R. Mirzaeva «Ta'lim metodlari» Toshkent. 2017.
6. Sarsenbaeva Z. J. Pedagogical Peculiarities of forming linguocultural competence of higher education students in Karakalpakstan //EPRA International Journal of Multidisciplinary Research (IJMR)-Peer Reviewed. – 2021. – T. 7. – №. 2021. – C. 161-166.
7. Utebaev T., Sarsenbaeva Z. Sprachliche analyse von sprichworten. Berlin Studies Transnational Journal of Science and Humanities. Vol. 1 Issue 1.5 Pedagogical sciences.
8. Sarsenbaeva Z. J. Pedagogical Peculiarities of forming linguocultural competence of higher education students in Karakalpakstan //EPRA International Journal of Multidisciplinary Research (IJMR)-Peer Reviewed. – 2021. – T. 7. – №. 2021. – C. 161-166.
9. Утебаев Т. Т. Қорақалпоғистонда XX аср иккинчи ярми-XXI аср бошида таълим-тарбиявий фикрларнинг ривожланиши //Нукус: Билим. – 2015. – Т. 104.
10. Aleuov U., Utebaev T. The formation and development of pedagogical science in Karakalpakstan. T //Science and Technology. – 2007.
11. Утебаев Т. THE DEVELOPMENT OF PEDAGOGICAL SCIENCE IN KARAKALPAKSTAN IN THE MIDDLE OF THE 20TH CENTURY-THE BEGINNING OF THE 21ST CENTURY //National Association of Scientists. – 2021. – Т. 4. – №. 73. – C. 16-19.
12. Janabayevich K. A. INNOVASION TEXNOLOGIYALARNING TA'LIM SAMORADARLIGIGA TA'SIRI //Ustozlar uchun. – 2024. – Т. 57. – №. 4. – C. 305-307.