

The role of interactive methods in improving the effectiveness of primary education

Boymurodova S.I

Teacher of the primary education department of BuxSPI

Salimova M.X

BuxSPI 2nd year student

Abstract. This article discusses interactive methods and the role of interactive methods in increasing the level of activity of primary school students in educational processes, increasing the effectiveness of the lesson due to the interaction between the teacher and the student.

Key words: Interactivity, interactive methods, efficiency, modern pedagogy.

Today, in our country, comprehensive reforms, fundamental changes and reconstruction are being carried out in order to make young people grow up to be educated, intelligent and mature people in all respects. is enough.

Through the changes taking place in the field of education, the goal is to raise mature, educated, well-rounded young people who will make the name of our country known to the world, benefit our nation, and serve the people.

First of all, the role of pedagogues is very important in the development of young people. In our country, every pedagogue is considered as a person who forms the spirituality of a well-rounded person. Only if a pedagogue is a master of his profession, he can give good education to young people, give students enough knowledge and form their world view.

It is important for pedagogues to be able to organize the lesson in an interesting way, to make the students interested in the lesson, and to be able to pass the lesson skillfully. Didactic games, modern and interactive methods help us organize the lesson in an interesting way.

All subject teachers, including elementary school teachers, are increasingly using interactive methods in the course of lessons.

Interactivity is the activity of two people, that is, the learning process takes place in the form of dialogue (computer communication) or on the basis of teacher-student interactions. Interactivity is mutual activity, movement, affectiveness, student-teacher, student-student conversations

Interactive methods - by increasing the activity between students and the teacher in the educational process, they serve to activate the acquisition of

knowledge and develop their personal qualities. The use of interactive methods helps to increase the effectiveness of the lesson.

The main goal of interactive methods is to create an environment for the active, free, creative thinking of the student, to use his needs, interests, and internal capabilities by creating the most favorable environment and situation for the educational process. Such lessons are conducted in such a way that no student is left out, and they have the opportunity to clearly express their opinions that they have heard, read, and seen. A process of exchange of ideas is created. Children's enthusiasm and interest in learning increases, mutual friendly relations are formed.

As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it based on the basis of it, healthy communication, discussion, debate are formed and developed.

When choosing interactive methods, the purpose of education, the number and opportunities of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc. are taken into account.

Interactive methods serve to increase the effectiveness of each lesson. When these methods are used, the teacher invites the learner to actively participate. The learner is involved throughout the process. The benefits of a learner-centered approach include:

- reading and learning with higher educational efficiency;
- high motivation of the learner;
- consideration of previously acquired knowledge;
- aligning the educational process with the goals and needs of the learner;
- support of the learner's initiative and responsibility;
- learning by doing;
- creation of conditions for two-way feedback.

In primary education, methods based on the design of heuristic conversations through didactic games according to the age characteristics, literacy levels, and personal nature of students are widely used.

One of the interactive methods used in elementary school classes

Let's look at the essence of some of them and how to use them.

"Brainstorming" method. This method appears at the initial stage of the process of ensuring students' activity in the course of classes, encouraging them to think freely and freeing them from the inertia of the same thinking, collecting diverse ideas on a specific topic, and solving creative tasks. serves to learn to overcome thoughts.

"6x6x6" method. With the help of the "6x6x6" method, by involving 36 students in a specific activity at the same time, it is possible to solve a certain task or problem, as well as to determine the capabilities of each member of the group, to learn their views. In the training organized on the basis of this method, 6 groups with 6 participants in each discuss the problem raised by the teacher. At the end of the specified time, the teacher will reorganize 6 groups. Each of the newly formed groups will have one representative from the previous 6 groups. The members of the newly formed group report to their teammates the conclusion presented by their group as a solution to the problem and discuss these solutions together.

"Cluster" method. The cluster method is a specific form of pedagogical, didactic strategy, which helps students create conditions for free, open thinking about optional problems, and for freely expressing personal opinions. This method requires the identification of a structure that allows thinking about the connections between different ideas.

"Ingenious clever" method. It is important for students to have the ability to think and reflect in the thorough assimilation of existing knowledge. "Zakovatli zukko" method helps students to develop quick thinking skills and to determine their thinking speed. This method creates a convenient opportunity for students who want to test their knowledge. They need to be able to answer the questions asked by the teacher correctly and accurately in a short period of time. According to the level of complexity of the questions, points are assigned for the correct answer returned to each question.

To sum up, the role of interactive methods in primary education is extremely important in expanding students' worldview, their thinking, strengthening their knowledge, and facilitating their learning skills. helps to increase.

References:

1. Adizova, N. B., Boymurodova, S. I., & To'rayev, S. D. (2023). BOSHLANG 'ICH SINF O 'QUVCHILARINING O 'QISH SAVODXONLIGINI OSHIRISHDA TA'SIR ETUVCHI OMILLAR. *PEDAGOGS jurnali*, 1(1), 548-548.
2. Sadoqat, B. (2022). O 'QISH DARSLARIDA AQLIY TARBIYANI SHAKLLANTIRISH TEXNOLOGIYASI. *PEDAGOGS jurnali*, 1(1), 82-84.
3. Usmonova, Z. I. (2022, June). Methodology for Forming Computational Skills in Primary School Students. In " *ONLINE-CONFERENCES*" PLATFORM (pp. 41-43).

4. Muxamedovich, K. F., & Ilxomovna, U. Z. (2023). INTERFAOL USULLAR ORQALI BOSHLANG 'ICH SINFI O 'QUVCHILARIDA HISOBLASH MALAKASINI SHAKLLANTIRISH METODIK MUAMMO SIFATIDA. *PEDAGOGS jurnali*, 1(1), 740-740.
5. Muxamedovich, K. F., & Ilxomovna, U. Z. (2023). Methodology for Forming Calculation Skills in Pupils of Primary Class Through Interactive Methods. *Journal of Pedagogical Inventions and Practices*, 17, 22-27.
6. Ilhomovna, U. Z. (2023). USE OF INTERACTIVE METHODS IN FORMING CALCULATION SKILLS OF 3RD CLASS STUDENTS BASED ON THE REQUIREMENTS OF THE NATIONAL PROGRAM. *International Journal of Advance Scientific Research*, 3(10), 61-65.
7. Z. I., U. 2022. Improving the Methodology for Forming Computational Skills in Primary School Students. *International Journal on Integrated Education*. 5, 6 (Jun. 2022), 576-579.
8. Mexriddinova, R. N. (2023). ULUSH VA KASR SON TUSHUNCHASINI ORGATISHDA ZAMONAVIY YONDASHUVLARNI TASHKIL ETISH METODIKASI. *PEDAGOGS jurnali*, 1(1), 752-752.
9. Raximova, N. (2023). ULUSH VA KASR SON TUSHUNCHASINI ORGATISHDA ZAMONAVIY YONDASHUVLARNING SAMARADORLIGI. *Педагогика и психология в современном мире: теоретические и практические исследования*, 2(7), 42-45.
10. Бабаназарова, М. Н. (2023). РОЛЬ ДЕТСКИХ ПЕСЕН В ПРОЦЕССЕ ФОРМИРОВАНИЯ ПРОИЗНОСИТЕЛЬНЫХ НАВЫКОВ И ЛЕКСИЧЕСКОГО ЗАПАСА УЧАЩИХСЯ. *International journal of advanced research in education, technology and management*, 2(1).
11. Nazarbekovna, B. M. (2023, January). THE ROLE OF CHILDREN'S SONGS IN THE PROCESS OF FORMATION OF STUDENTS' PRONUNCIATION SKILLS AND VOCABULARY. In *E Conference Zone* (pp. 65-74).
12. Xayrullayevna, S. G. (2023). BOSHLANG 'ICH TA'LIMDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISHNING AFZALLIKLARI. *PEDAGOGS jurnali*, 1(1), 106-106.