THE USE OF MODERN INTERACTIVE PEDAGOGICAL TECHNOLOGIES IN PRIMARY SCHOOLS

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ABSTRACT

The effective use of modern pedagogical technologies and interactive methods in the educational process has become one of the core issues in our country. The school teacher uses methods such as brainstorming, small group work, discussion, problem situation, design, role-playing, and practical exercises to open the content of the learning material, aimed at increasing pupils' interest and activity during the lesson. This article focuses on the effectiveness of organizing lessons using interactive methods in the classes of primary schools.

KEYWORDS: *Method, Interactive Method, Pedagogical Technologies, Information And Communication Technologies, Interactivity.*

INTRODUCTION

The word "technology" ("techno" in translation from Greek - skill, "logos" - science, concept) - the science of art and craftsmanship. In the explanatory dictionary of the Russian language defines: "Technology - a set of production methods and processes in the field of production, as well as a scientific description of production methods". The concept of "technology" came to pedagogy from the production environment, where it meant the process of organizing production, which allows you to get a specific part at the output. The technological approach in

pedagogy is associated with the precise definition and description of the goals of education, which allows you to more specifically achieve the intended results with all pupils, objectively assess the achievements and identify the problems of pupils.

The Uzbek dictionary defines the term "interactive" as based on the reception or transmission of information over a computer network. In Wikipedia, interactivity is evaluated as a concept that reveals the nature and level of interaction between objects and is said to be used in the fields of information theory, computer science and programming, telecommunications systems, sociology, industrial design, and so on. In a word, interactivity is the system of organizing the system, it is the parts of the system is to achieve a specific goal by establishing the exchange of information between. The interactive method is aimed at developing personal qualities, activating the acquisition of knowledge by increasing the activity between pupils and the teacher in the educational process. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria for interactive education are: informal discussions, the ability to freely express and express the learning material, a small number of lectures, but a large number of seminars, opportunities for pupils to take the initiative, small group, large group, assignment to work as a class team, written work and other methods, which have a special role in increasing the effectiveness of educational work.

Currently, one of the main directions in improving teaching methods is the introduction of interactive teaching and learning methods. All science teachers are increasingly using interactive methods in the classroom. As a result of the use of interactive methods, pupils develop the skills of independent thinking, analysis, drawing conclusions, expressing their opinions, defending them on the basis of reason, healthy communication, discussion, debate. In the process of interactive learning, the lesson is based on student interaction. The word interactive was derived from the English word, "Interact", i.e. Inter - means "interaction", "act" - means action, influence, activity. Interactivity is the interaction of two people, that is, the learning process takes place in the form of a dialogue, in the form of dialogue (computer communication) or on the basis of teacher-student interaction. Interactivity - occurs in interaction, movement, sensitivity, student-teacher, student-student (subject-subject) conversations.

The main goal of interactive methods is to create an environment conducive to the student's active, free, creative thinking, to activate his needs, interests, inner potential by creating the most favorable environment for the shooting process. Such lessons take place in such a way that in the process, no student is left out, and has the opportunity to openly express their thoughts on what they have heard, read and seen. Pupils develop a desire to learn, interest in each other, friendly relations are formed. Interactive methods that are considered modern in foreign language teaching methodology have been developed by scientists and have proven to be more effective than traditional methods. Interactive methods significantly increase the cognitive potential of the learning process compared to traditional methods.

The design of new technologies involves the use of methods of a task approach, internal dialogue and imitation games that require the activity of the personal structures of pupils' consciousness. When the activity makes sense, the child's cognitive action also acquires meaning and new, stronger motivation. The meaning of imitation-game situations is the ability, while playing, to solve the proposed tasks and freely express creative forces. This is especially true for primary school pupils, as the need for play remains strong when they arrive at school.

There are many types of interactive lessons, which are selected and prepared according to the characteristics of the subject and the intended purpose. There are specific requirements for the preparation of pupils to participate in interactive lessons, which include the acquisition of knowledge necessary for active participation in the lesson, readiness for communication, collaboration, independent thinking, self-expression and skills of free expression and defense, and so on. Efficient use of time in training is a prerequisite. It is necessary to properly select, prepare the necessary tools and clearly define the trainers and their responsibilities. There are specific differences between interactive methods and traditional teaching methods, and each teacher should compare these differences, their advantages and disadvantages in relation to each other, in choosing the methods of lesson planning and conduct. In this case, the most appropriate interactive for the transfer of new knowledge, the formation, development, consolidation of skills, repetition of knowledge, practical training, as well as for training on each topic, taking into account the specifics of the subject or the correct choice of other techniques. The application of properly selected techniques will ensure that the training is fun and effective.

Taking into account the "biology of attention", it is recommended that primary school teachers structure their lessons in such a way that only 20% to 40% of the study time requires intense attention of pupils. This means that after intensive work, teachers must take care of a break, during which the parts of the brain that were not previously working during the training session are activated. If pupils are continuously mastering new material that requires a high concentration of attention, then there comes a time when they cannot connect the new with the already known, cannot assess it and think over the conclusions. Breaks in the study process are not an empty time, but a necessity. Lessons in primary school need a special rhythm - the oscillation between immersion in a new experience and consolidation of what has been received.

According to the scholars of pedagogy and psychology, if the phase of concentrated learning lasts 10-15 minutes, you need to expect that the processing time of the material will take from 2 to 5 minutes. This period can be organized in different ways. Pupils can discuss their learning experiences with partners in small groups, can reflect on it alone, or completely get drawn out of school by engaging in specially organized activities that promote a balance of mind and body.

On average, children of seven to eight years old can intensively, without interruption, study for 15-20 minutes, no more. Children of nine to twelve years old - within 15-25 minutes, after that there must be a pause. The alternation of unfamiliar, unusual actions and ritual actions is especially important, but, according to psychologists, no more than threefold. Switching attention is necessary, but numerous do not relax, but, on the contrary, tire. It is noted among the moments that prevent the successful course of gaming activity, gaming fatigue. It occurs in the case of a very long game or during repetitive types of games, their uniformity and frequent use. The second case of the appearance of gaming fatigue is associated with a psychological incompatibility between players.

It is important to alternate technologies and observe the limitation in their number. However, the teacher should be aware that, along with attractive features, new gaming technologies may become undesirable for pupils. Pupils may experience negative emotions: fear of the possibility of being incapable of solving game problems, fears about relationships with other players, if the technology is competitive in nature, and worries about possible defeat are added to this. Therefore, it is very important for a teacher to give the student the opportunity to gain positive

experience, help some participants to adapt, provide for encouragement, and think over options for dividing pupils into groups. Newness brings joy, surprise and relieves tension; rituals create a sense of stability and predictability.

CONCLUSION

The task of a primary school teacher is to build a lesson in such a way as to introduce an element of novelty into classes, to be able to cheer up pupils in time, relieve stress, concentrate attention and help them move from one learning situation to another. If we believe that learning is not only the transfer of knowledge, but also the creative process of human interaction, then by creating an atmosphere of understanding and mutual support in the group, we thereby form a positive attitude towards learning of children. The current stage of development of educational technology is characterized by the widespread use of interactive teaching methods in the educational process. In short, a teacher who aims to ensure the effectiveness of the lesson will achieve his or her goal only if he or she skillfully uses interactive teaching methods in their place.

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