

**IMPORTANCE OF INTERACTIVE METHODS AND PEDAGOGY IN TEACHING**

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**Abstract:**

In the science of psychology teaching methods, interactive methods are based on meaningful coverage of the psychological aspects of education. Accordingly, the main concepts of teaching are developed in the teaching methodology and the use of interactive methods is based on these issues. It will be discussed about the importance of interactive methods and pedagogy in teaching.

**Keywords:** interactive method, teaching, pedagogy, psychology, factor, activity, education, methodology

Teaching based on the joint attitude and action of human psychology is called interactive teaching method. The activities of the student and the teacher, who do not study individually, but work together with a group, mutually agree and discuss questions, stimulate and activate each other, occupy a central place. When using the interactive method, the spirit of competition, competition, argument strongly affects intellectual activity. This is especially true when people seek to solve problems in an organized manner. Moreover, influenced by such psychological factors, any opinion expressed by the people around them encourages them to express their similar, close or, on the contrary, totally opposite filer. Much more creativity and activity is required from the teacher during such classes. A lesson in the form of telling a story from a book that is already known or requires a lot of creativity and activity is passive. The interactive method brings particularly good results not only in education, but also in education. From a scientific point of view, when the teacher affects the discussion, he not only expresses his opinion, but also expresses his personal attitude to the problem, moral position and worldview. The participation of the teacher in the student debate can be different. But in any case, he should not overthink himself. It is better to use a well-calculated way of managing a debate, one that requires productive thinking and creative inquisitiveness in finding a solution, by posing a problematic question. The teacher gives an opinion in the deduction from his point of view, only it is necessary to prove and reject the wrong opinions by drawing conclusions from the students' opinions. With this method, the content of the debate is not only intellectual - knowledge, theoretical questions can be expanded, but also it is possible to create productive activities in cooperation, and with its influence on the personality of students, it is possible to turn the educational activity into an educational process. Is it possible to separate productive activity from cooperation into three distinct active methods? In general, it is possible to take into account the educational function of the lesson process. But is it necessary to do so? This is not considered appropriate, because the interactive method is not



only the joint creative (productive) activity of the teacher and students, the process of personal cooperation, but also the emergence of the process of knowledge search. The teacher should always remember that it is important to always include the "teacher-student" system, not to limit the direction of active learning to the "student-student" cooperation, without asking the questions in their own way. The interactive teaching method includes: 1) heuristic conversation; 2) dispute method; 3) brainstorming; 4) round table; 5) method of business games; 6) discussion of the choice of practical work and other methods used with a separate teacher - enjoyable interactive teaching methods. Let's briefly get acquainted with their content.

One method of interactive teaching is conversation, which is Latin for "gathering, searching". It is a conversational method based on the ancient Greek teaching system called Socratic dialogue. In this way, it is necessary to skillfully formulate questions and direct the student to independently find the correct answer to the question. The difference between this teaching method and that of Socrates is that it is alive in a wide range. But there are some obvious similarities, its function, according to its description, is directly aimed at the student to skillfully ask questions by actively thinking about them. According to the psychological nature of its orientation, heuristic conversation is collective thinking or conversation, conversation as a searcher for a solution to a problem. Therefore, in pedagogy, this method is considered as one of the problem teaching methods, among others, the conversation is not psychologically different from the conversation known as the problem searcher. Pedagogy draws a personal quantitative boundary between them. If the heuristic conversation concerns only one element of a topic, then in critical research - there are many problematic situations. However, such a distinction does not raise in practice, if the conversation is made real, it is impossible to notice this invisible difference between "only one" and "many" problems in training: the conversation between the teacher and the audience is multi-questioned. turns into a conversation, and the conversation about the topic turns into an argument without realizing it. But now this is another way of teaching, which we will talk about later. The point is that in the conversation, thinking search becomes a collective search, and in the search for a solution to the problem, there is an exchange of ideas, different options, conclusions between cooperation and like-mindedness activates each other. Therefore, logically, this method is considered as an interactive teaching method. The questions posed to transform a conversation into a heuristic conversation are also subject to the same conditions as other problem-based teaching methods. In the process of becoming a heuristic conversation, it is nothing but the realization of one of the ideals of interactive learning, which is caused by a problematic situation. In recent works, discussion has been used as an interactive teaching method. The debate method or educational debates appear as a heuristic conversation, or rather discuss specially programmed free theoretical questions, usually starting with a question as a heuristic conversation starter. It is a norm in the lesson to always turn it into an argument. What is the nature of the argument from a psychological point of view? First of all, debate is a dialogic form of activity, creating a fierce struggle between different opinions, a conversation. The exchange of ideas is not as coherent and weighty as in a normal conversation, and in a debate, the clash of one idea with another



has a somewhat nervous appearance. What makes an argument unique is that the point of an argument is to make the disputants actively think or to prove a point with evidence.

Secondly, it is interesting from a psychological point of view that it is the conflict of ideas that creates the dispute, and it is the birth of different opinions that lead to the dispute. It is generally assumed that in an argument through reasoning, a response to the objector's statement arises, so that different opinions generate the argument. As a result, the situation is quite the opposite: the debate gives rise to thought and activates thinking, and educational debates ensure mastery of learning material as a product of thinking.

Contextualization of arguments activates reasoning, turning them into a system of arguments. Unfortunately, as a result of such a psychologist's conclusion, this method does not provide the opportunity to be widely used in the practice of schools or pedagogy - psychology higher education institutions. The debate method is used in practical exercises or laboratory exercises in the group form of lessons, in lessons where students have the opportunity to speak. It is also sometimes used in a lecture, where the speaker addresses the audience with questions about the topic. Debate cannot be fully implemented in lecture classes, but it can be implemented by quickly eliciting answers to questions from the audience and prompting them to comment on the problem. Now answering this controversial question, group thinking and listening to the speaker's conclusion creates a psychological atmosphere. Here is an example of how to ask a few discussion questions in different lesson formats. Let's start with the controversial question that was originally used in the lecture. In the organizational part, the lecturer asks the students a question related to the theoretical activity. "We have just established that activity is the cooperation of a being with the surrounding being to satisfy its needs. Such facts are different types of activities: a pensioner sat down on a chair to rest his legs during a walk; the ant is carrying away the fly that is in its nest; the ostrich is breathing with its head buried in its bosom; the student is learning the concept of "activity", but he was warned that he should not just memorize, but understand and remember; a student is studying a poem for homework in literature class; for a commander to tell his army how to act; the opponent is waiting for everything.

Secondly, the opportunity to apply the laws discovered by several student psychologists at once helps to justify the opinion. As a research, the following work was carried out, i.e., whether the lessons are interesting for schoolchildren or not, in which lessons (which subject teacher) are boring or, on the contrary, interesting, etc., how to evaluate them? But they debated whether evaluation is necessary or useful. How to learn it? Someone doesn't like to sit in math, someone doesn't like to do anything with someone. Some teachers always make classes fun. Maybe one of us will notice that he can't arouse interest in his subject? We know that everyone is interested in these and similar questions, but the debate is now on a different topic: not about whether perception is a part of cognitive processes, but about whether classes are interesting or boring. Of course, the accuracy of the diagnosis is not related. We come across various situations in our daily life, and based on our own capabilities, we study (observe) them, make a diagnosis or consult a psychiatrist, which is better than reading from a book. All these should be studied by a practicing psychologist. By reading your definitions now, we

share our existing knowledge with each other. Looking at them in the lessons, we develop our logical thinking, develop psychological observation.

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