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USE OF INTERACTIVE METHODS IN TEACHING WRITING IN HIGH SCHOOL

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ANNOTATION

Interactive teaching methods have largely been developed over the last two decades. Now interactive methods are considered to be modern advanced methods and they are widely used. Today, their number has exceeded 60. U. Hoshimov was engaged in the essence and purpose of these methods. Interactive methods involve activating, developing, and exploiting students' vast educational potential. Many methodological technologies in developed countries are now multiplying interactive methods of education.

Keywords: interactive methods, communicating, writing, organizing activities.

Interactive learning is a special form of knowing, communicating, organizing activities. This training implies a completely clear and predictable goal. One of such goals is to create favorable conditions for education. At the same time, the student feels that they are successfully studying, their mental depth. 1

According to O. Hoshimov, the interactive activity in the lessons consists of 5 parts:

- 1) interdependence;
- 2) personal responsibility;
- 3) interactions to encourage communication;
- 4) collaboration skills;
- 5) work in small groups.

When using interactive methods:

- 1) training takes place in the conditions of imitation, return of professional activity;
- 2) the team has the opportunity to learn knowledge, skills, abilities in a group;
- 3) students' independent thinking is activated. More interactive methods are based on: critical thinking;

study education as an active group

Let's look at them.

Interactive methods of teaching also mean the meaning or content of teaching by incorporating elements of mutual competition in the learning process.

1. To teach critical thinking. Nowadays, critical thinking - a way to teach oneself to express oneself independently - is also recognized and valued as an application of technology.

According to O. Hoshimov, critical thinking is a step.

1. Activation of previously acquired knowledge;
2. Understand and assimilate new information;



3. Reflection - the content of the assimilated, thinking about the scope of their thinking to consolidate new information.

We say it is necessary to add the 4th internal speech generation stage.

The clear task of today's educational process to develop students' critical and creative thinking will be to master productive reading, critical and creative thinking. When encountering new information, students need to be able to think critically and critically from all angles, from different perspectives. Another important fact is that critical thinking requires convincing proof. The critical thinker finds the solution to the problem on his own and proves his decision with convincing and well-founded evidence.

He understands that the problem can be solved differently, trying to prove that the decision he chooses is stronger and more productive than others. Reasoned critical thinking should be one of the key components of a competitive bachelor's and master's degree. Such personnel will ensure economic growth and improve the welfare of the people.

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It is well known that critical thinking skills need to be self-formed and taught. We should start teaching him from the maab, continue in academic lyceums and professional colleges, which are the second stage of continuing education, and polish him in higher education institutions.

2. Active and group teaching.

Active and group teaching methods have been used in traditional pedagogy before, but their widespread use in the late twentieth and early twenty-first centuries has had a strong impact on new approaches to education.

There are now groups of interactive methods. Interactive methods are divided into the following 3 groups of methods.

- 1) Methods of working in small groups;
- 2) Methods of optimizing the learning process in groups (through the use of situations, games, competitions);
- 3) Teaching methods by linking different tasks.

To sum up, methods of working in small groups create opportunities for multi-stakeholder engagement and student learning from each other. Students exchange ideas, learn to express their opinions, and students focus on the participant, not the teacher. They force you to study and prepare.

Working in small groups takes a lot of time, someone has to lead the students.

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