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**"THE IMPORTANCE OF INTERACTIVE METHODS IN THE EDUCATIONAL  
PROCESS"**

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**Mamatova Anorkhon Iminovna**

*Fergana State University,  
teacher of German language*

**ABSTRACT**

This article contains information about various stages of education, interactive methods in the course of the lesson, their importance, use, psychological characteristics, the unique character of the student, the role of the learner and the teacher.

**Key words**

education, interactive, method, skill, debate, interactive, case-study, cluster, communicativeness, empathy, constructivity.

The interactive type of education serves to develop independent thinking and rapid activity for the learner from preschool to higher education. The use of interactive methods of education at each stage, taking into account the unique psychological characteristics of the student, the way of thinking, taking into account the specific aspects of a specific audience of students, requires great pedagogical skills from teachers. serves as a tool for improving the quality of education.

An interactive method is to solve an activity or a problem in a mutual dialogue, in the course of thinking in a mutual debate, together. The advantage of this method is that the whole activity teaches the student to think independently and prepares him for an independent life.

When choosing interactive methods of teaching, 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 mean methods that activate learners and encourage them to think independently, with the learner at the center of the educational process. When these methods are used, the teacher encourages active participation of the learner. The learner is involved throughout the process.

The benefits of a learner-centered approach include:

-study-learning with a higher educational effect;



- high motivation of the learner;
  - consideration of previously acquired knowledge;
  - adaptation of the educational process to 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.

Thus, the use of interactive methods in the process of teaching subjects has its own characteristics. Careful study and practical application of each interactive method used in educational practice expands students' thinking and has a positive effect on finding the right solution to the problem. Increases creativity and activity of students. When various theoretical and practical problems are analyzed through interactive methods, the expansion and deepening of the knowledge, skills, and abilities of students is achieved.

The student gets used to expressing his opinion freely, defending his opinion, being able to prove and confirm it. most importantly, didactic motives arise during the educational process. That is, the student's needs, wishes, and desires are satisfied. The student's interest increases during the learning process. This condition raises the student to a higher level in achieving educational goals.

It is necessary to ensure the quality of teaching the young generation to foreign languages at all stages of the continuous education system, to fundamentally improve the system of training specialists who can speak foreign languages fluently, and to ensure the continuity and continuity of educational programs in this direction.

"MENTAL ATTACK METHOD".

At the same time, various methods are being developed to increase the useful work coefficient of the brain. However, according to experts, only seven percent of the brain is working. Educational methods that activate brain activity include social psychological training, synectics, autogenic exercise, morphological analysis, role-playing, "brainstorming" and others.

"Intellectual attack" - "brainstorming" (brain storming) is taken from the English word and is one of the methods of active education, management and research. This method stimulates mental activity, accelerates creative and innovative processes.

"CLUSTER" METHOD.

"Cluster" method is a specific form of pedagogical, didactic strategy, which helps to create conditions for students to think freely and openly about arbitrary problems (topics) and freely express their personal opinions. This method requires identifying a structure that allows thinking about the connections between different



ideas. The "cluster" method tests a way of thinking that is not directed to a specific object. Its use is carried out in connection with the principle of human brain activity. This method serves to ensure that the activity of thinking is in harmony until a specific topic is mastered deeply and thoroughly by students.

Organization of interactive methods in the educational process (in the example of a case study)

"The great purpose of education is not to impart knowledge, but is to teach behavior" (G. Spencer)

The name of this method is derived from the English words "case-study".

In this case, "case" means "case", "box", "case", "study" means "studying, researching, doing science, academic subject, taking a lesson, studying". According to the English phrase "case - true life" about this method, a case is a "piece of real life". Accordingly, this method is also called the "method of teaching practical cases".

The plan of work to be carried out on each problem or topic studied by the case-study method, the details of their implementation, the sum of results and conclusions form a separate case. This method is aimed at using life situations in the educational process. This is one of the most urgent problems in the field of education these days. The ability to solve this problem shows the special importance of this method.

Communication, empathy. To always express one's position, justify and defend one's point of view regarding the solution of a problematic situation and its appropriate solution; open communication and exchange of information, fair, constructive and collective action based on tactical criticism and its acceptance, trust and consensus in joint activities.

Problematic, logical thinking. Research and expression of the problem and determination of its main descriptions, justification of the methods and means of its solution.

Constructiveness. Development of a problem-solving model, search and expression of constructive solutions.

Femininity. It is a continuous collaborative activity based on team brainstorming, discussions, and group work. And, finally, the case study is an interactive method, so it has a positive attitude towards it from the audience. they accept as (practicum).

The general description of the case-study method includes the essence, signs and didactic features of this method. Let's look at them briefly.

The essential signs of the case study are expressed as follows:



The existence of a model of an institutional system presented in the form of a situation, which reproduces the real state of affairs at a certain discrete time according to its main parameters.

The problem of the given situation. The incompleteness of the situation and, as a consequence, the presence of abstraction in it, which requires independent, non-standard solutions.

Having many alternative aspects (alternatives) of the solutions, each participant offers his own option based on his knowledge, experience and intuition (intuition). Development and public presentation of the optimal solution to the problem situation individually, then as a team (also with a case) it is also allowed to work completely individually and present the results individually).

The only goal in the analysis of the problem situation and the development of its solution.

Case-study as an educational method has the following didactic characteristics:

The specific situation presented in the case ensures the interaction of education with reality, as it reflects typical problems for future professional activity. In this case, the learning process essentially represents a real-life decision-making mechanism. The case gives the user the freedom to analyze, synthesize, and find solutions to problems.

In the case study, the listeners become the organizers of the learning process and represent real communication situations (for example, a bank-enterprise) by interacting with each other.

In conclusion, while conducting lessons in an interactive way requires a lot of work from teachers, it encourages students to be ambitious and creates a basis for expressing their thoughts quickly, clearly, and concisely using time efficiently. The student's mutual activity increases, the skills of cooperation and creativity are formed.

Skills for working with curriculum, program, textbook, standards, manuals, subject content are formed. Independent reading, working, mastering of educational content and text becomes daily personal work. The student gets used to expressing his opinion freely, defending his opinion, being able to prove and confirm it. Most importantly, didactic motives are created during the educational process. That is, the student's needs, wishes, and desires are satisfied. The student's interest increases during the learning process. This condition raises the student to a higher level in achieving educational goals.

In interactive lessons, the student not only learns the educational content, but also develops his critical and logical thinking. In such conditions, the teacher



should have a highly developed thinking ability, observation of problems, and the ability to solve problems in time. When organizing a lesson in interactive methods, the development of the student's personality should begin with creating a foundation for himself.

That is, the reader:

Independent reading, learning based on reading;

to self-realization, to find education;

to look with confidence in one's strength and capabilities;

to look at academic work with a sense of responsibility;

to be able to independently organize one's activities, to enjoy every minute;

to be able to arouse desire for educational work;

to be able to show activity in any situation;

in particular, the main goal is to make effective use of current fast information sources.

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