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**THE ESSENCE OF USING INTERACTIVE METHODS IN ELEMENTARY  
MATHEMATICS CLASSES**

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**ABSTRACT**

The article is devoted to the issues of interactive education for children of primary school age. As a subject of research, interactive methods for use in mathematics lessons in elementary grades were considered. The article presents examples of the main methods of interactive learning and gives a brief description of each method.

**Key words**

Interactive methods, aquarium, mosaic, carousel, work in small groups, puzzles, boomerang, lily of the valley, cluster, sinkwine.

Education is part of the process of personality formation. Through this process, society transfers knowledge and skills from one person to another. Primary school is the basis of all further education and makes a certain contribution to future specialized education. His contribution is aimed at strengthening the fundamental knowledge and skills that are formed in schoolchildren of a young age. In the modern education system, mathematics occupies a central place, which speaks of the uniqueness of the field of knowledge, because it allows us to form certain forms of thinking that are necessary for studying the world around us. Therefore, today, it is necessary to pay great attention to the introduction of innovative technologies, in particular, interactive methods, into the process of teaching mathematics in elementary grades. This is because the use of interactive methods of teaching helps to improve the quality of education in general [3, p. 95]. Currently, methods have two sides - external and internal. The exterior reflects the behavior of the teacher, and the interior reflects the rules he governs. Therefore, the concept of method should reflect internal and external unity, the connection between theory and practice, and the connection between teacher and student activities. The interactive teaching method is one of the types of teaching methods, which primarily includes dialogic interaction between the teacher and students [1, p. 364]. Interactive teaching methods require certain changes in classroom life, as well as a lot of time for both the student and the teacher to prepare. You should



start using these methods gradually. Both the teacher and students need to get used to them and gain some experience in using them. It is better to carefully prepare several interactive activities during the school year than to conduct frequent hastily prepared "games". Using interactive methods is not an end in itself. It is a means to achieve an environment in the classroom that best supports the understanding of the spirit of law and civil society as a spirit of cooperation, mutual understanding and goodwill. Therefore, the knowledge acquired by the student is at the same time a means of its independent acquisition [4, p. 282]. According to the Federal State Educational Standard for Primary General Education (FSES IEO), the interactive method means to be in the mode of interaction, conversation, dialogue. They focus on the wider interaction between students and the teacher during the learning process. When using interactive methods, the role of the teacher changes dramatically and becomes central, he only regulates the process and participates in its overall organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives advice, monitors . time and manner of implementation of the planned plan. The main methods of interactive education in primary classes are:

1. Creative task - it is the basis and content of any interactive method, it also gives meaning to learning and motivates students; 2. Working in small groups - this provides an opportunity to practice cooperation skills, interpersonal communication and collective participation in work; 3. Brainstorming - this method activates creative thinking in the group. During brainstorming, any student's answer to the given question is accepted;

4. "Carousel" method - you need to make two rings: outer and inner. In the first case, students change their seats after a certain time, in the second case, these are students who sit still; 5. Decision tree method - the class is divided into 3 or 4 groups with the same number of students. Then each group should discuss this issue and make notes on their "trees", then the groups change places and add their ideas to their neighbors' trees; 6. "Mosaic" method - the required material is divided into parts and students are grouped into small groups to work with it. Each student in the group reads his part of the material, becomes an expert on its content and prepares to teach this content to others; 7. "Aquarium" method - for observation and analysis, the teacher divides the roles of observer, critic, expert and analyst among the students, and the rest of the students act out the situation in a circle; 8. "Puzzle" method - the material or concept is divided into separate puzzles, which are combined into one general picture. The role of the teacher may differ depending on the goals and tasks set in the lesson. Students assemble the final picture themselves, guess the coded answer or make up a story, build a logical chain, explain why the details of the picture are combined in this order, etc. [5, p. 12].



From my own experience, I can say that there are many methods and they are all different, but each teacher should choose the methods that are most suitable and interesting to use in his class. In mathematics classes in elementary school, in accordance with the Federal State Education Standard, various interactive methods can be used, adapted by the teacher. For example, brainstorming, carousel, mosaic, aquarium. But in order to implement these methods in primary classes, it is necessary to involve all students in work, to ensure the psychological mood of students, to be systematic, that is, to create all the conditions [2, p. 165]. The use of interactive teaching methods in mathematics classes in elementary grades allows to conduct lessons at a high aesthetic and emotional level, to provide positive motivation for students to learn, and to ensure a high level of differentiation of teaching. Also, to significantly increase the efficiency and volume of work done in the lesson. Practice shows that interactive methods include cooperative learning, that is, students and the teacher are subjects of education. During this process, all participants of the educational process interact with each other, exchange information, solve problems together, simulate situations, evaluate their own behavior and the actions of others. Students are immersed in a real business collaborative environment to solve problems, making the classes very interesting and educational.

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