

Use of Interactive Learning Methods in the Classes in Preschool Institutions

Otajonov Jamshid Mashrabjonovich

Associate Professor Fergana State University (Ferghana , Uzbekistan)

Akhmadjonova Dilnoza Abdurashid kizi

Master of preschool education Fergana State University

ABSTRACT

The article highlights the issues of using interactive teaching methods in the classroom in kindergarten. Interactive learning is considered as an information exchange between participants in the educational process. The author proves that interactive learning is one of the methods for developing the cognitive interest of preschoolers, highlights several ways of interactive learning, and also notes that the correct organization of the educational environment contributes to the creation of conditions for self-realization and development of students.

KEYWORDS: interaction, interactive learning methods, interactive learning, interactive learning technologies.

The life of an educator is a constant search. Time does not stand still, which means that life goes forward, making its own adjustments. Scientists make discoveries, new species of plants and animals are created, educators put innovative technologies into practice, of course, not forgetting what they once used. After all, relying on the experience of our teachers, we have the opportunity to make our own discoveries in the upbringing of our children.

The reform of education is accompanied by the introduction of new special forms of organization of cognitive activity, which create such learning conditions under which every child would successfully study, educate and develop his intellect and be ready for creative self-realization.

Today, the most serious problem of training and education is the optimization of the educational process. It is the kindergarten that is the base on which the further education and upbringing of the child is based. Therefore, preschool children should be able to memorize the material not mechanically, but with an understanding of the meaning, be able to argue their answer, and reason logically. All this can be taught using interactive teaching methods in the work.

In such training, the child is supported, given advice, consulted, corrected, helped in finding ways to optimally organize the personal activity of learning, they offer a choice of the direction of training, the volume, the level of complexity of personally significant educational content and forms and methods of its assimilation, they are taught to perform various functions, important in terms of socialization of the individual.

Consequently, the educational process in the context of a dialogue is an active interaction and communication of its participants, that is, interaction (*from English - "inter" - mutual, "act"*)

- action) .

Consequently, interactive methods are such teaching methods that allow you to use not only the consciousness of a person, but also his feelings, emotions, volitional qualities, i.e. include a "*holistic*" person in the learning process .

Interactive teaching methods are teaching methods that involve collaborative learning, i.e. collaborative learning: both students and educators are subjects of learning [3, p. 170] .

The purpose of the article: to determine the main directions of the influence of interactive teaching methods, as well as to study the interactive teaching methods used in the educational process of preschool education, aimed at enhancing the cognitive activity of students in the classroom.

The educator and pupil in interactive learning are equal subjects of learning. The organization of interactive learning involves the simulation of life situations, the use of role-playing games, the general solution of issues based on an analysis of the circumstances and situation.

It is clear that the structure of an interactive lesson will differ from the structure of a regular lesson; this also requires the professionalism and experience of the educator.

Interactive learning technologies are such an organization of the learning process in which it is impossible for a child not to take part in a collective, mutually complementary, learning process [3, p. 170] .

With a collective method of learning, joint activities are achieved in order to achieve common goals. Children develop self-confidence, they are proud of each other's academic success.

Interactive teaching methods have put together a number of interesting rules that were previously alien to preschoolers. For example, every thought is important; don't be afraid to speak up; we are all partners; we discuss what has been said, not the person; thought, formulated, expressed; speak clearly, clearly, beautifully; provide only substantiated evidence; know how to agree and disagree; every role matters.

All children must be involved in one way or another. Indeed, strong pupils, as well as individuals with a high level of contact, will be more active than closed and weak ones. However, you should constantly encourage them to work, create situations of success. It is necessary to constantly monitor the process, the achievement of goals, in case of failure, review the strategy and tactics of work, look for and correct shortcomings. The means that have a high developmental potential include problem situations, tasks with vital and practical material, experiments, didactic (*role-playing games*) , active and interactive technologies.

Interactive methods include a large number of new ideas in conducting classes. These classes may include several person-centered approaches for frontal and group incarnation.

Interactive classes are distinguished by the fact that they combine two types: generalization and systematization. The combination of these two types of classes enhances their educational function, contributes to the development of children at all levels of knowledge (*knowledge, understanding, application, analysis, synthesis, evaluation*) , the development of a culture of speech, initiative and self-confidence of children in themselves and in their knowledge.

Conducting such classes is a means to create the atmosphere in the group that best promotes cooperation, mutual understanding and goodwill, allows you to really implement student-centered learning [6, p. 401] .

Experience shows that the use of interactive learning technologies provides opportunities for finding new forms and methods of work, for changing oneself, for learning with children.

Interactive teaching methods can be divided into several groups: group learning, frontal learning, learning in the game [8, p. 144] .

Interactive methods of group learning activities are forms of organizing learning in small groups. Studying in such groups opens up opportunities for cooperation with peers, makes it possible to plunge into the world of full communication, to reveal oneself and one's abilities and talents. Group training includes work in pairs, work in small groups, an aquarium.

Frontal interactive teaching methods include forms that provide for the simultaneous joint work of the entire group. These forms include: "**Microphone**" , unfinished sentences, "**Brainstorm**" , "**Teaching - I study**" , "**Decision tree**" , "**Interview**" , "**Press**" , "**Choose a position**" , "**Yes, no**" .

Interactive learning methods in the game include role-playing games, didactic games and dramatization.

For the effective use of interactive teaching methods in the classroom in kindergarten, the teacher must carefully plan his work on the application of one or another interactive method.

Namely: to use methods that correspond to the psychologist - the pedagogical age of children, their experience with interactive methods; select for pupils such interactive exercises that would give them a "**key**" to mastering the topic; take into account the pace of work of each and his abilities; use one or two (*maximum*) interactive methods in one lesson;

There are certain requirements for the use of interactive methods in kindergarten classes.

The lesson structure should include the following steps:

1. Motivation.

The purpose of this stage is to draw the attention of children to the problem and its formulation, to find ways to solve it, to arouse interest in the topic under discussion. To do this, you can use techniques such as questions, short stories, small tasks, warm-ups, problematic questions.

2. Announcement of the topic of the lesson.

The purpose of the stage is to ensure that children understand the content of their activities, what they should achieve during the lesson and what the teacher expects from them. To do this, you can use techniques such as rebus, riddle, task encryption.

3. Communication of the necessary information.

The purpose of the stage is to give children enough information so that on its basis it is possible to perform practical tasks. It can be a story, watching a movie, cartoon, presentation.

4. Interactive exercise - the central part of the lesson.

The purpose of the lesson is the practical development of the material, the achievement of the

goals of the lesson. This element is carried out in the following sequence:

Instruction - at this stage, the educator should tell about the goals of the exercise used, about the rules for conducting this form, the sequence of actions and the amount of time to complete the tasks.

Grouping or distribution of roles - that is, each participant in the educational process should have his own role, for which he will be responsible at the end of the exercise.

Performing a task in which the educator acts as an organizer, assistant.

Presentation of the results, the project of the exercise.

Summing up, evaluating the results of the lesson.

In order for a kindergarten lesson using interactive teaching methods to be successful and give positive results, interactive methods and the work of the teacher and the group of children must be in a system, that is, from lesson to lesson, children need to be taught to share their ideas, cooperate and develop a common point of view not only with a friend, but also with a person with whom the relationship did not work out, that is, learn to establish contact and jointly create new creative ideas.

Bibliography

1. Adkhamjanovna, K. M., Mirzakholmatovna, K. Z., Raxmonberdiyevna, T. S., & kizi, M. M. B.. (2022). Increasing Interest in the Lesson through Extracurricular Activities. *Spanish Journal of Innovation and Integrity*, 6, 256-261.
2. Alijon, A., Xoldorovich, S. Z., Abbosovna, G. M., & kizi, M. M. A.. (2022). Technology of Individualization of Learning. *Spanish Journal of Innovation and Integrity*, 6, 291-297.
3. Farkhodovich, T. D., kizi, D. M. S., & kizi, A. U. Y.. (2022). Critical Thinking in Assessing Students. *Spanish Journal of Innovation and Integrity*, 6, 267-271.
4. Jamshid, O. (2022). On The Contributions of Jadids to Uzbek Pedagogy. *International Journal of Innovative Analyses and Emerging Technology*, 2(5), 7-10.
5. JV Tojimatovich, M Baxtiyor (2019). КОМПЬУТЕР СИНФЛАРИДА АМАЛИЙ МАШГ'УЛОТ ЖАРAYONINI БОШQARISH. Международной научной конференции «НЕПРЕРЫВНОЕ ОБРАЗОВАНИЕ В УСТОЙЧИВОМ .
6. kizi, O. N. K., kizi, B. M. U., kizi, S. Z. M., & kizi, K. G. T.. (2022). Education Creation Training Multimedia – Means. *Spanish Journal of Innovation and Integrity*, 6, 249-255.
7. Kochkorbaevna, K. B., Pulatovna, N. G., & Nurmahamatovna, O. Z.. (2022). It in Individual Learning. *Spanish Journal of Innovation and Integrity*, 6, 284-290.
8. Muhammadkadirovna, G. D., Abdulhamitovna, S. H., & Qizi, R. D. T.. (2022). The Role of Innovative Training Methods in Individualization Training. *Spanish Journal of Innovation and Integrity*, 6, 272-279.
9. Mukhtoralievna, Z. S. (2022). ANALYSIS OF SPEECH DEVELOPMENT IN BILINGUAL CHILDREN. *Modern Journal of Social Sciences and Humanities*, 4, 382-388.

10. Mukhtoralievna, Z. S., & G'aniyevna, M. M. (2022). Oral and Written Forms of Speech. *International Journal of Culture and Modernity*, 13, 39-43.
11. Mukhtoralievna, Z. S., & Madaminkhonqizi, S. M. (2022). Methods of Mnemonics in Pedagogical Work with Elementary School Students. *International Journal of Culture and Modernity*, 13, 44-52.
12. Mukhtoralievna, Z. S., & Salimakhon, M.. (2022). Psycholinguistics and Neurolinguistics of Bilinguism. *Spanish Journal of Innovation and Integrity*, 6, 387-391.
13. Mukhtoralievna, Z. S., & Saminjanovna, M. S.. (2022). Formation of Future Primary School Teachers Skills to Use Project Activities. *Spanish Journal of Innovation and Integrity*, 6, 346-353.
14. Mukhtoralievna, Z. S., & Tavakkalovna, A. G.. (2022). History of Information Technologies in Education. *Spanish Journal of Innovation and Integrity*, 6, 359-363.
15. Muxtoraliyevna, Z. S., & qizi, M. M. M.. (2022). The Concept of a Poetic Text and its Features. *Spanish Journal of Innovation and Integrity*, 6, 418-423.
16. Nigora Olimovna, S. (2022). MAKTABGACHA TA'LIM TASHKILOTLARIDA HAR BIR YOSH GURUHIDA TEVARAK ATROFNI IDROK ETISHNING O'ZIGA XOS XUSUSIYATLARI. *Results of National Scientific Research*, 1(1), 115–119.
17. Olimovna, S. N. (2022). FORMATION OF QUANTITATIVE REPRESENTATIONS IN THE SECONDARY GROUPS IN PRE-SCHOOL EDUCATIONAL ORGANIZATIONS. *INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876*, 16(01), 58-60.
18. Otajonov, J. (2018). DEVELOPMENT OF PEDAGOGICAL–PROFESSIONAL EXCELLENCE OF FUTURE PRIMARY SCHOOL TEACHERS. *Zbiór artykułów naukowych recenzowanych*, 194.
19. Otajonov, J. (2018). DEVELOPMENT OF PEDAGOGICAL–PROFESSIONAL EXCELLENCE OF FUTURE PRIMARY SCHOOL TEACHERS. *Zbiór artykułów naukowych recenzowanych*, 194.
20. Saidova, N. O. (2021). MAKTABGACHA TA'LIM MUASSASASINING HAR XIL YOSH GURUHLARIDA ELEMENTAR MATEMATIK TASAVVURLARNI RIVOJLANTIRISHGA OID ISHLARNI TASHKIL QILISH. *Academic research in educational sciences*, 2(11), 1612-1614.
21. Sobirjonovich, S. I. (2021). Didactic Interaction as Whole Integral Education. *International Journal of Discoveries and Innovations in Applied Sciences*, 1(7), 80-83.
22. Sobirjonovich, S. I. (2021). Professionalism as a Factor in the Development of the Pedagogical Activity of the Future Teacher. *Journal of Ethics and Diversity in International Communication*, 1(7), 76-81.
23. Sobirjonovich, S. I. (2021). Professionalism as a Factor in the Development of the Pedagogical Activity of the Future Teacher. *Journal of Ethics and Diversity in International Communication*, 1(7), 76-81.

24. Sobirjonovich, S. I. (2021). Speech Education for Children from 1 To 3 Years of Age. *International Journal of Innovative Analyses and Emerging Technology*, 1(7), 135-141.
25. Sobirjonovich, S. I. (2021). Teaching Preschool Children in a Second Language. *International Journal of Culture and Modernity*, 11, 406-411.
26. Sobirovna, U. O. . (2022). The Use of Mnemotechniques in Teaching Younger Schoolchildren. *Spanish Journal of Innovation and Integrity*, 6, 446-450.
27. Sohiba, Z., & Gulnoza, R. (2022). LINGVOKULTUROLOGIYADA "SOG'INCH" KONSEPTINING QO'LLANILISHI VA O'ZIGA XOSLIKLARI. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 1(8), 711-717.
28. T Dilnavoz (2020). The impact of syblings in the family on the psychological characteristics of the child. *ACADEMICIA: An International Multidisciplinary Research Journal* 10 (9), 445-449
29. Tojimatovich, J. V., & Alimdjanovna, X. M. (2022). Basic Concepts of the Smart Home System. *International Journal of Culture and Modernity*, 17, 7–13.
30. Valijonovna, K. I., Rakhmatjonovich, T. D., Mukhtoralievna, Z. S., & kizi, S. G. G.. (2022). Informational Technology at Education. *Spanish Journal of Innovation and Integrity*, 6, 262-266.
31. VT Jo'raev, D Jumonzorov, QM Mamajonov (2019). Veb texnologiyalari bo'yicha "start web" windows ilova dasturi.
32. Xolmatova, Z. T., & Xolikova, D. M. (2022). TALABALARDA INNOVASION FIKRLASH KO'NIKMALARINI SHAKLLANTIRISH VA RIVOJLANTIRISHNI TAKOMILLASHTIRISH MODELI. *International Journal of Philosophical Studies and Social Sciences*, 2(4), 139-144.
33. Зулфия Тиловолдиевна Холматова ТАЪЛИМ ЖАРАЁНИДА ГЕНДЕРЛИ ЁНДАШУВ ДАВР ТАЛАБИ // *Central Asian Academic Journal of Scientific Research*. 2022. №3.
34. Отажонов, Ж. М. (2016). ФАКТОРЫ ФОРМИРОВАНИЯ ГАРМОНИЧНО РАЗВИТОГО ПОКОЛЕНИЯ В УЗБЕКИСТАНЕ. *Актуальные научные исследования в современном мире*, (6-1), 66-68.
35. Саидова, Нигора Олимовна, Рустамова, Шохсанам Шухратжон Кизи МАКТАБГАЧА ЁШДАГИ БОЛАЛАРДА МАТЕМАТИК ТУШУНЧАЛАРНИ ШАКЛЛАНТИРИШНИНГ ЗАМОНАВИЙ ТЕХНОЛОГИЯЛАРИ // *ORIENSS*. 2021. №Special Issue 2. URL: <https://cyberleninka.ru/article/n/maktabgacha-yoshdagi-bolalarda-matematik-tushunchalarni-shakllantirishning-zamonaviy-tehnologiyalari> (дата обращения: 13.06.2022).
36. Уринова, Ф. У., & Отажонов, Ж. М. (2015). К проблеме ситуационно-позиционного обучения педагогов системы повышения квалификации. *Актуальные проблемы гуманитарных и естественных наук*, (4-2).
37. Уринова, Ф. У., & Эркинова, Ш. Ё. (2013). Значение инновационной индивидуальной работы в повышении эффективности самостоятельной учебной деятельности студентов. *Актуальные проблемы гуманитарных и естественных наук*, (12-2).