

Research of Oybek's Creativity Using Interactive Methods

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ANNOTATION

Oybek hayoti va uning ijodini darslarda noan'anaviy o'rganish talabalarning darsga bo'gan qiziqishlarini orttirib, mavzuni chuqur o'zlashtirishlariga sabab bo'ladi. Ushbu maqolada Oybek hayot va faoliyatini yangi metodlar asosida o'rganish haqida so'z yuritiladi.

KEYWORDS: interactive method, learning efficiency, technological training, independent thinking, didactic task, goal definition.

The word "interactive" ("inter") is taken from the English language and means "inter" - mutual, "action" - active action, activity, effectiveness) mutual action, joint activity. In the process of mutual, joint activity, between educator and educator, educator and educator, towards educational goals means cooperation organized on the path to achievement. The teacher and the mutual cooperation of teachers and students, the educational activity that ensures its occurrence is called interactive education.

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The use of interactive methods helps improve learning efficiency.

The main criteria of the interactive method are the following:

- the possibility of holding informal debates, freely describing and presenting educational material, the number of lectures is small, but the number of seminars is large, creating opportunities for students to show initiative, small group, large group, group team, etc. It consists of giving assignments, completing written works and other methods that are educational and educational work.

Currently, one of the main directions in the field of improving teaching methods is the introduction of interactive teaching and learning methods. As a result of the use of interactive methods, students form and develop the skills of independent thinking, analysis, the ability to justify it, healthy communication, discussion, discussion.

There are many interactive methods and all of them, like any progressive methods, first of all require serious preparation from the teacher before teaching.

One of the important requirements for the organization of modern education is to achieve high results in a short time, without spending too much mental and physical effort. Providing students with certain theoretical knowledge in a short time, developing skills in certain activities, as well as monitoring students' activities, assessing the level of acquired

knowledge, skills and qualifications requires high pedagogical skills and a new approach to the educational process.

The higher the level of interactivity, the more effective the educational process.

Modern methods or interactive methods, the effectiveness of teaching, technological trainings that contribute to the improvement of students, contribute to the formation of logical, creative, critical, independent thinking, the development of their abilities, becoming competitive, maturing specialists and nurturing the professional qualities necessary for a specialist.

The criterion for choosing interactive methods is their high focus on solving the problems of training and development. This criterion is introduced by assessing the capabilities of different methods for solving problems in a particular area, since their capabilities in mastering elements of social experience are different. Currently, the use of advanced teaching methods in the educational process leads to high results in the educational process. It is advisable to choose each teaching method based on the didactic objective of the lesson.

While maintaining the traditional form of the lesson, enriching it with various modern methods leads to an increase in the level of student learning. To do this, the educational process must be organized rationally by increasing the interest of students and constantly stimulating their activity in the educational process, dividing educational material into small parts and using interactive methods for revealing their content, providing students with the opportunity to independently perform mass exercises; motivation to perform is necessary. When these methods are used, the teacher invites the student to actively participate. The student is involved throughout the entire process.

The choice of method depends not only on the educational goal, but also on the content of the educational material and the complexity of the subject. In addition, the choice of methods depends on the number of students, their educational opportunities, duration of study, learning conditions and teacher qualifications.

Today, a number of developed countries have accumulated extensive experience in the use of pedagogical technologies that increase the educational and creative activity of students and guarantee the effectiveness of the educational process. The methods that form the basis of this experience are called interactive methods.

Educational goals are considered the most important and leading part of the pedagogical process. The pedagogical process, regardless of its complexity and duration, first of all begins with defining the goal. The remaining components of the pedagogical process (principle, content, method, means, form) are subject to the established goal. They are selected for their intended purpose and combined with each other. The pedagogical goal is to imagine in advance the result of the joint activity of teacher and student.

Their type-genre characteristics are of particular importance when analyzing literary works. The type and genre of a work are the basis for determining the methods and techniques of its analysis. The famous methodologist M.A. Rybnikova: "Methodological techniques are determined by the nature of the work... A ballad can be analyzed based on the plan, but it would be inappropriate to plan the lyrics of the poem. The story is read and analyzed in its entirety. We select the leading chapters from the novel, one of them in class, the other at home, the third we carefully analyze and retell close to the text, the fourth, fifth, sixth we

analyze and retell briefly, the seventh and eighth fragments of chapters are given in the form of artistic reading by individual students, the epilogue is told to the class the teacher himself. Answers to riddles are found and memorized, proverbs are explained and proven using examples from real life, and parables are analyzed taking into account the conclusion¹.

All this shows that when analyzing a literary work, its type and genre characteristics are of particular importance. According to prof. K. Koldosheva, “when working with different literary works, the methods of analysis do not change at all, but the reader’s approach to work changes. It has great theoretical and practical significance. After all, “to study works by type and genre characteristics is to enjoy art, to experience the work in its artistic integrity and unique essence. Refers to the development of abilities»²

The artistic and aesthetic essence of a literary work is its composition, that is, the complex arrangement of various characters, heterogeneous scenes, special places, scenery, situational images, monologues, dialogues, thoughts, ideas, dreams and other various components, known through study and interpretation. Various teaching methods are used in the analysis process.

Literary reading can become the main methodological tool in a teacher’s work. In the means of literary reading, attention can be paid to the level of one character or several characters, their position in the work, the theme of the work, the way of expressing the artistic and aesthetic intention of the writer. For example, in the process of reading Oybek’s novel “Good Blood,” if the features of the novel’s genre are not explained, readers will not be able to grasp the true essence of these works, the essence of the artistic and aesthetic essence. provided for in them. As a result, the real artistic freshness of the work disappears, it does not reach the consciousness of readers, and cannot contribute to the emergence of corresponding feelings in their hearts.

In general, the education system is interactive when studying Oybek’s novels. The use of methods is of great importance. Using interactive methods in the classroom, we achieve a deeper understanding of the essence of Oybek’s novels, along with the formation of students’ knowledge and skills.

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