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INTERACTIVE FORMS OF TRAINING AS A METHOD ACTIVIZATION AT SECONDARY SCHOOLS

Annotation: Interactive learning technologies are regarded as ways of mastering of knowledge, the formation of skills and abilities in the course of the relationship and interaction of teachers and students as subjects of educational activity.

Key words: interactive forms, training, informative activity.

Rapidly developing changes in society today require a teacher to adapt to new conditions, find different ways to solve complex issues, demonstrate flexibility and creativity, not get lost in an unknown situation, find effective communication with different people, constantly improve themselves.

The main task of a modern school is to discover the abilities of each student, to develop a personality ready for life in a high-tech, competitive world. The school should prepare a graduate who has the necessary set of modern knowledge, skills and abilities that help him feel confident in his independent life.

The interactive teaching technologies significantly change the role of teaching (rather than informant role – the role of the manager) and trained (instead of object of influence- the subject of the interaction), as well as the role of information (the information is not a goal but a means for the development of actions and operations).

The basis of simulation technologies is imitation or simulation-game modeling. The reproduction in terms of training with some measure of the

adequacy of the processes occurring in the real system.

At the heart of the various technologies of developing training models based on the idea: the main purpose of education- not a certain amount of knowledge, and the development of all the basic qualities of the individual. At the same time a crucial role in development of the child should belong to training.

Application of game forms of teaching in the classroom has ample opportunities, as they are an important way of cognitive activity of students. The technology used in the classroom using techniques, tools and training methods that promote the formation of cognitive interest, a high degree of motivation, conscious approach to teaching students. As a final result is achieved by a significant increase in activity of student activities, as well as their knowledge and skills.

These technologies are in the complex and the role-playing and simulation games with different and often conflicting interests of its members. These technologies help to create such important key qualifications like communication skills, tolerance, ability to work in small groups, independent thinking, and so on.

Gaming technology differ intended to remove certain practical problems, specific skills performing tricks activity. The need for games of this type arises when the available capacity is insufficient to implement the participants finished activity-related standards or activity in mismatch occurs due to changes in external conditions. Therefore there is a need to develop missing capabilities in the game at a specific site model.

The system of pre-text exercises that is typical for foreign language teaching methods helps. This system is as follows:

- forming an idea about the content of the text as a whole language guess at the level of situational models determining
- the meaning of unfamiliar words by context word
- formation analysis of syntactic structures
- recognition of international vocabulary drafting a text by analogy

- including keywords in the text, and so on.

Knowledge is not given to this technology, and are arranged by the student in a pair or group based on his personal experience, the teacher – master only provides him with the necessary material in the form of reference for reflection. This technology allows the individual to build their knowledge of itself, this is its great similarity with problem- based learning. It creates conditions for the development of creative potential and for the student and for the teacher.

Forming the communicative qualities of the person, as well as the subjectivity of the student – the ability to be a subject, active participant in the activities, self-set goals, plan, implement and analyze activities. This technology allows you to teach students to independently formulate lesson objectives, to find the most effective ways to achieve them, developing intelligence, promotes the acquisition of experience of group activity. The workshop is similar to the training project, because there is a problem that must be solved. The teacher creates the conditions, it helps to understand the essence of the problem on which to work. Students formulate the problem and propose options for solving it.

At this stage, it is intended to include emotions, the subconscious and the formation of personal relationships to the subject under discussion.

Inductor – anything that encourages the child to act. As word of the inductor can be a text, an object, a sound, image, form-everything that can cause a stream of associations. It may be a job, but unexpected, mysterious.

Deconstruction – destruction, chaos, inability to carry out the task available resources. This work with the material, text, models, sounds, substances. It is the formation of an information field. At this point, it puts the problem and separates the known from the unknown, you are working with information material, dictionaries, textbooks, computers and other sources, that is created by a request for information.

Reconstruction – a reconstruction of the chaos of their project to solve the problem. It is the creation of small groups or individually of their world, text, drawing, project solutions. Discuss and put forward a hypothesis, how to solve it,

create creative works: drawings, stories, riddles, There is work on the implementation of tasks, which allows the teacher.

Socialization – a correlation of students or small groups of its activity with the activities of other students or microgroups and presentation of all intermediate and final results of work, to assess and adjust their activities. We give one job to the whole class, there is a group work, responses are communicated to the whole class. At this stage, the student learns to speak. This allows the teacher – master to conduct a lesson at the same pace for all groups.

Reflection – a student self awareness in their own activities, it is the student analysis Implemented its activities, it is a generalization of feelings that arose in the workshop, it is a reflection of the achievements of their own thoughts, their own perception of the world.

The set of techniques – the area of pedagogical knowledge, reflecting the characteristics of the underlying processes of pedagogical activity, particularly their interaction, management of which provides the necessary efficiency of the educational process;

- The collection of forms, methods, techniques and means of transmission of social experience, as well as the technical equipment of the process;

- The set of methods for teaching and learning process or sequence of certain actions, operations related to the specific activity of the teacher and to achieve their goals (process chain).

These forms of training are helping to increase the interest of students to the lesson, students develop qualities such as social activities, communication skills, listening skills and to competently express their thoughts. When using business games in students going:

- Develop skills of analysis and critical thinking
- Connecting Theory and Practice
- Presentation of examples of decisions
- Demonstration of different positions and points of view
- Formation of skills assessment of alternatives under conditions of

uncertainty.

Thus, the active participants of the situational training analysis are presented facts (events) associated with a situation in its state at a particular time. The task of students is to take a rational decision, acting in the framework of collective discussion of possible solutions, game interaction.

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