
DEVELOPMENT OF PRACTICAL SKILLS USING INTERACTIVE METHODS

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Abstract:

The main purpose of this article is to introduce students to the important factors in the formation of practical skills using interactive methods in educational processes, as well as to increase their basic knowledge on the use of basic modern methods.

Below we will focus on the useful and important aspects of the formation of practical skills using interactive methods in pedagogy.

Keywords: Interactive, concept, brainstorming, skill, skill, individual, competition, competition, argument, heuristic conversation, debate method, round table, business games.

Teaching based on the joint attitude and action of human psychology is called an interactive teaching method. The activity of the student and the teacher, who do not study separately as an individual, but work together with the group, mutually agree and discuss the questions, stimulate and activate each other, takes the main place.

When using the interactive method, the spirit of competition, competition, argument strongly affects intellectual activity. This happens when people look for a solution to the problem in an organized manner. In addition, such psychological factors influence any opinion expressed by the people around them, and encourage them to express their similar, close or completely opposite opinions.

Much more creativity and activity is required from the teacher during such training. The lesson in the form of telling what they read from a book that is already known or requires a lot of creativity and activity is passive. The interactive method brings a particularly good result not only in education, but also in education. The participation of the teacher in the students' debate can be different. The teacher expresses an opinion from his own point of view, and it is possible to prove and reject wrong opinions only by drawing conclusions from the students' opinions. With this method, it is possible to ask not only intellectual content, theoretical questions, but also to organize productive activities in cooperation, and with its influence on the personality of students, it is possible to turn the educational activity into an educational process.

In this way, the interactive teaching method, the cooperative activity of students, due to the participation of the teacher in the debates, the lesson process becomes not only a cooperative activity, but also becomes a real creative productive activity of the social relations of the individual. Cooperation in learning is the knowledge acquired by students, directly affects their inner world and is the main educational function of the lesson process.

Is it possible to separate productive activity from cooperation into three distinct active methods? In general, it is possible to take into account the educational function of the lesson process. But is it

necessary to do so? This is not considered appropriate, because the interactive method is not only the joint creative (productive) activity of the teacher and students, the process of personal cooperation, but also the emergence of the process of the search for knowledge. The teacher should always remember that it is important to include the "teacher-student" system in the discussion, not to ask the questions on their own, and not to limit the direction of active learning to "student-student" cooperation.

The interactive teaching method includes: 1) heuristic conversation; 2) dispute method; 3) brainstorming; 4) round table; 5) method of business games; 6) discussion of the competition on the practical work and the use with another individual teacher - enjoyable interactive teaching methods are included. Let's briefly get acquainted with their content.

One method of interactive teaching is Everstic conversation, which is Latin for "gathering, searching". It is a conversational method based on the ancient Greek form of teaching called Socratic dialogue. In this way, it is necessary to skillfully formulate questions and direct the student to independently find the correct answer to the question. The difference between this teaching method and that of Socrates is that it is alive in a wide range. However, there are obvious similarities between them, and according to its description, its function is directly aimed at making students skillfully ask questions by actively thinking about them. According to the psychological nature of its orientation, heuristic conversation is a collective thinking or conversation, a conversation as a searcher for a solution to a problem. Therefore, in pedagogy, this method is considered to be one of the problem teaching methods, and the Everest conversation does not differ psychologically from the conversation known as the problem seeker. Pedagogy draws a personal quantitative boundary between them. If the heuristic conversation concerns only one element of a topic, then there are many problematic situations in critical research. The fact is that in the conversation, thinking research turns into a collective research, and in the search for a solution to the problem, the exchange of ideas, different options, and conclusions between them activate each other.

The questions asked to turn the conversation into a heuristic conversation are also subject to the same conditions as other problem-based learning methods. In the process of becoming a heuristic conversation, it is not a matter of implementing one of the interactive teaching methods created by the problem situation.

In recent works, debate has been used as an interactive teaching method.

The debate method or educational debates appear like a heuristic conversation, or rather, discuss specially programmed free theoretical questions, usually starting with a question, like the beginning of a heuristic conversation. It is a norm in the lesson to always turn it into an argument. What is the nature of the argument from a psychological point of view?

First of all, debate is a dialogic form of activity, creating a fierce struggle and conversation between different opinions. The exchange of ideas is not as coherent and weighty as in an ordinary conversation, and in a debate, the clash of one idea with another has a somewhat nervous appearance. What makes an argument unique is that the point of an argument is to make the disputants actively think or to prove a point with evidence.

Secondly, it is interesting from a psychological point of view that it is the conflict of ideas that creates the dispute, and it is the birth of different opinions that lead to the dispute. Argument and thinking are understood as a causal connection in activity, this approach was put forward by L.S. Vygotsky, but they

did not dwell on it when examining speech activity, especially they did not analyze the interrelationship between thinking and dialogue in a problematic debate.

It is generally assumed that in an argument through reasoning, the answer to the objector's statement is generated, so that different opinions create the argument. As a result, the situation is quite the opposite: the debate gives rise to thought and activates thinking, and educational debates ensure mastery of learning material as a product of thinking. A.K. Markov's research shows that such a psychological distinction is the interdependence of argumentation and thinking.

Contextualization of arguments activates reasoning, turning them into evidence systems. Unfortunately, as a result of such a conclusion of the psychologist, this method does not give the opportunity to be widely used in the practice of schools or pedagogy - psychology higher educational institutions.

The debate method is used in practical exercises or laboratory exercises in the group form of lessons, in lessons where students have the opportunity to speak. Sometimes it is also used in a lecture, where the speaker addresses the audience with questions about the topic. Debate cannot be fully implemented in lecture classes, but it can be used as a result of quickly getting answers to questions from the audience and giving them feedback on the problem. Now answering this controversial question, group thinking and listening to the speaker's conclusion creates a psychological atmosphere. Here is an example of how to ask a few controversial questions in different lesson formats. Let's start with the controversial question used in the lecture. In the organizational part, the speaker asks the students a question related to the theoretical activity. "We have just established that activity is the cooperation of a being with the surrounding being to satisfy its needs. Such facts are different types of activities: a pensioner sat down on a chair to rest his legs during a walk; the ant is taking away the fly that is in its nest; the ostrich is breathing with its head buried in its bosom; the student is learning the concept of "activity", but they warned him that he should not just memorize, but understand and remember; a student is studying a poem given to memorize at home in a literature class; a commander to tell his army what to do; the opponent is waiting for everything; are they busy with some activity while waiting? I ask you to tell me immediately who is thinking about this whole situation." Then the teacher began to move his subjects in sequence ("pensioner", "ant", "ostrich", "student", "student", "commander") and the students answered "yes" or answered "no". They are sure that the whole concept of "activity" requires a lot of explanation and that this topic should be discussed again in other lessons, but this is enough, and the speaker will achieve the goal.

In the seminar session: the student conducted an experiment on "Perception of Time" indicated in the subject plan, and gave a presentation on the research conducted by psychologist D.B. Elkonin, on the perception of time by people in different situations on the value of time. gave information on The teacher poses a question to the group: "How should the teacher use this information in practical work?" "Students' subjective judgments of time, whether lessons are interesting or boring?" can be described as? By the way, how long did student "R" explain? First, they were interested in what the student R. explained, and evaluated the real time.

Secondly, the opportunity to apply the laws discovered by several student psychologists at once helps to justify the opinion. As a research, the following work was carried out, i.e., whether the lessons are interesting for schoolchildren or not, in which lessons (which subject teacher) are boring or, on the

contrary, interesting, etc., how can they be evaluated? But they debated whether evaluation is necessary or useful. How to learn it? Someone doesn't like to sit in math, someone doesn't like to do anything with someone, some teachers always make the lessons interesting. Maybe one of us will notice that he can't arouse interest in his subject? We know that everyone is interested in these and similar questions, but the debate is now on a different topic: not about whether perception is free from cognitive processes, but about whether classes are interesting or boring. Of course, it is not related to the accuracy of the diagnosis. We come across various situations in our daily life, and based on our own capabilities, we study them (observe) and make a diagnosis or consult a psychiatrist, which is better than reading from a book. All these should be studied by a practicing psychologist. Now, by reading your definitions, we share our existing knowledge with each other.

Most of the students were not confident in the use of psychological terms, confused with mathematical terms (for example, they often replace "algebraic" or "arithmetic" processes in the direction of quick, complete thinking). Finally, in all three tasks, they came to the conclusion that the concepts they believe in make up "half". The manifestation of such a generality makes it possible to quickly solve the problem, since any whole consists of two equal parts, the weight of a brick, or the weight of a fish, does not matter here. A general way of solving similar problems is also a general way of thinking.

The "Brainstorming" method has its own golden rule - do not doubt any of what the participants say during the conversation, on the contrary, it is necessary to create complete freedom in expressing any opinion. Such psychological freedom allows you to keep calm, not to be ashamed of the "group opinion", not to be afraid of embarrassing yourself with an unlucky bite. In such a situation (especially when the participants are adapted to it), there are really intense thoughts that are worthless (to solve the problem at the moment), unexpected, but necessary, and really rich.

For example: some economic problems (salary delays, voluntary tax payment by enterprises, etc.) in sociology (interpretation of the rating of political activity), in pedagogy (contrast between morality and immorality), in psychology, the laws of psychic development and education practice etc.

Social psychological training, in simple words, is not an exercise to acquire some skills, but a method of training an active social psychological person, focused on his activity and direction in communication, and aimed at increasing the level of being formed as a social psychological object in groups.

The importance of group training as a teaching method is that such cooperative activity of students turns an ordinary group of students into a model with a socio-psychological appearance. Therefore, social training can be considered as an assistant in the teaching of social applied psychology formed in theory. If the business method teaches practical activities based on theory, we will once again witness that training teaches theory based on practical situations.

Concluding our thoughts about active teaching methods, we should remind future pedagogues that the interactive methods of teaching that we have considered here have their own unique examples. Also, the use of these methods in the course of the lesson allows students to consciously and effectively acquire knowledge, skills, and abilities.

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