



## Interactive Education Is a Guarantee of Quality

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ABSTRACT

Organization of modern lessons on the program of development of school education, radical reform of the education system in the educational process on the basis of the Law "On Education", ways to use interactive methods in all educational institutions, teacher's preparation for the lesson, methodological assistance to young teachers on the basis of the system "Teacher-Apprentice", the teacher's creativity, creative approach to the lesson.

### Keywords:

School, education, development, state program, education quality, efficiency, innovation, skill, group, ability, opportunity, lesson sacred, Law on Education, lesson preparation, "Teacher -student", forms and means, process, task, learning, personality, teacher, learning, modern education, pedagogical technology, interactive methods, small group, community, assimilation.

Adoption of a new version of the Law on Education in Uzbekistan give the strong force in achieving quality and efficiency in education through the implementation of the "State Program for the Development of School Education" in the educational process, and thus the full implementation of modernized educational standards started the supply period.

The construction, beautification and creative work of new schools is being carried out by the state. Our schools are getting a new look and all the conveniences. Provision of schools with new equipment, tools, improved programs, modernized tested standards, a new generation of textbooks (as a lease), and computerization is carried out on the basis of the State National Program.

In other words, instead of boring lessons, there is a growing demand for teachers

who are creative, professional, methodical, productive, well-versed in modern interactive pedagogical technology, able to organize education on the basis of innovations. No matter how much the material base, standards, curricula, programs and textbooks are improved in education, the creativity of the teacher who conducts direct theoretical and practical training, to achieve the expected main result, to provide deep and thorough knowledge, to achieve high quality mastery, inquisitiveness depends on the qualification, pedagogical skills, and in the learning center requires a network of students.

They need to focus on what kind of education the student has, his or her interests, desires, and needs. Now: What is individualization of education? Let's answer the question:

- Individualization of the educational process is a method of teaching that takes into account the fact that each student actively participates in the learning process and makes a personal contribution to the learning process;
- The methodical approach, speed, personal characteristics of the student are taken into account in the organization of the educational process;
- The student is in the center of personal learning in the conduct of educational, methodological, psychological, pedagogical and organizational management.

The learning process requires the following principles:

1. When working in groups, when organizing educational work, when working with each student individually, their personal characteristics should always be in the focus of the teacher.
2. Even when communicating with a student, his or her uniqueness should be taken into account.
3. His abilities and potential should be taken into account in the educational process.
4. In carrying out pedagogical and psychological processes it is necessary to take into account the level of personal development of the student.

Principles of individualized education:

- Individualization is the main strategy of the educational process;
- Personal development is expected through the individualization of the learning process;
- Implementation of individual teaching of each subject guarantees the expected result;
- Conditions are created for the integration of forms of teaching with individualization;
- Individualized education - ensures the quality and efficiency of the educational process;
- In individualized education, the acquisition of skills, competencies,

knowledge is based on the interests of the student;

- The ability to work independently develops the student's general reading skills.

Thus, the quality and effectiveness of education depends on the student's ability to engage in independent reading, independent thinking and thinking activities aimed at mastering the content of learning. The following characteristics can be demonstrated in students when conducting interactive teaching methods.

The student is not taught, he is taught to read, study and work independently. At the same time, students are taught to master through independent analysis, to think creatively, to think freely on the basis of personal conclusions. Students develop the ability to think against foreign ideas, to defend their position.

Instead of imparting knowledge to the student in a ready-made way, the student develops the ability to acquire knowledge by searching, finding, and processing knowledge from textbooks, the Internet, and various other sources. Through the acquired knowledge, it is possible to think creatively. Students will be taught to work with textbooks, read, study, write notes, and acquire independent reading skills using additional literature.

In schools, all students are guaranteed to master at the level of their abilities. At the same time, the student's ability to apply the acquired knowledge in life and practice is determined by the skills and abilities.

All students can achieve the same results if all teacher-students learn to work using interactive methods and incorporate it into their learning activities.

The organization of student activities plays an important role in the implementation of the learning process and the effective use of its structure. Because the student is at the center of the process. This means that the learning process should be student-centered.

According to the pedagogical literature, methodical manuals and school practice, the

student's educational activity is carried out in three directions:

- 1) general; 2) grouped; 3) individually
1. Understand the behavior of all students in the group under the guidance of the teacher in the activities of the general direction of the teaching process.
2. In the organization of group learning, students' activities are carried out in groups.
3. In the process of individual learning, students work individually.

In lessons that organize activities in a general way, students simultaneously discuss the same tasks as a group, exchange ideas, compare, and draw conclusions. The teacher collaborates with the students and completes the task at the same time, and works creatively. The teacher discusses the issue together, involving all students in the process of speaking, explaining, and demonstrating.

Such interactions lead to the development of students' trust, communication with students, and the ability to work as a team.

There are also specific shortcomings and deficiencies in the organization of general educational activities. The activity in the classroom is focused on the same by the teacher, that is, there is a bit of abstraction.

It motivates everyone to search, think and work towards the same goal, regardless of their interests and abilities.

Due to the fact that students have the same level of development and preparation, the acquisition of knowledge and skills does not guarantee the same results. There is a decrease in the quality and effectiveness of the course.

Students with learning disabilities learn to work slowly. They do not fully master the learning materials. They need more personal attention from the teacher.

However, some students tend to learn more complex, more difficult materials. Others are more interested in working on a more independent, creative approach. Therefore, in general lessons, it is advisable to focus on questions and answers, laboratory work, exercises, problem solving as much as possible to the individual student. In conclusion, it

should be noted that the lessons require uniformity, common approach, avoidance of the same pattern of educational activities, and the following can be done:

1. Landmark. Game participants and experts training stage. The work plan of the educational process is suggested by the teacher. The goals and objectives of the lesson are defined in collaboration with the students. The problem of the learning process is formed. The imitation, the rules of the game, the general course of the learning process are told, and the student is given a package of materials for the learning process.

2. Preparation for the learning process. Get acquainted with training materials, situations, instructions and other package documents. A table of rules will be created. It shows the game scenario, the sequence of the game, the results. It is forbidden to change the game process, to interfere in it. Only by carrying out the process, some adjustments can be made. When a game is scheduled, the student observes and directs it without interfering.

Its main task is to organize a discussion, observe the game, calculate the results, feedback received, answer questions from participants.

3. Discussion of the game. It consists of analyzing, discussing and evaluating the game process. The teacher will conduct the final discussion. In the discussion, participants and experts exchange views, defend their positions, express their impressions, problems and opinions.

From the above information it became clear that in the interactive business games: teacher - student, teacher - group, student - group, student - student, group - group interactions. The content of the course is mastered.

Teachers who want to work in an interactive way can be reminded that in order to work in a new way, only reading articles and literature is not enough. To do this, the teacher, in order to use interactive methods in their work, he personally participates in business games, brainstorming, debates, debates, and experiences his own contribution to this work.

To do this, he must know, master and implement the following rules of conducting interactive lessons:

1. All participants (students) are required to be involved in interactive activities. In this case, technologies should be chosen that envisage the participation or discussion of all participants in the work process;
2. It is necessary to prepare psychologically for participation in training. It should be borne in mind that the participants in the lesson are not ready to embark on the process. In the newly formed interactive lessons, their insecurities, shyness, and silence are observed as active lessons, hindering the use of internal resources;
3. Do not tire students with the introduction of new technologies. The opportunity of the participant, the quality of the new technology is compatible with each other. The number of participants in a group should not exceed 30 people. Only in such conditions it is easier to work in small groups, to express one's opinion freely, to find solutions to problems;
4. Special attention should be paid to the preparation of training rooms. The class should be prepared so that when working with small and large groups, they can move freely. In other words, you need to create a comfortable environment for the student. It is especially annoying when a student bends down to communicate with each other. Arranging tables for 4-6 people, group members sitting facing each other, creating a comfortable environment for seeing and thinking will give good results;
5. Before conducting a business game, it is necessary to follow its rules and sequence. It is better to follow it in advance. Each participant must be able to think, to be persistent, to listen to the end, not to criticize. Respect for the freedom of speech of each participant, respect for the individual;
6. Care should be taken to divide participants into small groups. First of all, it is better to form small groups freely, on the basis of desires. It is better to move to random groups. In conclusion, interactive methods allow you to perform many tasks at once.

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