



The educational value of the use of forms, methods and tools of interactive methods in the organization of primary school lessons through new pedagogical technologies

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ABSTRACT

This article analyzes the educational significance of the use of forms, methods and tools of interactive methods in the organization of primary school reading through new pedagogical technologies.

Keywords:

primary school, lesson, interactive method, state educational standard, didactic purpose, education, ethics.

Native language, mathematics, reading and other subjects taught in primary school have a special place in the education system due to their nature, goals and objectives. Because they are based on the basics of literacy and moral education. Therefore, special attention should be paid to increasing the interest of students in primary education. Because children should not be tired of the sacred word "lesson" from primary school. Today, experienced teachers use a variety of didactic games to increase students' interest in the lesson.

The interactive method is aimed at ensuring the development of personal qualities, ensuring the acquisition of knowledge under the influence of their interaction by increasing the activity between teachers and students in the educational process. The use of these methods increases the quality and effectiveness of the lesson. helps to increase. Its main criteria are informal debates, free

expression of educational material, independent reading, study, seminars, opportunities for students to take the initiative, small group, large group, Assignments, assignments, written assignments, etc. to work as a class team.

Interactivity is the interaction of two people, that is, the learning process takes place in the form of dialogue (computer communication) or on the basis of teacher-student interaction. Interaction - interaction, movement, effectiveness, occurs in student-teacher, student-student conversations. The main purpose of interactive methods is to create the most favorable environment and conditions for the learning process, to create an environment for active, free, creative thinking of the student, to use his needs, interests, inner potential. Such lessons are held in such a way that in the process, no student is left out, and has the opportunity to openly express their views on

what they have heard, read and seen. There is a process of mutual exchange of views. Children become more interested in learning, develop friendly relations. Interactive learning is characterized by the use of heuristic (thinking, searching, finding) conversations through didactic games - methods of implementation of information and communication technologies on the basis of creativity through the creation and solution of problem situations through the design of the lesson process. includes z. Education based on information and communication technologies, in turn, includes computer-assisted learning, distance learning, Internet-based learning, media-learning methods. Methods based on the design of heuristic conversations through didactic games are widely used in primary education according to the age characteristics of students, their level of literacy, personal nature.

If in the process of teaching each student took assignments at the level of his / her ability, he / she would ensure high quality and efficiency. This can only be done through differentiated education. Now let's think about the implementation of educational processes through didactic games: Interactive game methods are based on the activation and acceleration of student activity. They play an important role in identifying and implementing practical solutions for the realization and development of creative potential of the student. The main types of interactive games are: intellectual and mobile, as well as mixed games. They help students to develop mental, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurial, creative, labor, professional skills. This method leads the student to use his inner potential, to think, to think freely, to communicate, to be creative. In particular, it increases the interest in learning about the environment, life, the difficulties encountered, how to overcome obstacles and develop critical thinking skills.

In the process of education, it is advisable to use interactive didactic games, which increase the motivation of students to learn, their abilities and interests in different areas, show a tendency to a profession. Interactive

games are divided into theoretical, practical, physical, role, business and other types. They develop students' analysis, calculation, measurement, construction, testing, observation, comparison, inference, independent decision-making, group or independent team work, speech development, language teaching and learning. . According to the general theory of games, the classification of all available types of games is divided into functional, thematic, constructive, didactic, sports and military games. The following criteria will give good results in the selection of interactive games. -games for participants, ie for boys, girls or mixed groups: -for the number of participants -individually, in pairs, small groups, large groups, class teams, inter-class and public Games of the type: - thinking, thinking, resourcefulness, action-based, competition-oriented, etc. on the game process; - by time norm - a lesson, a part of the training time allocated according to the plan, games that last until the goal of the game is achieved, the winners are determined. All this serves to develop students' creative thinking, to form in them a complete understanding of the scientific basis of the structure of the universe and the formation of scientific worldviews by teaching them interdisciplinary connections.

Primary reading lessons have a special place in the education system due to their essence, goals and objectives. Because it is based on literacy and moral education. Therefore, the teaching of other subjects cannot be imagined without reading instruction. The student encounters the text for the first time in reading lessons by reading the text correctly, quickly, comprehensibly, and mastering the content. Reading lessons allow students to acquire the learning skills and knowledge required to master the requirements of the State Education Standard (SES). It is in the teaching of reading that a person is motivated, first of all, to understand himself and the world. To this end, the textbooks include various topics such as Mother Nature, the world around us, the history and present of our country, the lives of adults and children, hard work, independence and national-spiritual values, friendship and

peace. Artistic, ethical-educational, scientific-popular works are included to provide comprehensive insights on the topics. If their reading is organized in the form of storytelling based on pictures, after mastering the technique of reading, reading is carried out on the basis of selected artistic, scientific and popular texts on specific topics.

Certain topics included in the Primary Reading book are designed to introduce students to the magical world of fiction and to shape their worldviews based on the ideology of national independence. The leading feature of the lessons is aimed at educating students in the spirit of high moral values on the basis of national ideology, while ensuring the literacy of students.

The range of topics covered in the primary school reading lessons is much wider, covering topics such as Mother Nature, the seasons, folklore, love of work, major holiday dates, national independence and spirituality, combined within themes.

The topics chosen for the reading lessons are intended to provide students with knowledge and education on daily life, strengthening independence, and human relationships as well. The themes of independence, homeland, spirituality and nature stand out. Their goal is to awaken feelings of identity, independence, homeland and nature.

Topics of socio-historical content give a clear idea of the past of our country, the life of our people, the heroic struggle, the work done by great figures, historical dates. Texts about Beruni, Amir Temur, Alisher Navoi, Babur and other ancestors are among them. Such works not only acquaint students with our past, but also help them to gain a deeper understanding of their childhood duties and responsibilities to the Motherland. This is how the feeling of love for the Motherland is formed in them. With the help of nature topics, students gain knowledge about changes in nature, the change of seasons, and the animal kingdom. Works on this topic teach students to be observant, to love nature, to have the right attitude towards it. When working on nature texts, a trip to nature is organized, children are taught to

observe, and the analysis of patriotic works is carried out through meetings with famous people of the country or screenings of relevant films. In general, all the topics in the "Reading Book" textbooks are aimed at educating students, as well as enriching their vocabulary, the correct formation of oral and written speech and the development of speech culture. Current textbooks take into account the fact that the materials expand from class to class, both in terms of subject matter and content. For example, topics such as "Our ancestors are our pride", "Science is the light of the mind", "Emerald baylor", "Silver winter" taught in the 1st grade were continued in the 2nd and 4th grades. This complements and enriches students' previous knowledge. Unlike other stages of continuing education, the didactic goal of education is the formation of students' reading skills in the reading lessons of primary grades, working on the text of the work. It is closely connected with spiritual-moral, literary-aesthetic education by working on texts on various topics.

Particular attention is paid to the diversity of genres, poetic perfection of the selected texts for each topic in the textbooks, the level of knowledge of students and their age. One of the most important tasks for teachers is to help students understand that the knowledge, skills and competencies they will acquire with the help of textbooks will be needed in the future. Implementation of the requirements for reading education in the DTS and "Mother tongue" curriculum in primary education. Proper organization of reading in the classroom, stages of teaching, principles and methods depend primarily in many respects on the rational use of advanced pedagogical technologies.

In general, the didactic tasks of reading lessons are as follows.

1. Good reading qualities in students: formation of accurate, fast, conscious, expressive reading.
2. To teach students to use the book, to get the necessary knowledge from it, to arouse love for the book; them from an ordinary reader to raise him to the level of a thoughtful, creative reader.

3. To expand and enrich students' knowledge of the environment and to form their scientific outlook.
4. Educate students in the spirit of moral, aesthetic maturity and love of work.
5. To develop students' connected speech and literary-aesthetic thinking.
6. Enriching the imagination of students.
7. Formation of elementary literary ideas.

It should be borne in mind that there are clear and scientific methodological methods of performing each educational task, which are enriched with modern teaching methods. These tasks are solved in an interactive way with others and during extracurricular reading activities.

Reading is an important part of human life. Through reading, a person acquires knowledge about existence and society, and a person who does not know how to read is no different from a blind person. Elementary school activities are taught in all subject areas. But it does develop a method of reading instruction. Achievements in the field of general development of young students, psychology, special methods of teaching methods are formed on the basis of the achievements of existing disciplines.

For example, in the old days, reading was taught by dry memorization, while in modern schools, reading is done by interpretive reading. The method of memorization does not pay much attention to interpreting the words in the text, explaining the content, retelling what is read, and, in general, the reading comprehension. They focus on different pronunciations, reading, and expressive reading.

Schools are now taught in a descriptive way. We will focus on the explanatory reading in the following lectures. In reading classes, students gain knowledge about nature, society, people living in it, their past, present lifestyle, celebrities, nature, climate, wealth, wildlife and more. In the process of learning, they are treated. With education, the student's personality is nurtured.

VA Sukhomlinsky says: "As children become more aware of the world and themselves, they should gradually become more aware of their responsibility for the

material and spiritual riches created by older generations. ... The child should be allowed to see right from wrong. Goodness creates in him joy, pleasure, excitement, a desire to pursue spiritual beauty; evil arouses anger, intolerance, and fills the spiritual force that calls for the struggle for truth and justice. (Grades 1-4 are illustrated with examples from the Reading Book.)