



Ways of effectively using methods of interactive teaching of students at the architecture and construction university

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ABSTRACT

In this article, we will look at every detail in today's modern world in the field of education with a modern eye. Including teaching students of each subject, in addition to its educational methodology, incorporating modern innovative technologies is one of the current issues. In this article, the author describes in detail the importance of physics in the world community and the use of innovative technologies in teaching this science to students.

Keywords:

Technology, innovation, physics, pedagogical technologies, teaching methods, traditional education, etc.

The most widely used teaching style today is this-interactive style. Interactive style in education means strengthening and activating the relationship between a student and a teacher. Especially one of the higher educational institutions can be looked at in the example of architecture and construction flour.

A modern teacher should understand that he should not be an "actor" but rather a "director" in the course of the lesson. Effective teaching of the lesson requires serious responsibility and pedagogical skills. Today, students have their own views, ideas and demands. Therefore, organizing lessons and distributing them correctly is an urgent task facing the teacher. Currently, a teacher at the University of Architecture and Construction should have good knowledge of new teaching methodologies, innovative teaching methods and be able to use them in the course of the lesson.

Each lesson, topic, physics training subject is chosen in accordance with the purpose of choosing the appropriate one from the educational technology base. In particular, interactive learning methods are effective methods for mastering topics. Today's kunda science, which is to look at the example of physics, modern teaching methods are widely used in A. In particular, "Mental attack", "Cluster", "VENN diagram", "BBB", The hotel is located in the heart of the historic center

of the city, close to the historic center of the city. Also, methods such as "Comparison method", "Circle method", "6x6x6", "Reverse test" have their own effectiveness in providing the lesson. It is possible to use the interface methods listed and recognized by other international pedagogical societies when teaching military terms to students. The moon shining on the out cornerstone, close to the historic center of the country. "Mental attack" is the best method to solve a problem by studying the free ideas and comments expressed by the group participants and using them to come to a certain solution. The hotel is located in the heart of the historic center of the city, close to the historic center of the city, close to the historic center of the city. di. "Mental attack" is used to find solutions to different problems. This method is to quickly a collection of the group's h ar a word o si idea and a publicshrimp. Use "brain attack" even when students do not have enough information about the problem. This will allow you to show off unexpected antiques in an ordinary setting.

When the "brain attack" method is used, the exercise usually consists of two steps: the first step is the proposal step ("brainstorming itself") and the second step is the analysis and the sorting step. If the crocodile's jaw was covered with a dense jawbone of limestone, the crocodile's jaw

was covered with furrows. Modern teaching methods such as "Working with a group", "Cluster", "Circular Table", "Solving the Problem", "Who's agile, who's epchil", "Pen on the table", "Controversy Discussion" are aimed at activating student activities. One of the most effective interactive methods in practical training is to work in small groups. This method of education distributes colorful pictures, small texts on the subject, and students try to express their independent opinions. Students are given specific instructions, and the teacher supports the students, their opinions are combined in the final part of the lesson, and their knowledge is evaluated.

Another interfaith method is "Judicial Attack," which is the most effective way to gather the free poor and opinions expressed by students from hearing a problem and come up with a certain idea through them. There are written and oral questions of the mental attack method. In oral form, each of the students expresses his opinion on the question posed by the teacher. Students express their answers clearly and briefly. In their written form, students briefly explain their answers to paper cards and are attached to the file using a magnet.

The "Pen on the Table" method has made it easier for students to increase their vocabulary of mutation. To communicate in a language, you must have an active vocabulary. When using this method, students are asked to take a sheet of paper, and the teacher begins to tell them the first thing about the words that have been translated into previous courses on mutation. When the teacher speaks every English word, the student should write an English translation quickly. After writing, they put their pens on the table and then check each other's papers using teacher control with a different color pen. This method encourages students to work among themselves, to be active in the classroom.

Another interactive method of teaching is the "Cluster" method. This method develops multi-variant thinking, link-setting skills between the concept being studied, and helps to think freely and openly. Class creation sequence:

- a keyword or phrase is written in the middle of the audience reader board;
- students in small groups or individuals are required to write

statements that belong to this word or phrase;

- a link between concepts or ideas is required to be established;
- it is recommended to write down all of the iodine options.

The next method of considering problematic assignments is to communicate such assignments in a basic way. This method fully integrates the direction of communication in the process of teaching students a foreign language in higher education institutions. Assignments to students must have an albbata question, because the question that requires answers is well adapted as it is asked. To answer this question, a student is required to use his or her mental abilities strictly, to think independently, and to remember the knowledge gained earlier. When the lesson process is organized in such a way, there will be constant communication between the teacher and the students, and students will learn to make decisions independently. Based on the constant communication of students and teachers, all students in the auditorium simultaneously participate in a question-and-answer conversation with the teacher, no one is excluded, and the limited time given to complete the assignment encourages students to think quickly and to be active.

The lessons played by the role-playing games, on the other hand, have made it possible to meditate, increase the importance of social cooperation, and increase the practical vocabulary used in the work process and in out-of-work situations. As students work from role-playing games, they learn to cooperate with each other, work together, communicate with one another, and develop organizational abilities.

If each method cited by the above examples is used in its place in achieving a stated objective, it is undoubtedly active. Pedagogical technologies should be aimed at achieving a predetermined goal based on ensuring a high level of student activity.

The use of new pedagogical technologies in practical workshops in teaching a foreign language shows its positive results. The use of new teaching methods eases the teaching process not only for students but also for teachers.

Interactive methods are based on free and independent thinking about the activity of each

student participating in the teaching process. Learning when using these methods becomes an interesting exercise for the student. When interfaith methods are used, students will have the skills to work independently with the help and cooperation of teachers. Students will learn new knowledge on the basis of scientific research, conducting experiments. The principle of knowledge through science is followed. The fact that participants in the teaching process work in small groups, that their assignments are given to all members of a small group, not to a separate student, and that each member of the microorganisms tries to contribute to the performance of the assignment questions students' sense of community and increases their entrepreneurship. The main form of organizing the educational process is the lesson. Above, we looked at the lesson's diverse unconventional skepticism with examples. Such lessons will help a student to cultivate his or her artistic abilities, strengthen his or her mental well-being, expand his or her scientific knowledge, and acquire the skills and skills of being able to quickly and fully accept every innovation. The use of innovative technologies in the classroom stimulates students' interest in scientific research and develops the ability to create creativity and creativity. The resulting rise in sea levels from the fertilized egg of the womb. To do this, the teacher must be skilled and, depending on the content of the subjects, plan the lesson correctly and make sure that all students work actively and only during the course.

Computer learning systems are also considered interfaith (dialogue) and are characterized by the ability to interact with the system, including human-machine initiatives.

Traditional lessons are by their nature passive form of teaching. Because of the huge ratio between the number of students and the number of teachers, the teacher has very little opportunity to interact with each student, a student who cannot communicate freely, and a puller student may be overlooked. Teaching using a computer, on the contrary, involves each student interacting with the system in order to master the lesson.

One of the central issues of computer-aided teaching is the efficient presentation of lessons on the screen. It is worth noting that the use of computer programs greatly increases their interest

in science. In addition, self-evaluation skills develop, because arguing with a computer for a price is pointless. Talaba uchun notanish bo'lgan m a'lumotga chuqur kirib borishiga undaydigan s o'rovga e'tib or berish Oldindan aniqlangan va o'rganishga asoslangan natijala on the basis of r, they can gain new insights. We can also see this as a physics science.

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