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INTERACTIVE METHODS – IN QUALITY EFFICIENCY AND RESULTS OF TRAINING

Kayumov Sh.Sh.,
Teacher at the Academy of the Armed Forces Republic of Uzbekistan

Abstract
The use of innovative technoligies in the field of higher education is currentlyan urgent task. The article considers the use of the interactive teaching method “brain - storming” in the educational process of higher educational institutions.

Keywords: Innovative technoligies, interactive teaching methods, “brain - storming”, group exercise.

Introduction

New tendencies of the system to improve the effectiveness of the methods, methods to improve the quality and reliability of the means [1].

All of this places increased demands on the teaching staff at universities. The teaching staff must have high professional knowledge and skills, confidently master modern forms and methods of educational work and constantly improve their educational and professional qualifications.

Significant changes are currently taking place in the field of higher education. Modern forms and methods of teaching, advanced information and communication technologies, modeling and simulation methods, modern training complexes and systems are introduced into the educational process [2].

At universities, the main forms of training are: lectures, seminars, practical courses, laboratory work, etc.

Modern forms and methods of teaching require the widespread use of innovative technologies in the educational process. The introduction of modern information, communication and pedagogical technologies into the educational process is an urgent task at the current stage [3].

After some interactive teaching method approaches, a person better absorbs information and makes better use of the experiences he has acquired and understood. The interactive method in teaching is based on action – reflection – reflection – planning – implementation.

In non-traditional lessons, the main task of the teacher is not to “teach”, “present”, “explain”, “show” educational materials to students, but to organize a joint search for a solution to the problem that has arisen in front of them. This allows us to define the teacher's task at the current stage as follows:

teach to think, to reflect on the facts studied;

get used to actions that ensure search;

personal involvement in understanding the truth;

conduct analysis and introspection;

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Draw your own conclusion;
Exercise.
The teacher's performance of such tasks contributes to the achievement of the following learning outcomes:
The ability to work independently;
Study educational literature and primary sources;
write theses and notes;
create reports;
express your point of view;
evaluate phenomena and events;
Gain knowledge.
An important task of a teacher at the current stage is to master new educational and information technologies, questioning techniques, and to develop students' thinking skills and speech culture.
Interactive learning and teaching methods require a change in the position of the teacher in the educational process and the nature of his activities. The core of a teacher's activity is: science, experience, art.
The most popular interactive method today is brainstorming.
The brainstorming method is one of the most common methods of psychological activation of creative activity, in which new ideas arise through creative collaboration between a group of interested participants. Psychologists believe that a chain reaction of ideas occurs during a brainstorming session, resulting in an intellectual explosion [4,5].
Brainstorming is an English term and is made up of two concepts: Brain, Storming – storm, storm, strong excitement.
More specifically, “brain arousal” expresses the essence of a method sometimes called “creative groupthink.”
Ideas are presented in a free form, with quantity taking precedence over quality. Nobody should be afraid to say nonsense. The opinions of the participants cannot be criticized. The more suggestions are made on a topic, the more likely it is that there will be one that is, so to speak, worthwhile. Suitable solutions can also emerge gradually by creating and combining different ideas.
The discussion should take place in a free and friendly atmosphere. The presenter's task is to clearly and unambiguously formulate the problem to be solved and record each idea.
“Brainstorming” is recommended when solving creative problems in many areas, with a wide variety of problems and in all phases of their solution, in different phases of the development and design of technical objects. It is important that this method can be used in combination with other heuristic methods of creative activity.
Direct collective brainstorming. The purpose of this method is to collect as many ideas as possible, free students from the inertia of thinking and overcome the usual train of thought when solving a creative problem.

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The basic principles and rules of this method are the absolute prohibition of criticism of the ideas proposed by the participants, as well as the encouragement of all kinds of remarks and jokes. The success of this method largely depends on the teacher - the leader of the lesson. The optimal number of brainstorming participants should not exceed 15 people. The lesson lasts up to one hour.

Mass brainstorming. This method allows you to significantly increase the efficiency of generating new ideas in a large audience (the number of students ranges from 20 to 60). All trainees are divided into small groups of 5 – 6 people. After the division, each small group independently carries out a direct "brainstorming" of the creative task or problem to be solved for about 15 minutes. Afterwards, representatives from each small group report on the ideas generated in the group and these are evaluated together under the guidance of the teacher.

Then the most original is selected [6].

The lesson can be conducted in the following stages:

Stage 1 - formation of small groups that are optimal in terms of size and psychological compatibility;

Stage 2 - formulation of the initial task, problem;

Stage 3 - formation of ideas in each group according to the rules of direct brainstorming;

Stage 4 - systematization and classification of thoughts;

Stage 5 - evaluation of the possibilities of implementation of ideas;

Stage 6 - evaluation of critical comments expressed during the previous stage.

The most effective results are achieved when all participants are rationally divided into groups:

1) generating ideas;

2) analysis of the problem situation and evaluation of ideas;

3) generating counterideas.

Brainstorming rules:

1. No reviews are allowed during the idea generation process. When you assess and evaluate ideas as they are expressed, students will focus more on defending their ideas rather than trying to come up with new and better ideas. Assessment should be abolished.

2. It is necessary to guide everyone to "generate" as many ideas as possible. Even the most fantastic ideas should be encouraged.

3. Quantity is encouraged. Ultimately, quantity leads to quality. When a large number of ideas are put forward very quickly, the focus shifts from evaluating those ideas. In such conditions, students feel able to use their imagination and that leads to good ideas.

4. All participants should be encouraged to develop or modify others' ideas. Combining or modifying previously proposed ideas often results in new ideas that are superior to those that prompted them to be proposed.

You can hang this poster in the classroom:

1. Say whatever comes to mind.

2. Don't discuss or criticize other people's statements.

3. You can repeat ideas suggested by someone else.

4. Expanding or developing another person's idea is encouraged.

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5. Keep thinking even when you think you have completed your work.

The undoubted advantages of “brainstorming” include not only the development of important skills, but also the fact that their development in this case does not require large amounts of material and time. Students can demonstrate their creative and leadership skills, teamwork skills and the ability to analyze errors and also present the results. All of these characteristics are the reason why this method is popular not only among teachers but also among students [7].

In this way, students improve their skills and ability to work as a team during lessons. During lessons, students in a given environment always accept the most appropriate suggestions to solve a given problem. The continuous development and improvement of the higher education system requires a constant search for the most effective teaching techniques and methods as well as an improvement in the methods of preparing and conducting courses. For these purposes, it is certainly possible to use the interactive teaching method “brainstorming”.

On this basis, the practical application of the interactive teaching method “brainstorming” in the classroom, high-quality training of the leader and students will increase the willingness to successfully solve problems in the field of activity and the educational process of higher educational institutions in general.

Thus, the above interactive teaching method can be effective and efficient if the teacher knows well the content and methods of organizing his activities, functional responsibilities, and methods of organizing and conducting educational work.

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