

Forms of Interactive Teaching

Berkinov Alisher Abdurashidovich1
Jizzakh State Pedagogical University, Jizzakh, Uzbekistan.
e-mail: alisherberkinov@jdpu.uz

Abstract:

Raising a generation with high potential is the most sacred. Therefore, in our country, we must create the necessary conditions and opportunities for raising a healthy and well-rounded generation, realizing the creative and intellectual potential of young people, and raising the young men and women of our country to be fully mature individuals who fully meet the requirements of the 21st century. Large-scale measures are being implemented.

Keywords: Interactive, technology, innovation, alternative, authors, concept.

Introduction

Operational components are clearly visible in the innovation game in innovation activities. The innovative game is considered a special form of social technology, includes a problem-solving program, and examines the development of the organization and participants.

The games of the program include innovation production decisions (solutions), news projects, implementation programs, study of organizations, game verification.

At the first stage, decisions are made. The main goal of this organization is to produce a day of innovation, to solve several problems, and the decision made should be optimal and feasible.

The methods of the organization often do not satisfy these requirements, therefore, to make a decision, the work of many people is taken, directed to non-standard decisions.

The abundance of alternatives, innovations are sent to the qualitative use of these methods. Most of the people work to solve problems at a high level.

In the second stage, solutions to innovative problems are designed. The desired state of the object is produced in the projects and gives a perspective for development. At least two projects are produced in the game. These projects are carried out by separate groups. The last moments are based on the project: problem, goal, functional special physics, tools for practical solution of problems, the resulting state of the object, the material condition of the base, the mechanism of its formation and the means of measuring the effect.

The next stage is the status of the program, news. The program includes the writing and input of these steps.

The authors believe that the renewal of every school involves experiments of universal technology.

If we look at the aspect of the management of the organization and the production of innovation, the scientists are divided into the last stages: diagnostic, prognostic, organizing exercises and



summarizing. The innovative work of the teacher is done in such an experiment in contextual logic: choosing a problem, formulating a topic, actual understanding, setting a goal, changing the name, base of steps, observing the result and the process.

The last stages of the teacher's creative process are recommended:

1. Understanding the problem

- a) Understanding of existing factors;
- b) emergence of a problem;
- c) asking a question.

2. Problem solution

- a) Hypothesis development;
- b) solution development;
- c) reveal the principle;
- g) development of collected solution and opinion.

Checking the conclusion: In general, the teacher's innovative solution is built on the basis of general psychological law, some pedagogical solution, which is characteristic for any human action. The heuristic process is the focus of creative action. This process is involved in some stages of the innovative movement: when the teacher knows the general concept of education and upbringing of the child and when it is required to build a new concept. , changing their meaning to a known solution of motion consistency. Adaptation in such conditions can be a solution to popular pedagogical problems. In the formation of a new concept, the teacher always uses it as a plan to overcome the uncertain problem situation.

Action in the conditions of subjective uncertainty, a characteristic feature of innovative behavior is manifested as a solution to the problem both as an objective uncertainty and as a certainty. Based on this aspect of activity, heuristic process management and their formation can be implemented. At the first stage of the creation of the author's program or in the conditions of uncertainty of the concept, the intuitive flow of thought can determine the direction of the search. According to the building size of the program, the scope of the search becomes narrower and more precise, and "instead" of logical thinking, mentally controlled by intuitive actions, there are boundaries that are appropriate for them. Therefore, the formal operation also participates in the heuristic search, but cannot suppress the solution of the non-formal component, it provides the implementation of the specific function and its relation that has this solution.

The teacher always solves creative issues in order to achieve the goals of the main pedagogical activity and professional activity. At the same time, he tries to decide what to do. Each of these questions has its own factor view.

Action in different senses shows its individual psychological quality to the structure with its different requirements, as well as its attitude to the process of solving the problem. Here, the tensions that arise in the struggle of meanings, the psychological barrier in the emotional



relationship play a big role. The quality of problem solving determines many aspects of the subject's activity. In the internal conditions of the movement activity, constancy compensates, not only the operational aspects of the activity change, but also it leads to a change in the psychological mechanism and the development of professional capabilities.

Therefore, the teacher consciously or unconsciously applies it to the quality of his invaluable work, thus simultaneously making individual performance consistent. "Used as an irreversible option for this teacher."

The uniqueness of pedagogical activity generally requires the teacher to have his own individual style, his limitations in new conditions. A teacher's ability to accept innovative solutions, sometimes to take risks, to successfully solve conflicting issues, to remove innovative obstacles creates the necessary conditions for the successful implementation of pedagogical activities.

References

1. Makhmutov M.I. Organization of problem-based education in school. – M.: Education, 1977.–S. 240.
2. Okon V. Fundamentals of training. – M.: Education, 1964. –S. 154.
3. Razumovsky V.G. The development of students' creative abilities in the process of teaching physics. -M.: Education, 1975. –P.272.
4. Berkinov A. Technologies For The Development Of Educational And Creative Activities Of Students In The Process Of Solving Problems In Molecular Physics //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 12.

