



USING OF INTERACTIVE METHODS IN PROCESS OF LEARNING SUBJECT ABOUT LIFE SAFETY IN EDUCATION

I.E. Ravshanova

Kokand State Pedagogical Institute

Methods of teaching biology

Senior teacher of the department

Hasanboeva Zilola

The direction of oligophrenopedagogy

Group №204 student

inoyatxonravshanova@gmail.com

Article history:	Abstract:
Received: 17 th March 2021 Accepted: 2 th April 2021 Published: 18 th April 2021	This article is described the use of the interactive methods in the teaching of subject of life safety. The article explains how to use those methods. The articles describes how to use interactive methods in the process of lesson and to have a positive effect on students' mastery.
Keywords: Interactivity, interactivity, interactive education, interactive method, intellectual potential, integrated education, method of "syndicate", method of Case study.	

Working based on interactive educational technologies in teaching the subject of Life Safety in higher education remains the main requirement of the time, the necessity of life. Lexically, the words "interactive" and "interactivity" have the same meaning, derived from the English word "Interact", which means "interaction", "act" - "action, influence, activity"¹. Interactivity – is the interaction of two people, in this case, the learning process takes the form of a dialogue (using a computer) or based on the interaction of the learner. Interactivity means moving together or chatting, being in dialogue mode with something (e.g. a computer) or someone (a teacher). It follows that interactive learning is primarily a dialogical learning in which the teacher and the learner, the learner and the computer interact². Interaction occurs in interaction, movement, sensitivity, learner-teacher interactions. The main goal of the interactive method is to create an environment for the learner to think actively, freely, by creating the most favorable conditions for the learning process. He demonstrates his intellectual potential, predicts an increase in the quality and effectiveness of education. The organization of the lesson on the basis of interactivity is such that in the process no student is left out, that is, they have the opportunity to openly express what they see, know, think.

Learners will have the opportunity to know the content of the topic in the process of collaboration, to make their own personal contribution to mastering. The process of exchanging mutual knowledge, ideas, and opinions takes place. Such situations provide mutual sincerity; increase the desire to acquire new knowledge, in the process of supporting each other, mutual friendly relations are formed. These are of great educational importance. Thus, in the organization of interactive lessons in the learning process can be used individual and pair work, group work, research-based projects, role-playing games, work with information sources, creative work.

The basis of interactive education is the teaching of lessons based on interactive methods. Interactive teaching methods allow students to use and activate the enormous educational power, to incorporate elements of competition into the learning process: the mental strength of a group of learners is greater than the sum of the strengths of its members (i.e. the group outcome is always greater than the sum of individual outcomes). Interactive methods are methods that carry out the educational process in the interaction and interaction of students.

Special attention is paid to the teaching of life safety in foreign countries. In this process, special emphasis is placed on integrated education. They also recommend the use of the following interactive methods. "Blitz-query" means "quick" in English. This method requires a short, clear and concise answer to the given questions. According to him, the

¹ J.Yo'ldoshev, F.Yo'ldosheva, G. Yo'ldosheva. Interfaol ta'lim – sifat kafolati 2008 y. Toshkent 12 bet

² Kaldibekova A.S., Xodjaev B.X. O'quvchilarning bilish faolligini oshirish yo'llari. – T.: TDPU, 2006. – B.57.

educator develops questions that require the subject matter to be clarified, the essence of certain components being studied. Attention is drawn to the learners. Learners should be able to give a short, concise and clear answer to a given question. When working in a group or pair, one learner responds to a given question, which his or her partners or teammates can complete. But the ideas should not be repeated. In the application of the method, students can illustrate the basic concepts of the topic, the essence of the main ideas orally, in writing, or in the form of a picture (table, diagram).

The method of "syndicate" serves to develop in students the ability to study the topic (problem, problem) with creativity, to summarize theoretical knowledge, to state it briefly and clearly based on systematization. In the process of applying the method, learners are divided into three subgroups. Each group must solve a single task in three different options. For example, the groups, group 1 as a scheme, group 2 as a cluster, and group 3 as a table should describe bleeding and hemorrhage first aid differently. Once the groups have completed the task, the team discusses the solutions provided by them.

Case study (English case - set, thematic situation, stage - education) - a method of teaching, which is described in the case and directs students to identify the problem and search for appropriate solutions, the problem of artificially created situation, reflecting the problems of organizational life. A teaching is method based on situational analysis. Thus, interactive learning technologies can improve the quality of education, increase efficiency. It determines the interaction between the teacher, the learner, the group of learners, as well as the community, achieve ideological and spiritual unity, strive for a single goal, each learner (student, has a great potential to realize the inner potential of the learner, to create the necessary conditions and environment for his manifestation as a person. Interactive methods, which are the most important component of interactive education, by their very nature, provide a certain degree of effectiveness in achieving educational goals³. Most importantly, educators need to focus on the topic, problem, or issue being studied when choosing interactive methods. In addition, the effectiveness of the course will increase if the use of interactive learning technologies takes into account the age, psychological characteristics, level of worldview, life experiences of students. This requires educators to have professionalism, competence, knowledge, sensitivity and intuition. This means that today in developed countries, significant work is being done to improve the quality and efficiency of the educational process. We have accumulated rich experience in this area. Interactive learning technologies have a special place among the existing experience in ensuring the effectiveness of the educational process. Indeed, interactive learning technologies allow students of different complexity to master learning materials in pairs, in small groups, and in large groups. This increases students' learning opportunities and develops their creative abilities.

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³ Pedagogik mahorat va pedagogik texnologiyalar / Ma'ruzalar matni. Tuz.: A.X.Qosimov, F.A.Holikova. – Toshkent TATU, 2004. – B.23.