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USING INTERACTIVE METHODS IN EDUCATIONAL PROCESSES FOR DEVELOPING STUDENTS' CREATIVE SKILLS

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Abstract: This article discusses modern approaches such as the further development of creative and logical thinking abilities of students, the qualitative organization of educational processes, and the improvement of educational efficiency through the use of interactive methods in teaching processes. Different aspects of traditional and interactive education are revealed.

Key words: Interactive methods, creative abilities, educational process, creative and intellectual potential, professional experience, knowledge, skills, competence, planning, design.

Introduction. In the Action Strategy for the further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the continuous education system, increasing the possibilities of quality education services, supporting and realizing the creative and intellectual potential of the young generation" are defined. Accordingly, it is important to develop students' creative abilities based on interactive teaching methods. Today, one of the main tasks is to create a modern methodical support for the design of the creative education process by developing the creative competence of the pedagogic personnel, and to develop the creative abilities of students directed to the fields of professional activity.

It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of professional and creative activity requires not only the integration of practical skills and competencies, the development of methods and tools for the effective organization of activities as a specialist, but also the awareness of the methodology of professional creativity, the development of creative thinking and the development of a creative character. requires sufficient mastery of personal qualities.

Creativity (lat., ing. "Create" - creation, "Creative" creator) - describes the individual's readiness to produce new ideas and expresses the meaning of creative ability that is part of talent as an independent factor. The formation of a creative person can be defined as the development of a person in terms of creative activities performed in a mutually compatible way and creation of creative products.

For this, every pedagogue should have the ability to be creative in modern organization of lesson processes. It is necessary to plan, design and organize lessons based on modern requirements for educational processes today. It is important to develop various interactive methods and apply them to the teaching process1.

The main part. Today, classes cannot be imagined without interactive methods. Because in the current educational process, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. In this process, the teacher creates conditions for the personal development, formation, learning and upbringing of the learner, and at the same time performs the functions of management and direction. Interactive methods are called group thinking, that is, they are methods of pedagogical influence and are a component of the educational content. The uniqueness of these methods is that they are implemented through the joint activity of the pedagogue and students.

The words interactive and interactive have the same meaning, and the word interactive is derived from the English words "inter" - "together" and "act" - "movement". Interactivity means co-moving or being in conversational, dialogic mode with something (for example, a computer) or someone (a teacher). It follows that interactive education is, first of all, dialogic education, during which mutual cooperation between the teacher and the student, the student and the computer is carried out [2,3].

It is known that there are more than a hundred types of interactive methods, most of which have been tested and have given good results. Effective results can be achieved in the lesson using widely used methods – “Cluster”, “Brainstorming”, “Presentation”, “Blitz survey”, “Problem situation”. “Sinquain”, “Reverse test”, “Wheel of Mind” methods are used in the lessons of repeating what has been learned, “Insert”, “Pinboard”, “Stair-zine”, “Boomerang” technologies in the explanation of a new topic, and “Venn diagram” in the reinforcement of the topic. , graphic organizers such as “Fish skeleton”, “Why?”, “How”", “Conceptual table”, “Lily flower” and “Analysis of concepts”, “T-table”, “Resume”, “Sunflower”, The use of “Charkhpalak” methods, “FSMU”, “Cluster”, “BBB” methods for homework help to ensure the effectiveness of the lesson and increase the knowledge of students.

Ways to implement interactive methods

“Charkhpalak” technology

– students are divided into groups depending on the conditions;

– handouts are distributed to group members;

– within the specified time, the groups complete the task in the handout, put the group number in the right corner of it, and their symbolic sign in the left corner, and exchange this handout to the key group in the direction of "turning the wheel";

– other group members also perform the task in the handout and make changes.

Role playing games

Active students are selected and have them role-play real-life situations related to the topic. In this method, the teaching process is carried out in three stages, i.e. role-playing according to the situation, observing the situation, analyzing the situation and accepting one's own solution; when choosing a topic for a role-playing game, situations that a student may face in production are taken. Through the role, the student envisages his future career. This technique should be varied during training. The teacher can change the situation by asking questions during the lesson. As a result, it is necessary to achieve effective mastering in a short time.

In role-playing games, students can acquire the following knowledge, learning and skills:

- practical discussion on issues related to production, gaining experience;
- understanding that the character or opinion of one participant in the team affects another person;
- being able to make independent decisions about situations and express one's opinion;
- being able to analyze the situation;
- know how to develop an exit plan and strategy.

Create a role play training plan

1. Choosing a production situation depending on the training topic. The topic must be related to real life.

2. Determining the exact purpose of the role-playing game topic, explaining it to students.

3. Explain the situation in the role-playing game, clearly and correctly explain the situation to the students.

4. Selection of role-playing game participants. Students can be given the opportunity to participate at will.

5. Explain the task and purpose of each participant. To make the role-playing student feel confident about his role.

6. Determining the task of observing students (not participating in the game).

7. Conclusion. In this case, some questions can be left unanswered and given in the form of a task so that students can discuss this topic after the lesson.

Work in small groups

Students are divided into several groups and assigned to work on a specific issue or task related to the topic. They are given a certain amount of time, and after the end of the given time, the decisions and opinions of each group on this topic are heard.

When training in the style of small groups, the following is achieved:

● active participation of each student is ensured and control of their activities and the possibility of assessment increases;

● a quick problem solving method is provided. Students will be the creators of many new ideas in a short time;

● at any time of the lesson, the opportunity to increase students' interest and to discuss in the whole class is provided;

● some students hesitate to tell the teacher their personal thoughts on the topic, and in small groups they freely exchange ideas with their peers, that is, they are actively interested in the lesson.

Creating a training plan for working in small groups

1. A training plan is drawn up, work in small groups is determined at what time the training will start.
2. Students are divided into several groups.
3. To work in small groups, a problematic question or problem related to the topic is selected. The purpose and task of the question is clearly explained to the students.
4. Time is set to work on the problem. Usually 15-20 minutes is enough to make a decision on any topic.
5. The form of presentation is chosen for groups.
6. Groups elect their captain. It is not necessary to give special time for this.
7. The groups can be given the opportunity to use the existing teaching-methodical, teaching-visual materials.
8. The teacher does not allow noise in the audience, does not allow some students to become passive participants, monitors the activity of groups and studies their opinions.
9. Group leaders defend the general opinion of the group on the topic in the form of a presentation. It is generally not recommended to allow more than 10 minutes for the presentation.
10. After the presentation, time is allocated for discussion, the teacher analyzes the problem in general, evaluates the group's activity.

Procedure and regulation of working in groups

1. Work in groups to solve the problem and fill out the presentation sheet - 15 minutes.
2. They are divided into mini-groups, share a common task, answer independently Formalization - 5 minutes;
3. They announce the independent solution to the group - 5 minutes;
4. They come, fill in, find the right answer and prepare for the presentation - 5 minutes;
5. Statement of the group's point of view on the topic question 1 - 3 minutes;
6. Joint discussion and formation of the final conclusion up to 3 minutes [4,5,6].

Some differences between traditional and interactive lessons

	Basic concepts	Traditional lesson	Interactive lesson
1	Level of use	It is used in the form of classes that are convenient for them on all subjects.	It is used in the form of classes that are convenient for them on all subjects. It is used in the form of convenient types of interactive lessons on some topics. Traditional lessons are used for other subjects
2	The purpose of the lesson	Formation and strengthening of knowledge, skills, qualifications on the subject of the lesson.	Learning to think independently on the subject of the lesson, come to conclusions, explain them, and defend them.
3	Duties and work methods of the teacher	Explaining, strengthening, controlling, assigning new topics.	Organizing, managing, controlling, and justifying the final conclusions of students' independent work and presentations.
4	Requirements for lesson preparation	Preparation of lesson plan, synopsis and didactic tools.	Preparation of interactive lesson development, tasks for independent work, handouts, other necessary tools.
5	Requirements for student preparation	Completing the tasks of the previous lesson.	Knowing the basic concepts and initial information on the topic of the new lesson.
6	Tasks and work methods of students.	Listening to the teacher and mastering, completing the assigned tasks.	Independent thinking, comparing one's own thoughts and conclusions with others and coming to a final conclusion on completing the tasks given by the teacher.
7	Time distribution.	Most of the class time is spent on the teacher's explanation of a new topic, analysis, explanation of	Most of the class time is spent on students completing independent tasks, exchanging ideas,

		assignments, and mastering control.	observing, presenting and defending their conclusions.
8	Lesson modules and algorithms.	Modules and algorithms of the lesson are used by each teacher in accordance with the method he uses.	Each lesson is conducted according to pre-prepared modules and algorithms, projects.
9	Level of activity required of students.	The teacher is active in all aspects, the students are active in concentration, understanding, thinking, and completing tasks. Forms of communication: student-group; student - student; group-teacher;	Both the teacher and the students are active in every way. Forms of cooperation, co-creation: teacher-student; student - student; student-small group; small group-small group; student-teacher; small group teacher; group teacher.
10	The main methods of mastering knowledge.	Dialogue, discussion, negotiation, debate, debate, reflection, analysis, observation, reading, etc.	Dialogue, reading, observation, discussion, negotiation, debate, discussion, reflection, analysis, etc.
11	Training forms.	Lecture, seminar, practical training, laboratory training, panel discussion, debate, discussion, consultancy, etc.	Lectures, group or pair work, presentations, debates, discussions, roundtable discussions, case studies, etc.
12	Expected result.	Students' mastery of knowledge, skills and abilities on the subject.	Formation of students' own opinions and conclusions on the subject, teaching them to acquire independent knowledge.

The differences presented in the table clearly show the advantages and disadvantages of these two types of training.

Based on the analysis of some aspects of interactive training shown in this table, the following conclusions can be made:

1. When teaching subjects in the curriculum, it is necessary to take into account which topics it is appropriate to organize interactive lessons. This involves the use of interactive or traditional types of training that ensure the full achievement of the goal of training on one subject.

2. In order for the interactive training to be effective, it is necessary to ensure that the learners know the basic concepts and preliminary information on its topic before the new training.

3. It is necessary to take into account that more time is spent for independent work of

students in interactive training than in traditional training.

Such methods served to develop the students' speech, thinking, reasoning, intelligence, talent, and intelligence to become independent thinking and perfect people [7-14]. Based on the study of some experiences in the practical application of interactive training, we can show some factors that affect the improvement of the quality and efficiency of these trainings. They can be conventionally called organizational-pedagogical, scientific-methodical, and factors related to the teacher, students, and educational tools. We should assume that they will have a positive or negative effect according to their nature.

Organizational and pedagogical factors include:

- training a group of trainers who conduct interactive training from teachers;
- organizing teaching of interactive methods to teachers;
- creating the necessary conditions for interactive training in the classroom;
- ensuring that the speaker's and participants' workplaces are comfortable;
- prevention of violation of sanitary and hygiene standards;
- ensuring compliance with safety regulations.

In conclusion, in interactive education, the teacher is an active organizer of educational activities, and the student appears as the subject of this activity. In this case, the goals and tasks of training, its content and expected results are determined directly within the individual capabilities of the learner and adjusted accordingly.

In the educational process, the teacher develops free creative thinking skills in students with the help of interactive methods. Will be able to form such qualities as critical thinking, putting forward alternative proposals, freely expressing one's opinions, defending one's point of view, striving to find a solution to a problem, and being able to get out of difficult situations.

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