USE OF INTERACTIVE EDUCATIONAL TECHNOLOGIES IN PRIMARY CLASSES

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Abstract. *This article discusses the use of modern pedagogical technologies in primary classes, gives examples of interactive methods used in primary education.*
Key words: *primary education, lesson, education, training, method, interactive method, educational technology, educational methods, educational tools.*

Introduction

In the educational system of our country, modern pedagogical technologies are used and quality education is achieved through them. This is based on the tasks of achieving quality education set in the "Development Strategy of New Uzbekistan"[1]. In this regard, it is urgent to study the issue of using modern pedagogical technologies in the educational process in primary classes

Modern pedagogical technologies are a set of educational tools, methods and possibilities based on the latest achievements. Therefore, pedagogic scientists pay attention to the following aspects of modern pedagogical technologies:

1) possession of new foundations of technologies;

2) convenience and acceptability of technologies;

3) technology should not have a complex nature.[2]

Therefore, it is necessary to implement primary education using modern pedagogical technologies. The basics of this need are as follows:

1. *Pedagogical need.* Today, it is an important pedagogical need to provide knowledge based on the latest information in primary classes, to educate students based on modern requirements and to direct them to practical activities. Because the teaching process carried out in primary education must meet the following requirements:

- theoretical basis of the presented knowledge;

- having methodological bases of the taught knowledge;

- possession of the factors of preparing students for activities through the means of knowledge.

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[1] Янги Ўзбекистоннинг тараққиёт стратегияси. // www.ziyonet.uz.
[2] Бордовская Н., Реан А. Педагогика. – Санкт-Петербург, 2001

Therefore, these issues determine the need to use modern pedagogical technologies in primary education.

2. Educational need. It is an educational need to strengthen the teaching process carried out in primary classes and to rely on acceptable modern pedagogical technologies. In this regard, the main educational needs are as follows:

- formation of social consciousness, worldview and thinking of elementary school students through educational means;

- formation of creativity, independent thinking and skills of primary school students by means of education;

- theoretical preparation of elementary school students for activities through educational means.

This approach forms the basis of educational needs. Therefore, it is necessary to use the latest modern pedagogical technologies in the process of primary education.

1. Educational need. It is an educational need that the educational process of students in primary education be carried out on the basis of the latest achievements and based on the most important pedagogical laws. Therefore, it should be noted that the main educational needs are the following:

- ideological formation and education of students;

- formation of human qualities in students;

- moral preparation of students for activities.

All this determines the need to use modern pedagogical technologies in primary education. Therefore, in this place, it is necessary to be aware of the technological basis of the educational process.

If we pay attention, the issue of using modern pedagogical technologies in primary classes is determined by pedagogical, educational and educational needs and necessities. The main goal of this is to provide quality education to primary school students, educate them based on modern needs and effectively prepare them for the next stages of education. Therefore, it should be mentioned that recently the issue of using modern technologies in primary classes has begun to be perceived in a new way.

The use of interactive educational technologies in primary education has a positive effect, makes the student interested in the lesson, activates it, and serves to increase the quality and efficiency of the lesson. Below are some examples of interactive methods used in the lesson.

The "3, 4, 5, 6, 7" method

The "3, 4, 5, 6, 7" method is mainly used in order to strengthen the topic taught at the beginning of the lesson or to strengthen a new topic in the final part. In it, students write information consisting of 3-letter, 4-letter, 5-letter, 6-letter and 7-letter words from the information they received during the lesson. They will read their written information.

An example of the "3, 4, 5, 6, 7" method used to strengthen the topic "Why foreign languages are studied" in the 4th grade education lesson was given..

The "Educational tools" method

The "Educational tools" method is mainly used in the final part of the lesson to reinforce the topic. In it, students compare the information they received during the lesson with educational tools and describe which educational tool and why they compare it to this particular educational tool.

Pedagogical technologies used and widely used in the process of primary education are as follows:

• Game technologies;

• Technologies that serve to develop critical thinking;

• Collaborative learning technologies;

• Differentiated and individual technology of teaching;

• Teaching acceleration technology;

• Programmed teaching technology and several technologies.

Maqolada boshlang'ich ta'limda foydalanish mumkin bo'lgan texnologiyalarni alohida ko'rib chiqamiz:

Game technologies

The basis of the use of game technologies is the activating and accelerating activity of students. According to the research of scientists, the game is one of the main types of activities combined with work and study. Game activities are dedicated to the performance of certain tasks. They are as follows:

- charm;

- realizing one's potential;

- treatment;

- communicativeness;

- diagnosis;

- international communication;

- socialization.

The game is distinguished by its creativity. He will have as rich and active a "creative space" as possible. Researchers consider play as an activity, process, and teaching method. The games will be aimed at different goals. They are used for didactic, educational, educational and socialization purposes.

The didactic purpose of the game is aimed at expanding the range of knowledge, cognitive activity, knowledge, skills, application of skills, development of labor skills in practical activities.

The educational goal of the game is to cultivate independence, will, cooperation in the formation of spiritual aesthetics and worldview, the ability to join the team, and unity.

The goal of developing the activity is to develop attention, memory, speech, thinking, comparative skills, comparison, finding similarities, imagination, creative ability, motivation of educational activities.

The goal of socialization is involvement in society's norms and values, controlling passions, teaching self-control and communication.

Pedagogical games are based on the creation of playful methods that guide students to educational activities.

Below we provide recommendations on how to plan games that incorporate these interactive techniques..

«Antonyms in proverbs»

It is known that antonyms are more common in Uzbek folk proverbs. Therefore, in this condition, students take turns saying proverbs with antonyms. For example, "approach the good, avoid the bad", "a friend speaks bitterly, an enemy speaks with laughter", "respect the elder, honor the younger", etc.

"Staircase" method

Students are divided into two groups. Then a "staircase" is drawn in this form on the chalkboard.

It is known that antonyms have their pairs. Based on this, one of these pairs is written on the "stairs", and the second one is found by the students in the groups themselves, who go up the stairs to the main staircase. This requires students to be quick. Because the first group of students to climb the main stairs will be the winner. There are as many stairs as there are students in the class.

"Explanatory dictionary" method

For this purpose, the students are divided into two groups. The participants of the 1st group say a word combination, a phraseological combination or a figurative expression. The students of the

2nd group quickly explain the meaning of the words and phrases said by the 1st group. The group that failed to fulfill the condition is considered the loser. This game is played as follows:

Uzbek royal dish: pilaf

Morning meal: breakfast

Licking the fat of the snake: cunning

Queen of the Field: Corn

Mental gymnastics: chess

Queen of the mountain: juniper, etc.

It is appropriate to conduct these games in the 4th grade in the mother tongue classes. Such games are not limited to one subject and can be held in several subjects and in more repetition lessons.

The "Role-playing" method can be used in reading lessons.

"Role-playing games" - each participating student, while playing the role of a character in a work, must clearly understand the thoughts of this character and speak in the place of that character. Through this game, the student can draw certain lessons and conclusions.

Therefore, as a result of using interactive methods in the native language and reading classes, students learn to be present, their vocabulary increases, and their scientific and theoretical knowledge is further strengthened. A lesson organized on the basis of a game will certainly increase students' interest in the lesson, and interest will lead to aspiration and thorough study of knowledge.

The implementation of game technologies requires the use of methods of developing the teacher's creative activity. Methods of development of creative activity G.S. Developed by Altshuller, O.G. Bagdanova, A.V. Brushlinsky, G. Melkhorn, B. Mironov, P. Yakobson and others. Let's consider these methods:

"Cubes" method

"Cubes" (Cowan and Cowan 1980) is a teaching method that facilitates the learning of the subject. Cubes with 4 requirements are used in all directions. The cube can be placed in a box and made by gluing papers to it. It is better if the sides are 15-20 cm. The following instructions are written on the 6 sides of the cube.

1. Name

2. Structure

3. Compare

4. Simulate

5. Duties

6. Highlight the good and bad sides

7. Tell me, what can you do with it? How can it be used? Give reasons for this.

Students express their opinions. He reads what he wrote to his partner.

For example:

1. Name-book

2. Structure - paper, cardboard

3.Compare-can be bigger or smaller than the notebook

4. It looks like a rectangle

5. The duty is to impart knowledge

6. Good side: colorful pictures, interesting stories,

   collected poems and fairy tales

   Disadvantage: quick tearing of sheets

"Sinquain" method

The ability to summarize information, express complex thoughts, feelings, and ideas in a few words is an important skill. It requires thoughtful analysis based on a rich reservoir of insights. Cinquain is a poem that requires the synthesis of information and materials in short expressions written in connection with an event. The word cenquein is a French word that means "five". So, Cinquevain is a poem with 5 lines.

The rule of syncway recording is as follows:

A) the subject is written with one word in the first line (usually with a related word from the noun group).

B) in the second line, the topic is explained with two words (with two words related to adjectives).

V) in the third line, actions on this topic are classified with 3 words (with three words related to the verb phrase).

G) in the fourth line, write a sentence (or phrase) consisting of 4 words indicating relevance to the topic.

D) the fifth line is a word close to the essence of the subject consisting of one word repeating the essence of the subject (synonym).

For example:

SCHOOL

Big, beautiful

Teaches, educates

School is a place of science

Science

Sinkwain in action:

- a tool for assessing students' knowledge reserves:

- information synthesis tool:

- is very useful as a means of creative expression.

"Working with groups" method

Students in the class are divided into groups. Each group is given a specific name. The topic is announced and the time is set. Students discuss the topic and express their opinions. At the end of the time set for the topic, the teacher changes the members of the group. 1 representative from the previous group remains in the new group and he explains the conclusions of his group on the topic to the new members of the group. The members of the new group study the opinions and conclusions of the previous group and express their reaction to it. In this way, in a short period of time, students' opinions on the topic are analyzed and evaluated by themselves.

To work in small groups of students in the class, the following conditions should be followed:

• groups are determined by the teacher

• the student who can lead the group is appointed as the captain

• in each group, we try to have intelligent and capable children, and students who learn more freely are distributed as evenly as possible. Groups are filled with suitable members and assigned tasks.

• the duties of the group leader and members are explained

• each group should sit in a circle, each of its members should look at each other

• in the work process, attention is paid to the activities and ideas of each group. Good ideas are encouraged.

The effect of this method is that all students participate in the training, and an atmosphere of free discussion is created. Pupils express their opinions independently, learn the culture of discussion.

In particular, if we get acquainted with the ways of using the technology of cooperative teaching in the lessons of "Science" (grade 4), it is carried out as follows:

The teacher prepares educational tasks for a group of students that will allow them to independently develop and study the subject material during the passage of the subject "Copper" included in the curriculum.

Before starting the lesson, the teacher divides the students into two groups and organizes their independent and creative work on the basis of educational assignments. A question-and-answer session will be held for each assignment, and students' answers will be evaluated with appropriate points. At the end of the lesson, the winning group is determined and its members are encouraged.

The conclusion is that cooperative learning is based not on competition, but on the process of independent and creative learning of students by working together intellectually. Studying using such methods will increase students' speaking skills, they will be able to freely express their thoughts and conduct independent thorough knowledge. As a result, young people who meet the demands of today's society are formed and find their proper place in life.

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