



POSITIVE FACTORS IN THE USE OF INTERACTIVE METHODS IN THE EDUCATIONAL PROCESS (WITH THE FIELD OF INFLUENCE IN THE MILITARY FIELD) AND THE ROLE OF THE TEACHER

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ABSTRACT

The purpose of this paper is to analyze the main factors in obtaining a target result in the teaching of the topic in the classroom using interactive methods, to consider the positive features of Blum's taxonomy in the use of interactive methods, as well as the process of applying interactive methods in the correct interpretation of the line. Using interactive methods, the task of the research is to divide the scope of positive influence in the class into groups, to interpret each of them individually, and to consider the scope of influence by linking them to the teaching of military terms to students studying in the military. Another task is to highlight the teacher's roles with separate comments in order to explain what kind of characters and skills the teacher should have in the process of using interactive methods.

KEYWORDS

Interactive method, Interactive Learning Technology, factors of interactive teaching, moderator, instructor, coach, tutor, mental assimilation, taxonomy, Blum's taxonomy, facilitator, mentor, derivation, separation, stratification, classification, guessing, prediction.

INTRODUCTION

Nowadays, conducting interactive lessons in the educational process shows that mainly interactive methods are used in a wide range of targeted lessons. and in the near future, these methods will give way to

a certain degree of interactive technology, with the widespread use of interactive methods making it appropriate to shift to new interactive technologies. This interactive method and the concepts of interactive



technology are distinguished by a slightly different definition from the known theory.

Interactive teaching method - implemented by each teacher at the level of available tools and their own capabilities. These tools and types help students to consolidate knowledge by encouraging them to be active, as well as to develop students' skills and abilities through the expression of ideas and worldviews. At the same time, each student learns at different levels according to their motives and intellectual level.

Interactive Learning Technology - Ensures that each teacher conducts the learning activities as intended for all students. In this case, each student has his own motives and intellectual level, and masters the lesson at the intended level. In this case, we can see the scientific and hypothetical results of the targeted approach.

METHODS

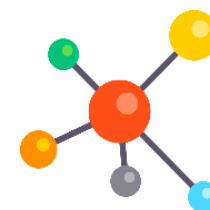
The use of interactive methods creates convenience for the lesson and opportunities for the student to master. These, in turn, benefit from the effective conduct of the lesson. Classification, analysis, and synthesis methods have been widely used in scientific work to separately study the factors related to the use of interactive methods as a teaching effect [1; 7; 10]. In the process of using interactive methods, the method of classification was used to express the role of the teacher in the classroom and the characteristics that should be occupied. Induction and deduction methods have been used effectively in summarizing by going up from small properties and in analysis from general to individual. The results were divided into two groups based on the purpose of the study [3, pp. 311-318; 11, pp. 53-56]. While the results of the first group explained the factors influencing the positive, the results included in the second group focused on the importance of the teacher.

Result 1

Based on the study of some experiences in the practical application of interactive training, some factors that affect the quality and effectiveness of these trainings have been identified in terms of their importance. They can be conditionally called organizational-pedagogical, scientific-methodical and teacher-dependent factors. By their nature, we can consider the scope of a positive impact on the quality of training (which also applies to the military).

Organizational and pedagogical factors include:

- training a group of trainers to conduct interactive trainings from teachers;
- organize the teaching of interactive methods to teachers;
- creation of necessary conditions for interactive training in the classroom (equipped in accordance with modern requirements on the basis of the balance of military and social sciences);
- ensure a comfortable workplace for the speaker and participants;
- prevention of violations of sanitary and hygienic standards;
- ensuring compliance with safety regulations (in the organization of interactive methods in the process of language training of military cadets in the military field during the practical training of military weapons or during military operations);
- attention and attendance;
- organization of control, etc.
- Scientific and methodological factors include:
- correct selection of appropriate interactive methods to ensure compliance with the requirements of the State Education



- Standards and the full achievement of the objectives of the lesson;
- quality preparation of interactive training;
- ensure that each element of the interactive exercise (for example, thematic military terms) is relevant to the topic being studied;
- determining the topic and content of training on the basis of the latest scientific and theoretical information (by enriching scientific and technical terms in the military field in accordance with modern requirements);
- use of modern highly effective methods;
- pre-determine the level of readiness of students and conduct interactive classes at the appropriate level;
- ability to set aside enough time for interactive activities, etc.
- Factors Related to the Teacher:
- in-depth knowledge of the subject (high level of vocabulary of the teacher in the field of the subject, which is suitable for students studying in the military field);
- achievements in speech: pronunciation, norms of literary language, grammar rules, unfamiliar or familiar words, explanatory and meaningful use of terms, low use of dialectal words, no mistakes in writing I not to put and the beauty of the husni letter;
- behave and have a good pedagogical behaviour (taking into account the fact that in the military field, mainly young men study, and keep their seriousness and respect for the teacher, and work in the teacher-student relationship go);
- attention to dress and appearance (maintaining a culture of dress typical of a military academy and a teacher);
- ability to use educational tools effectively and correctly;
- observation, ability to allocate time correctly, the ability to use time efficiently;
- development of listening skills (this is also due to the fact that the foreign language teacher has a high level of listening comprehension);
- kindness, sincerity to the student, the ability to work with him;
- observance of logical coherence and consistency, etc.
- Factors relevant to the student include:
- the level of knowledge of students in the field of science (if we see this in the case of military students in English, their level of knowledge of English, as well as their mastery of terms related to their special subjects);
- correct behaviour (mainly in the military, students are taught to be calm and to behave fairly in any situation);
- age characteristics;
- stage features (students receive step-by-step training, taking into account their courses in conducting the subject);
- mental assimilation skills and other personal characteristics.
- Factors related to the tools used in the training:
- preparation and provision of teaching aids, the classroom is equipped with modern teaching aids, high quality and modern facilities;
- correct choice of the appropriate types and number of tools for mastering the topic of the lesson;



- prepare the equipment for work before the start of the training, check their condition in advance;
- observance of safety rules in the use of tools, etc.

As a result of using interactive methods, students develop the skills of independent thinking, analysis, drawing conclusions, expressing their opinions, defending them on the basis of them, healthy communication, discussion, debate.

Result 2

Interactive lessons have a unique organizational structure, the types of activities for its organization and conduct are separated, and each of them is named in the form of separate tasks. This involves performing a variety of tasks at the same time during the same session. It is also possible for two or three educators or assistants to conduct the same session together. They are named according to their functions:

Moderator – creates educational content, developing modules.

A trainer is a specially trained professional who conducts exercises that develop students' skills.

Tutor – works for development and implementation of distance learning programs.

Facilitator -facilitates, does not respond to the process, does not draw conclusions.

Mentor-teacher, instructor (individually and in groups).

Coach is a tutor, instructor, trainer who helps learners to fully master. Supervisor of practical training, work process during the internship. (Coaching exams or sports preparation).

Consultant- makes consultation, explanation, additional information.

Lecturer - introduces to theoretical information.

Expert – makes observation, analysis, verification, conclusion, recommendation, suggestion, comment.

Innovator - introduces innovations into the content of education and the learning process

Communicator- improves the quality and efficiency of communication.

Teacher - explains the content of the teacher-training topic, guide the learning process.

Solving manager- belongs to organizational-pedagogical and economic issues.

Spectrum- makes observation, analysis and presentation of conclusions.

Assistant - prepares the tools for the training, to provide assistance to the participants.

Secretary - writes down the necessary information, to draw up the relevant documents, to keep them in the established order.

Technologist-specialist of pedagogical technology. Addresses issues related to the development and implementation of programs based on modern pedagogical technologies.

Methodist-specialist in educational methods. Addresses methodological issues in the development and implementation of programs.

Coordinator-projects, guidance in the development of programs, planning, coordination of their implementation, solving organizational and financial issues.

A single teacher can enter a variety of images depending on the task at hand, which requires a high level of skill from the teacher, the teacher must combine moderator, organizer, speaker, designer, coach, educator and many other professions.



DISCUSSION

In this regard, the American psychologist and educator B. Blum has created taxonomy of pedagogical goals in the areas of cognition and emotion. It is called Blum's taxonomy. (Taxonomy is a theory of classification and systematization of complex structured areas of existence). He divided thinking into six levels according to the development of cognitive abilities.

According to him, the development of thinking takes place at the level of knowledge, understanding, application, analysis, generalization, evaluation [18, pp. 41-58]. Each of these levels is also represented by the following characters and examples of verbs corresponding to each level, including:

Knowledge is the initial level of thinking in which the student is able to say terms, know specific rules, concepts, facts, and so on. Examples of verbs appropriate to this level of thinking are: repetition, reinforcement, ability to convey information, narration, writing, expression, differentiation, recognition, narration, repetition.

When there is a level of comprehension, the student understands facts, rules, diagrams, and tables. Based on the available data, it is possible to predict the future consequences. Examples of verbs appropriate to this level of thinking are: justification, substitution, clarification, definition, explanation, translation, reconstruction, elucidation, interpretation, clarification.

In applied thinking, the student is able to use the knowledge gained not only in traditional but also in non-traditional situations and apply them correctly. Examples of verbs appropriate to this level of thinking are: introduce, calculate, demonstrate, use, teach, identify, implement, calculate, apply, solve.

At the level of analysis, the student is able to distinguish parts of the whole and the interrelationships between them, sees errors in the logic of thinking, distinguishes between facts and consequences, and evaluates the importance of information. Examples of verbs according to this level of thinking are: derivation, separation, stratification, classification, guessing, prediction, spreading, distribution, verification, and grouping [14, pp. 45-47].

In generalized thinking, the student does creative work, plans an experiment, and uses knowledge in several areas. Creatively processes information to create innovation. Examples of verbs appropriate to this level of thinking are: creation, generalization, aggregation, planning, development, systematization, combination, creation, creation, design.

At the assessment level, the student is able to distinguish criteria, follow them, see the diversity of criteria, evaluate the relevance of conclusions to existing data, and distinguish between facts and evaluative opinions. Examples of verbs appropriate to this level of thinking are: diagnose, prove measure, control, justify, approve, evaluate, check, compare, and contrast.

Blum's taxonomy is also widely recommended as an effective result in the formation of interactive methods used in the teaching of military terms.

There are many different types of interactive methods, all of which, like any progressive method, require a great deal of preparation from the teacher before the lesson.

CONCLUSION

In general, the organization and conduct of interactive sessions, taking into account the factors briefly described above, will help to further improve the quality and effectiveness of these sessions.



There are many types of interactive activities, which are selected and prepared according to the nature of the lesson topic and the objectives. There are specific requirements for the readiness of students to participate in interactive lessons, which include the acquisition of knowledge necessary for active participation in the lesson, readiness for communication, collaboration, independent thinking, self-reflection, free expression and defense skills, and so on.

Considering the effective factors of interactive methods and the role of the teacher, all of them can be used both purposefully and extensively in the process of organizing, managing, and bringing the topic to the minds of students in the military field. And all kinds of interactive methods are important and effective not only to encourage activity, but also to increase the scope of knowledge of students, to develop the ability to express themselves independently with own view points.

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