

INTERACTIVE METHODS OF TEACHING COMPUTER SCIENCE

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Abstract: *Interactive activity in lessons provides for the organization and development of dialogic communication, which leads to mutual understanding, cooperation, joint solving of common, but important issues for each participant. The interactive method excludes the dominance of one speaker and one opinion over other opinions.*

Key words: *method, informatics, modern education system.*

The large-scale reforms carried out in our country during the years of independence became an important foundation for strengthening national statehood and sovereignty, ensuring security and law and order, the rule of law in society, human rights and freedoms, an environment of inter-ethnic harmony and religious tolerance. created the necessary conditions for living a decent life, getting an education and getting a profession at the level of world standards, and realizing the creative potential of our citizens.

The task of educating the growing generation to be independent thinkers is set in the "National Personnel Training Program". The solution to this problem depends to a large extent on the use of interactive teaching methods.

First of all, let's clarify the concept of "interactive". The word "interactive" comes from the English word "interact". "Inter" means mutual, "act" means to work. Thus, interactive teaching is, first of all, communicative teaching, in the course of which there is interaction between the teacher and the student.

The essence of interactive teaching is to organize the educational process in such a way that all students are involved in the learning process and have the opportunity to think freely, analyze and think logically. Joint activity of students in the process of learning is understood as individual contribution of each of them in their own communication, exchange of mutual knowledge, ideas and methods of activity. At the same time, all this is done in an atmosphere of mutual goodwill and support. This, in turn, not only gives an opportunity to acquire new knowledge, but also develops the activity of knowledge itself, taking it to higher levels of cooperation and cooperation.

Interactive activity in the lessons provides for the organization and development of dialogic communication that leads to mutual understanding, cooperation, and joint solving of common but important issues for each participant. The interactive method excludes the dominance of one speaker and one opinion over other opinions.

In the process of dialogic teaching, students learn to think critically, solve complex problems based on the analysis of conditions and relevant information, evaluate alternative opinions and make reasonable decisions, participate in discussions, and communicate with others. For this, individual, pair and group work is organized in the lessons, research projects, role-playing games are used, work is carried out with various sources of documents and information, and creative works are used.

For those who organize interactive learning, in addition to purely educational goals, the following aspects are important:

- ✓ to understand the values of others in the process of mutual communication of students in the group;

- ✓ formation of the need to interact with others and need their help;
- ✓ to develop competitive moods among students.

Therefore, to successfully work in interactive teaching groups two main functions must be implemented:

- the necessity of solving the educational problem with the pragmatic aspect of teaching;
- Solving educational issues (supporting group members in the process of collaborative work, forming norms of behavior).

It should be noted that all interactive methods of teaching can be divided into verbal (verbal) and non-verbal methods.

Another situation that should be paid attention to when organizing the learning process using interactive methods is the content of the task. The content of the task should be different from traditional forms of teaching. For example, it is not appropriate to assign a task to the group to summarize a certain paragraph in the textbook, because each student can do this work independently. Practice shows that only non-standard setting of the problem encourages students to get help from each other, to know the opinion of others, and as a result, to form a common opinion of the group. For example, solving a programming problem can be broken down into subproblems. Students can also be divided into small groups and each of them can be recommended to solve a small problem and create a program.

At the end of the lesson, it is necessary to organize the solution of the given problem based on the solutions of the small problems of the groups. As a result, it will be possible to solve a complex problem during one lesson and attract more students to it.

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