



METHODS OF USING INNOVATIVE METHODS IN THE INTERACTIVE PROCESS

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***Annotation:** This article highlights the importance, content, and effectiveness of using innovative methods in the interactive learning process. It analyzes how interactive methods contribute to the development of students' activity, independent thinking, and creative approach. Additionally, the study examines ways to improve the quality of education and effectively organize the learning process through modern pedagogical technologies. The article also describes practical aspects of forming students' knowledge, skills, and competencies by applying interactive methods.*

***Keywords:** interactive learning, innovative methods, pedagogical technologies, educational process, student activity, independent thinking, creative approach, modern education, learning effectiveness, teaching methods.*

One of the important requirements for the organization of modern educational technologies is to achieve high results in a short time without excessive mental and physical effort, to deliver certain theoretical knowledge to students in a short time, to form skills and qualifications in them for a certain activity, as well as to monitor the activities of students, to assess the level of knowledge, skills and qualifications acquired by them, to arouse interest in practical work from students, which requires high pedagogical skills from the teacher

and a new approach to the educational process. The purpose of the use of pedagogical technologies is to facilitate the students' mastery of the topics covered and to improve their skills.

Today, a number of developed countries have accumulated extensive experience in this regard, and the methods that form the basis of this experience are called interactive methods. This article examines the problems of adapting and applying a number of methods of modern pedagogical technologies to engineering graphics lessons.

In the pedagogical direction, lessons can be organized using the following interactive methods:

- The "Tree of Thinking Breadth" method.
- The "Carousel" method.
- The "I am the organizer of CIE (Creative Activities in a Team)" method.
- The "Tree of Decisions" method.
- The "6x6x6" method.
- The "Spatial Form" method.
- The "B-B-B" method.

Below we will highlight the application of some of the above methods, including the "Tree of Thinking Breadth" method.

The "Tree of Breadth of Thinking" method

This method is considered to be a compilation of all available information on a specific topic, and encourages the formation of certain skills and competencies in broad and interdisciplinary thinking, as well as the positive use of one's imagination and thinking abilities.

This method can be conducted in a group or individually. This method creates an opportunity for the student to consolidate the

acquired knowledge and expand the level of knowledge. This “Tree of Breadth of Thinking” method is considered the best method for knowing and thinking about the types, differences, functions and benefits of the topics given in it.

During the training, several rules must be followed when using the “Tree of Breadth of Thinking” method. These rules are as follows:

The teacher explains to the students the conditions of the method he is using and the need to complete the work within the allotted time (20 minutes).

The teacher places the given topics in envelopes or puts the papers with the topic written on them upside down on the table, that is, the side with the topic written on the paper is facing down, and spreads the papers.

The teacher divides the students into two groups. Each group is given a blank sheet of paper, and then each student from each group takes one of the options that have been given out. Then each group writes the topic that has been given in the middle of the blank sheet of paper and continues according to the condition. The types of the question given in the example “Line Types” are written in the method condition.

The thickness of the selected types is written. The function of the types is written. These selected types are also written as different terms of the topic used in the lessons. In this method, the teacher creates conditions depending on the topic.

When the time is up, the teacher tests the students' knowledge and thinking skills based on the correctness of the tables and how much information has been collected. It is advisable to refrain from any

method of evaluating students' performance, while not losing sight of the fact that the intended purpose of using this method is to encourage students to think broadly and deeply about the problem.

The advantage of using this method in the education system is that it increases students' interest in science, students exchange ideas with each other and form the ability to make the right decisions, and students' awareness increases, students approach the topic in depth and are able to provide more examples for the ideas they express and collect more information about this idea. Some students with shallow knowledge are able to obtain information from advanced students through this method.

Another advantage of this method is that the teacher can use this method on the topic of the lesson he is teaching within a certain time during the lesson itself or apply the topics covered in this method after the active sections are completed.

When teaching students, the teacher can use a combination of traditional and new technologies. As is known, pedagogical technology defines a system of professionally important qualifications of a teacher in organizing influence on students, offers methods for understanding the technologicality of pedagogical activity. The use of various competitive debates, problem situations, and interactive methods such as "Intellectual Attack", "Boomerang", "Cluster", "Mysterious Chest" allows students not only to increase their interest in foreign languages, but also to master a foreign language in a practical way. Let's say that an English lesson is being conducted on the topic "Education" in the pedagogical specialty. Of course, if our selected material is suitable for the topic of the lesson, and the method of presentation also reflects

words and phrases related to this topic, it will be appropriate for the purpose. In this case, we will use the “Mysterious Chest” method. We can make a beautiful chest, put any educational tool in it, and ask students questions. They should not see what is inside the box. The teacher or a willing student should hold up the box and describe the items in English to the students without naming them, while the rest of the class should name them:

1. It is made of wood, and the part that writes is called lead (pencil)
2. If your drawing doesn't turn out well, you can rub it out with it (eraser)
3. It is a book that explains what words mean (dictionary)
4. A book that contains information about a particular subject (textbook)
5. With it you can listen to music as loud as you like without bothering others (headphone)
6. It is set of large printed sheets of folded paper containing news, articles (newspaper)

We can give an additional incentive point at the end of the lesson to the student who finds the words quickly and correctly.

This interactive method can be used in reverse, dividing the students into 2 teams. That is, the student holds the object and describes it in English.

Situations are created by placing pictures of large educational institutions: kindergartens, schools, lyceums, institutes in a “Mystery Box”. Based on them, students can conduct question-and-answer

exercises with each other. Also, the learned words and phrases can be reinforced with an exercise in the form of “Express the idea in one word”:

1. The first year of formal education for children aged 5 or 6
2. A place where children go to be taught
3. A place where students get secondary, special, professional education
4. An educational institution where students study for degrees (Bachelor, Master)

We can organize the next method as follows. The group is divided into 4 teams (or 3, etc.), and 4 sheets of paper with only the topic written on them are given. Each team must find and write words related to the topic within a certain time. Depending on the correctness and number of words written, points are awarded and a place is awarded. This method is also very interesting and lively among students.

Considering the above and similar methods, we come to the following conclusion. Teaching foreign languages is a multifaceted activity, and each teacher can create new and new methods in his work. The introduction of new pedagogical technologies in the lesson, in turn, is of great importance in ensuring a creative approach to the lesson, activating students, and directing their cognitive activity towards specific goals.

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