

INTERFAOL TA'LIM USULLARINI MUVAFFAQIYATLI AMALGA OSHIRISHNING PSIXOLOGIK OMILLARI

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Annotatsiya

Ushbu maqolada interfaol ta'lim usullarining samaradorligini ta'minlovchi asosiy psixologik omillar tahlil qilingan. Xususan, o'quvchi va o'qituvchi o'rtasidagi ijobiy psixologik muhitni yaratish, motivatsiyani shakllantirish, kommunikativ faollikni qo'llab-quvvatlash, shuningdek, o'quvchilarning individual psixologik xususiyatlarini inobatga olish interfaol metodlarning muvaffaqiyatli qo'llanishida muhim ahamiyatga ega ekani asoslab berilgan. Maqolada shaxslararo munosabatlar, hamkorlikda o'qish, ijobiy emotsional fon, tanqidiy fikrlashni rivojlantirish va o'z-o'ziga ishonchni mustahkamlash kabi omillarning o'quv jarayoniga ta'siri yoritiladi.

Kalit so'zlar

interfaol ta'lim, psixologik omillar, motivatsiya, kommunikativ faollik, o'quv jarayoni, shaxslararo munosabat, hamkorlikda o'qish, ijobiy muhit.

ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ УСПЕШНОЙ РЕАЛИЗАЦИИ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ

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Аннотация

В статье проанализированы основные психологические факторы, обеспечивающие эффективность интерактивных методов обучения. Обосновано, что создание позитивной психологической атмосферы между преподавателем и обучающимися, формирование мотивации, поддержание коммуникативной активности, а также учет индивидуальных психологических особенностей обучающихся играют важную роль в успешном применении интерактивных методов. В статье раскрывается влияние межличностных отношений, совместного обучения, позитивного

эмоционального фона, развития критического мышления и укрепления уверенности в себе на образовательный процесс.

Ключевые слова

интерактивное обучение, психологические факторы, мотивация, коммуникативная активность, учебный процесс, межличностные отношения, совместное обучение, позитивная среда.

PSYCHOLOGICAL FACTORS FOR SUCCESSFUL IMPLEMENTATION OF INTERACTIVE TEACHING METHODS

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Annotation

This article analyzes the key psychological factors that ensure the effectiveness of interactive teaching methods. It substantiates that creating a positive psychological atmosphere between teachers and learners, fostering motivation, supporting communicative activity, and considering individual psychological characteristics of students are crucial for the successful application of interactive methods. The article highlights the influence of interpersonal relations, collaborative learning, a positive emotional climate, the development of critical thinking, and the strengthening of self-confidence on the learning process.

Key words

interactive learning, psychological factors, motivation, communicative activity, learning process, interpersonal relations, collaborative learning, positive environment.

Currently, one of the main directions in improving educational methods is the introduction of interactive teaching and educational methods. All subject teachers increasingly use interactive methods during lessons.

As a result of using interactive methods, students develop and enhance skills such as independent thinking, analysis, drawing conclusions, expressing their opinions, defending their arguments, healthy communication, discussion, and debate. Every teacher, while conducting lessons, should understand the individual psychological characteristics of their students and organize the lesson taking into account general psychological principles when explaining a new topic, which positively affects the quality of education [1].

When preparing for a new topic, the teacher's selection of methods and methodological techniques means balancing their interaction according to time and didactic goals. Ultimately, this creates conditions for ensuring a high level of intellectual and practical activity among students. Properly applied methods deepen knowledge of objective reality and enhance the overall scientific-theoretical level of the lesson. Sequentially selected teaching methods contribute to the development of knowledge, professional interest, and the activation of independent practical activity.

Pedagogical psychology studies the process of the student's personality formation and the impact of various educational activities on students, as well as the psychological foundations of students' self-education. During the study of such psychological principles, it is necessary to apply key stages such as problem formulation, selection of research methodology, data collection, data processing, and practical application of laws. A range of psychological methods is used to generalize them scientifically [2].

Currently, our country has adopted a new education system aimed at integrating into the global educational space. At the same time, significant changes are occurring in both the theory and practice of the pedagogical educational process. Special attention is given to the content of education; new versions of educational programs under the State Educational Standard are being tested experimentally. Pedagogical technologies and information and communication tools are being used to increase the efficiency of the educational process.

A modern teacher, while leading discussions during lessons, must convey the following to the participants, i.e., students: each session will be useful to everyone, and they have come to help each other; discussion is a form of mutual communication, and every participant should be open and sincere; discussion provides a favorable environment for exchanging experiences; participants should take risks in expressing their opinions if necessary, but silence should not be the slogan; extensive writing is not required during discussion; if something is unclear, do not hesitate to ask; share knowledge freely so that others can also benefit, remembering that "hidden knowledge is not knowledge." Additionally, using written debate methods during lessons is beneficial. If sessions begin with groups that do not know each other well, "getting to know each other" exercises should be conducted, starting with small groups [3].

In this case, applying a freely guided debate format is appropriate. The teacher should explain that if participants know each other well and work together, they can achieve results beneficial to the collective. If participants aim to gain new information, reach a common perspective on a complex issue, and arrive at logical

conclusions, then the teacher or a pre-prepared group member should give a lecture at the beginning of the lesson, followed by a debate, and at the end, if possible, the teacher should distribute prepared handouts to each participant. Activating methods are applied once the materials are distributed [4].

If the purpose of the lesson or practical session is to develop specific abilities, improve skills, and use new experiences, the subject of the debate should first focus on experience exchange, including performing some exercises, analyzing results, and conducting role plays. The teacher's role is quite responsible, as they must provide specific instructions before the session and regularly monitor and supervise the group work.

If the goal of discussion lessons is to enable participants to develop new independent ideas and relate them to personal experience and situations, the teacher should organize group debates in small groups in the "I am debating" format, focus attention on analyzing specific cases and situations, encourage participants to imagine different roles, and distribute prepared questionnaires at the end of the lesson to highlight newly formed ideas [4].

Such work requires thorough preparation and specific skills from each participant. In debates, the significance of decisions is high. To ensure effective decisions, the following should be considered: before the lesson begins, the teacher identifies the problem to be analyzed and explains how it should be addressed; even briefly, the connection of this problem with previous lessons, homework, and key facts related to the topic should be recalled; participants are divided into small groups (4-5 people) and sheets are provided for summarizing ideas at the end of the session; during group work, participants orally or in writing present their reflections on the strengths and weaknesses of ideas; at the end of the session, group representatives present their group's work and compare it with others. If necessary, the teacher compares each group's decisions, answers questions, and comments on unclear decisions.

In practice, the essence of debate is often imagined only as oral dialogues and arguments. However, to make oral debates more effective and impactful, written debate formats are also used. This method deepens students' knowledge of the given topic, enhances discussion culture, and develops the ability to justify each opinion. The teacher can assess students' knowledge reasonably and analyze their competence comprehensively [5].

Students are introduced to the topic in advance, and among homework assignments, those to be conducted in writing are specified. On the day of a written debate, the teacher implements it as follows:

1. The teacher divides the group into two and arranges them in separate rows. Each group states which viewpoint it will defend. For example, the first group supports regularly assessing children's intellectual levels to involve them in educational institutions, while the second group refutes this argument.

2. The teacher pairs members of opposing groups and distributes numbered sheets. Each participant is given five minutes to justify a viewpoint in writing clearly and reasonably.

3. The written sheets are exchanged with opponents. They have 8–10 minutes to consider the arguments of their "rival" and respond in writing, then give it back.

4. This exchange of written arguments is repeated 2–3 times, each time carefully reviewing the opponent's arguments before responding. In the final round, students have the opportunity to conclude, and the written works are collected.

5. At the conclusion of the written debate, the teacher asks each side, "Which were the best arguments of the opposing side?" and, in agreement with the students, evaluates their knowledge individually or in groups [6].

In conclusion, to improve the content and quality of students' knowledge, skills, and competencies, it is appropriate to apply new pedagogical and information-communication technologies in the education system. Working with any interactive teaching methods requires intellectual activity. Intellectual activity consists of diverse actions carried out consciously through internal psychological mechanisms, which, through mastering any new pedagogical technologies, allows all forms of knowledge acquisition to be perfected.

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