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Interactive Approach to Teaching in Biology Lesson

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ABSTRACT: Interactive teaching methods – a system of rules for the organization of productive interaction of students with each other and with the teacher in the form of educational, business, role-playing games, discussions, in which there is the development of new experiences and new knowledge.

It should be recognized that interactive learning is a special form of organization of cognitive activity. It has very specific and predictable objectives in mind. One of these goals is to create a comfortable learning environment, such that the student feels his success, his intellectual solvency, which makes the learning process itself productive.

KEY WORDS: interactive, teaching, biology lesson, learning environment

I. INTRODUCTION

Today, in the globalizing world, special attention is paid to strengthening scientific and technological progress, the exchange between knowledge and experience, the creation of sustainable cooperation in this area, the creation of global projects that serve the benefit of mankind. Scientific conferences and seminars, various meetings, exhibitions are held to bring to the society the achieved success, as well as to find joint solutions to existing problems. Science is one. The relationship of the Sciences to each other is required. Different areas of science should be closely linked. It is the greatest ideas that appear in the integration of various fields of science, the largest discoveries are realized as a result of such integrations. Learning about the world is a very complex process. For scientific knowledge as a whole, collective forms of activity are becoming more and more characteristic.

Motivation. The modern social order of the education system is aimed at self-development of the child's personality. The end result of the training of a school graduate should be: a readiness for self-determination, the ability to reflect on the results of their work, as well as the ability to find a solution, a way out of various situations.

In this regard, the requirements for the teacher's work have changed: from the ability to broadcast and form a program volume of knowledge – to the ability to solve creative problems, to form a multidimensional consciousness, to develop the ability to self-realization through a combination of creative, personality-oriented, research, project approaches, expanding forms of social and cultural practices based on the idea of creative potential of the child's personality, giving him the opportunity to choose (remembering the rule "there are no Mediocre, and there are engaged in their own business").

Unfortunately, the educational process of mass schools is dominated by traditional methods of teaching and forms of education. We often forget that the individuality is not only we, the teachers, but also each of our students. It must always be remembered that by nature all children are different, and the task of the teacher to direct the student to the knowledge of the world in his way.

The time requirements have led to the need to revise the material supply system itself. Installation on mechanical reproduction of biological knowledge leads to the rapid forgetting of this information by students. The development of "key competencies" facing modern education is impossible without the development of communication skills of students, the formation of their ability to communicate, to find ways to solve problems, the ability to prove their point of view. In this regard, the introduction of new forms and methods of teaching based on dialogue and communication, in particular, interactive learning technologies, becomes very important in the lessons.

The word "interactive" came to us from the English word "interact". "Inter" is "mutual", "act" is to act. Interactive — refers to the ability to communicate or is in the mode of conversation, dialogue with anything (e.g., a computer) or anyone (human). Therefore, interactive learning is, first of all, interactive learning, during which the interaction between the teacher and the student is carried out.



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Interactive teaching methods allow to solve the following tasks:

- Active inclusion of each student in the learning process
- Increase cognitive motivation
- Training in skills of successful communication (ability to listen and hear each other, build a dialogue, ask questions for understanding)
- Development of skills of independent educational activity: definition of leading and intermediate tasks, ability to provide consequences of the choice, its objective assessment
- Leadership development
- Ability to work with a team and in a team
- Take responsibility for joint and own activities to achieve results

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of learning, development of educational material means that everyone makes a special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the cognitive activity itself, transfers it to higher forms of cooperation and cooperation.

An interactive activity in the classroom involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, to the joint solution of common, but significant for each participant tasks. Interactive excludes the dominance of one speaker and one opinion over another. In the course of interactive learning, students learn to think critically, to solve complex problems based on the analysis of circumstances and relevant information, to weigh alternative opinions, to make informed decisions, to participate in discussions, to communicate with other people.

General rules for the use of interactive teaching methods in practice. Interactive forms and methods of teaching are innovative and contribute to the activation of cognitive activity of students, independent understanding of educational material. Considering the main types of interactive teaching methods, we will focus on the following: brainstorming, business game, role-playing game, simulation game (game simulation), discussion,

Game (educational) appears as a condition of self-realization of the personality of students in educational activities, so we will understand it as an activity in educational situations, in which there is an interaction between the participants of the educational process, aimed at the assimilation of social experience, the perception of values, attitudes and promotes self-realization of the student.

Gulchevskaya V. G. Kharkiv V. F. distinguish the following essential features of the business game as a form of training:

Simulation of the real process in the game using the model;

Distribution of roles between the participants of the game, their interaction with each other;

The difference of interests among the participants of the game and the emergence of conflict situations;

The presence of a common game goal of all participants, against which develop private conflicts and contradictions;

Taking into account the probabilistic nature of the results of activities due to incomplete information and the inability to foresee all the consequences of decisions;

Implementation of the "chain of decisions", each of which depends on the previous one, as well as on decisions made by other participants in the game;

Using a flexible time scale;

Application of performance evaluation system for each participant and game teams, as well as incentive system. I. P. Pastukhova considers the presence of a complete model of the socio-economic system, active interaction of players, the common goal of the entire team, as well as the system of individual or group evaluation of the participants' activities as characteristic features of the business game. Speaking about the importance of the business game, we agree with the point of view of Z. A. Litova, who believes that business games at school are a new form of improving theoretical knowledge and practical skills. They activate the educational process, contribute to better training



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of students, a strong consolidation of knowledge, actualize mental activity, form practical skills, instill the necessary business qualities.

Stages of work on the project:

1. Motivational (goal-setting, actualization of the problem, development of the basic ideas)
2. Planning – preparatory (team building, distribution of responsibilities, information gathering)
3. Project implementation stage (integration of all collected information, preparation of visual material, creation of computer presentation)
4. Assessment and reflective (correction, summarizing, discussion of project results)

Rules for managing success in the classroom

1. Be able to see the real changes, changes and dignity of children in time to support the student.
2. Authority, the personality of the teacher – the key to the success of students.
3. Favorable psychological climate in the classroom.
4. Teacher's ability to surprise.
5. Love for children.
6. Individual approach.
7. The ability of the teacher to give homework.
8. Commenting on a mark.
9. Collective cognitive activity in the classroom.

Summing up the above, let's summarize: first, interactive forms and methods of teaching are innovative and contribute to the activation of cognitive activity of students, independent understanding of educational material.

II. CONCLUSION.

Considering the main types of interactive teaching methods, we focused on brainstorming, business game, role-playing game, simulation game (game modeling), discussion, analysis of specific situations, etc.

secondly, considering the main types of interactive teaching methods, we focused on the fact that they are a condition for the self-realization of the personality of students in educational activities, and using interactive methods, they should have an impact on the participants of the educational process, leading to such a strategy as cooperation.

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