



INTERACTIVE LEARNING METHODS IN THE PROCESS OF TEACHING PHYSICAL CULTURE

Muratov Muzaffar Shermamatovich,
AhmedjanovShuhrat Boltaevich
Samarkand State Medical Institute

Article history:	Abstract:
Received: December 11 th 2021 Accepted: January 11 th 2022 Published: February 20 th 2022	In the presented article, interactive methods of teaching students are considered. Joint activity means that everyone makes his own special individual contribution, in the course of work there is an exchange of knowledge, ideas, ways of activity. Particular attention in the work was paid to the development in each student individually of creative abilities and the ability to think outside the box.

Keywords: Interactive methods; interactive learning; dialogue training; organization of basic training; competitions; functional training.

INTRODUCTION.

Interactive learning is a special form of organizing cognitive activity, a way of cognition, carried out in the form of joint activities of students. All interactive participants interact with each other, exchange available information, jointly overcome common problems, play situations from life, evaluate the actions of other participants and their own behavior, immerse in a collaborative environment for problem solving. Each participant enthusiastically interacts with others. One of the goals is to create comfortable conditions for learning, such that the student would feel successful, intellectually sound, which makes the learning process productive in general. The purpose of the work is to captivate students with physical education, increase their interaction with each other, form and demonstrate the ability to find information and determine its reliability. And also, to increase the amount of independent work and increase motivation to study the discipline, learn to work in groups. Methods and organization of the study. The educational process is organized in such a way that almost all students are involved in the process of recognizing themselves and others, they have the opportunity to understand and reflect on what they know and think. A feature of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional and spiritual unification of the participants. Compared to traditional forms of conducting classes, interaction between the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the students, and his task is to create conditions for their initiative. Thus, with interactive learning, students learn to think critically, solve complex problems based on an analysis of circumstances, situations and certain information, weigh alternative opinions, make thoughtful decisions, participate in discussions, and

communicate with people. Modern pedagogy is very rich in interactive approaches, among which are: creative tasks; work in groups; educational games; excursions; competitions; work with visual aids; Feedback; trainings. Basic rules for organizing interactive training:

- all students should be involved in the work;
- before the start of the lesson, a warm-up is carried out so that all students are psychologically prepared for the lesson and stop being distracted;
- to agree on the general rules of "possible", "impossible";
- division of students into comfortable groups.

Examples of the use of interactive teaching methods:

1. "Generating and discussing ideas" - at the end of the session, take time to discuss satisfying or unsatisfactory exercises. The student can express his point of view and justify it, then suggest another exercise for the same muscle group in return. Subsequently, voting by all those present, a decision is made to leave or replace the exercise.
2. Excursion - conducting a tour of sports facilities and providing information about all the facilities available in the city to satisfy sports leisure.
3. "Active lecture" - a cognitive mini-lesson. A short accessible explanation of the lecture, with the presence of definitions, is given, during which students and the teacher discuss the relation to any statement. After moving on to the next question, make sure that everything has been correctly understood. At the end, answer all the questions that have arisen on the topic.
4. "Correction of errors" - designate a task that will increase students' attention to the training process. Before starting the lesson, give the task of finding several errors in the exercises presented. The student will have the opportunity after each demonstrated exercise to find the error and point it out.



5. "Improving skills" - providing an individual short session to unlock potential and correct mistakes. Each student will have the opportunity to conduct their own lesson, during which there will be a discussion of the presented exercises and their correction by the teacher.

6. "Deepening into exercises" - the teacher, when demonstrating each exercise, tells students about which muscle groups are involved in this, and what problems can arise if they are performed incorrectly.

7. Competitions - the basis of this lesson is team competitions or competitions in the individual championship in any exercises proposed by the teacher. The purpose of the lesson is the development of motor qualities; teamwork training and understanding of both teammates and opponents; fostering a culture of emotional behavior in sports and gaming activities.

8. "Self-knowledge" - the choice of the presented tasks and writing the work. Students are given a choice of groups of exercises, and are given the task to write about those exercises that work well and poorly. In the next lesson, a debriefing takes place with answers to students' questions.

9. Functional training - a person works out the movements he needs in everyday life. The special equipment on which the training takes place allows you to move not along a fixed trajectory, as on conventional simulators, but along a free one - these are traction simulators, shock absorbers, balls, free weights. Thus, the muscles work and move in the most physiological way for them, exactly as it happens in everyday life.

10. "Impressions" - after each lesson, summarize the acquired knowledge and skills. And also listen to the suggestions of students to improve subsequent classes.

RESULTS OF THE STUDY AND THEIR DISCUSSION.

The results are summed up at the end of any lesson, this procedure is designed for the participants to share their impressions, feelings, express their wishes. Summing up can be carried out in the form of filling out questionnaires. The teacher can ask students what they learned new, what was interesting and useful for them, offer to remember what exercises they performed, thus reinforcing the material they have learned. It is good if the trainer constantly encourages the participants in various ways available to him: he expresses verbal gratitude, presents some certificates, letters of gratitude, etc. Or he trusts those who have

distinguished themselves with the most responsible tasks.

CONCLUSIONS.

Thus, we can talk about the impressive usefulness of this method. Since it not only unites, but also helps to develop the skills of students. There is a development of active cognitive and mental activity, as well as the involvement of students in the process not as passive listeners, but as active participants, motivation appears. Also, a more favorable creative atmosphere is created in the classroom.

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