INTERACTIVE METHODS BASED ON INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN PRIMARY EDUCATION

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INTRODUCTION. Interactive methods based on innovative pedagogical technologies are based on the activity of each student participating in the educational process. When using these methods, learning is based on an interesting life activity for the student. When interactive methods are used, students are not taught, but they independently learn a certain direction and amount of knowledge together with the teacher.

This situation creates an incentive for free thinking and independent research, especially among elementary school students. The participants of the educational process organized in this way freely argue with each other, they freely think about the educational material as they want, not as ordered. Participants of the educational process work in small groups. Assignments are not given to individual students, but to all members of a small group. Forms a sense of community among students and increases their initiative.

ANALYSIS AND RESULTS. Interactive methods did not appear by chance. It appeared in the last quarter of the 20th century. In order to organize education in an interactive method, human thinking should rise to a certain height, and the development of science should reach its peak. Modern innovative pedagogical technologies are an integrally connected complex that implements the perfect design of the educational

process, the setting of specific problems, and the planned results [2].

The successful implementation of modern educational technologies in the pedagogical team and their good results depend on a number of factors. They can be divided into three large groups:

- the factors of the first group are related to the content, quality and other characteristics of the introduced news. In this case, it is important to study and analyze the excellence of the innovation, whether it has been tested in experience, and whether it is appropriate in the national and local conditions;

and the second group includes factors related to the approach to the introduction of the innovation: whether the introduction of the innovation is planned, whether it is followed in stages;

the third group is socio-psychological factors, which includes the attitude of the pedagogical team to the innovation, leadership style, etc.

The introduction of any innovation, including the introduction of modern pedagogical technology, and the necessary effectiveness depends on how the members of the pedagogical team accept the innovation and their attitude towards it.

Usually, in the process of introducing a new thing, a psychological idea about the new thing appears. Psychological distress is manifested in the indifferent or negative attitude of the pedagogical

team to the innovation. It is observed that people meet such a psychological problem openly or secretly. According to the results of the research, such a problem is related to the fact that people prefer the usual method of work, are afraid of uncertainty, the appearance of redundant work, and do not understand the necessity or importance of the innovative process.

The effectiveness of the application of modern pedagogical technologies to the educational process is strongly influenced by the attitude of the leaders of the pedagogical team to innovation, the management style, and the characteristics of the interaction between the leader and the employees. It is necessary to provide the members of the pedagogical team with complete information about this innovation and to determine their attitude towards this modern pedagogical technology, and on this basis to conduct activities aimed at improving this attitude [4].

Based on the analysis of the results of research carried out in a number of educational institutions, the following main principles of effective management can be distinguished in the context of the introduction of modern pedagogical technologies:

1. Comprehensive preparation for innovation.

2. Providing employees with complete and reliable information about the purpose, content and importance of the news.

3. Ensuring and motivating the active participation of all relevant employees, specialists, managers in the processes of decision-making, preparation and introduction of innovations.

In fact, the following are listed as pedagogical conditions for the organization of innovation processes in educational institutions.

1. Development of a set of theoretical-pedagogical rules reflecting the specific features of innovation activity.

2. Formation of the scientific research potential of the educational institution.

3. The main conditions for ensuring the organization of innovative activities are separate aspects of management, that is, the formation of an updated management structure focused on the organization of this activity.

Preparing teachers for innovation processes and innovation activities in the educational system is a unique pedagogical problem, based on the teacher's desire for self-professional development, understanding the importance of innovation processes, factors such as understanding the meaning and logical necessity of changes and innovations [9].

In particular, the current stage of development of the world education system, the experience of using modern pedagogical technologies, the response to national and historical, ideological conditions, traditional models of education in general education schools, secondary special schools, vocational schools At the time when education is dominated by the classroom system in colleges, lectures and seminars in higher education institutions, the use of technologies suitable for this period will undoubtedly give positive results.

In addition to the above conditions, when we choose technologies such as collaborative teaching, project method, differentiated teaching, student folder, which are widely used in many technologies in developed countries, another important aspect of the proposed technologies is that their current is the possibility of applying while preserving the positive aspects of education.

In addition, these technologies have a humanitarian classification according to their philosophical, psychological, pedagogical and didactic nature. The humanitarian character of these is not only theoretically and ideologically in accordance with the requirements of the national independence ideology, but in practical terms it is aimed at forming a well-rounded person with high spirituality. They strengthen the educational content of education, implement the educational goals of education, ensure deep and thorough mastering of educational material by students as a team, relying on each other, in cooperation, their intellectual and moral development, ensures independent thinking. Helping each other improves communication.

The common logic of various methods and means of organizing students' knowledge and activities, cooperative teaching serves to implement the principles. These complexes, in turn, form the technological basis of cooperative education. Only the didactic system seen on this basis and the methods and tools tested in the pedagogical process can serve as technology. The basis of the didactic system is a complex of teaching methods, which are based on a certain theoretical basis, the concept of education on principles [6].

The methods and tools of selected teaching should be based on the requirements of the idea of cooperative teaching. The technology of cooperative education is widely used in different countries, and it is noteworthy that it is used everywhere, not in the same format, but in different ways, and the formation of different options. For example, team teaching is widely used at Johns Hopkins University in America. In this, the main focus is on the group goal of education, and the success of

the group depends on the result of the independent work of each of its members.

Each member of the group works on a topic (problem) to be studied in constant interaction with others. The task of each member of the group is to solve the problem together, and on the basis of common knowledge, each member of the team acquires the necessary knowledge, and the formation of the necessary skills and qualifications is achieved. It is important that the whole team knows what each student has achieved. The whole group is interested in the mastery of the learning material by each of its members. Because the success of the whole team depends on the contribution of each of its members and the solution of the problem set by the group in cooperation. The technology of cooperative teaching is based on the following three main principles:

1. The personal responsibility of each student determines the success and failure of the whole group. This prepares the ground for each member of the group to monitor the activities of others, to help his friend learn and understand the learning material. It ensures that group members are ready to assess and control their knowledge in different ways.

2. Each student in the group has equal opportunities to master the points that he brings to his team based on the improvement of his previous results. Comparing the learning results with the previous ones gives an opportunity to evaluate the results achieved by the students of this group.

The main thing in organizing education in this way is to reward the whole team and to form a sense of personal responsibility of each one. In this case, it is important not only to instruct students to work together, but also to form an interest in the acquisition of knowledge of each friend. At the same time, comparing the students' current knowledge with their previous results is very effective in awarding them. This leads to further deepening of their personal results. There are four types of cooperative learning teamwork. Two of these can be used in all subjects taught in secondary schools.

In this case, the teacher explains the new topic, and then instructs the students to strengthen it in groups, to understand all its aspects. In groups, a certain task, understanding of the necessary support aspects is given. In this case, the task can be divided into several parts, and each student can study his own part, or each student can take turns to complete the next part. When the teacher is sure that the learning material has been mastered by the students, he conducts a test to determine their understanding and mastery. In this case, the teacher approaches the students individually and chooses the assignment taking into account their level of knowledge. The grades received by each student are summed up and the overall grade of the group is announced. In this case, strong students do not compete with idle students, but each student competes with himself, fulfills his task and strives to increase the points for the group [7].

Such an organization of education can be used for teaching various subjects, as well as humanitarian or natural-mathematical subjects, in educational institutions.

Innovation is a significant and systematic innovation, which occurs on the basis of various initiatives and innovations, and is promising for the gradual improvement of education, as well as having a positive impact on the development of the educational environment. shows [1].

Pedagogical innovation is a means of enriching the theory and practice of education and training by introducing previously unknown changes in the educational process and developing it. Innovative process is the introduction of innovation and conditions, changes that ensure the successful transition of the system to new indicators. It is the process of preparing for innovative changes and putting them into practice.

-Innovative activity is an activity aimed at overcoming complex problems that arise as a result of the incompatibility of traditional norms with new social requirements or the conflict of newly formed norms of practice with existing norms.

-The most important and central issue of the teacher's innovative activity is the quality and efficient organization of the educational process. This activity does not only concern the teacher personally, but can also be a number of individuals, groups, and institutional schools.

Introducing the NEW:

- mechanism of using innovation (introduction of innovation and its process into practice);

- is a purposeful change, bringing innovation to a certain socio-social unit (institution, team, group) and bringing it to a new stable development;

- people's needs are provided with new tools by directing them to a specific goal through the distribution and use of news. These updates will result in certain quality and changes. This, in turn, ensures the quality and efficiency of pedagogical work, meeting vital requirements for stable work;

- is a dynamic system, which ensures the operation of the innovation process in the

mode of renewal and development in the interaction of its stage and structure with the environment;

- innovative environment - it creates such a creative and friendly atmosphere in the pedagogical team, in educational institutions in general, in which the teacher feels free, the team has a high level of internal aspiration, material and spiritual interest, In that environment, the teacher will be ready to work on creative thinking.

The goal of innovation is to get the highest quality result from the spent money and effort. Innovation is the content of managed and controlled changes. Change is the replacement of an existing thing with another (change and variation), in a different form than it was before (changed for the better compared to the previous one, i.e. in a new form).

Innovation is the final evaluation criterion of scientific research. The value and characteristics of the new product have a clear sequential development, and it is completely updated or relatively updated [5].

Signs of innovation:
- it is aimed at solving current problems (it is focused on the implementation of a new solution to the content of pedagogical innovation problems);
- the possibility of wide application in pedagogical practice opens up;
Pedagogical innovation leads to process change renewal. As a result, new (stable) quality results are obtained. Impact of innovation on various objects of the system leads to new efficiency [3].
- adaptation (regardless of what conditions);
- to the end of the work (innovation reaches the level of full potential implementation);
Features of the news:
- Pedagogical innovation retains all the features of innovation;
- the effect of the subject on the object of the activity
- it affects the personal development of the person;
- the presence of the novelty and its origin - affects the social order;
- the pedagogical community should be psychologically ready to accept and implement the innovation;
- implementation of innovative processes is observed for a long time;
- the goals of innovation - have a value character;
- innovative processes are interconnected with social and pedagogical conditions. Determining the final result of such innovations is also very difficult.
In addition, in primary education classes, the skills of successfully organizing communication with teachers, primary education teachers, creative approach to pedagogical activities, ability to evaluate pedagogical

situations and organize actions in accordance with them are formed.

In the process of promoting the essence of pedagogical technologies among pedagogues of primary education classes, teachers of natural sciences in relation to social and humanitarian sciences managed to quickly and thoroughly master the theoretical and practical foundations of these pedagogical technologies [10].

Today, a number of developed countries have accumulated rich experience in the use of innovative pedagogical technologies that increase the educational and creative activities of students and guarantee the effectiveness of the educational process. is of special importance. In other words, the teaching method is the form of interaction between the learner and the teacher in the teaching process.

The process between the teacher and the student actually shows that the student is connected with the purpose of mastering one or another knowledge, skills and abilities. If we take it broadly, from the first days of teaching to this day, three types of connections have been formed between the teacher and the student in a broad sense, and it has found its confirmation. It can be seen that in the methodological approach, all the teacher's methods can be divided into three groups:

1. Passive method.
2. Active method.
3. Interactive method.

Each of the indicated methodological approaches has its own characteristics. Below we will consider methodological approaches. At the same time, we focus on the teacher's interactive methods.

Passive methodological approach is a form of communication between the student and the teacher. In this case, the teacher is the main moving figure of the lesson, and the students appear as passive listeners. This method is reflected in reverse independent questions and answers in lessons, control works, tests and other methods. The passive method is considered the most ineffective way for students to master the learning material, but it has its own positive side and does not require a lot of work in this type of lessons.

In the active methodological approach, the teacher and the student interact with each other. In the course of the lesson, the student becomes an active participant of the lesson, not a passive listener. If the teacher was the main actor in the passive lesson method, the student and the teacher have equal rights in this method.

Passive classes have an authoritarian style of teaching, while active methods have a democratic style. In active and interactive approaches, commonality is more noticeable. In general, we can see the interactive method as a form of more modern active methods. It differs from ordinary exercises and assignments in that during their execution the learned material is not only strengthened, but new ones are also acquired. Also, these exercises and assignments are designed for an interactive approach, and modern pedagogy has a rich supply of them, among which we can distinguish the following:

1. Creative task.
2. Work with small groups.
3. Educational games (role, target and educational games).
4. Use of resources in the community (expert invitation, excursions).
5. Social projects and non-auditory educational methods (social projects, radio and newspapers, films, stage works, songs and fairy tales).
6. Learning and strengthening of new material (interactive exposure, working with visual aids, video and audio materials, "student in the role of teacher", "everyone teaches everyone"), mosaic (jigsaw) use of questions, Socratic dialogue).
7. Solving complex and negotiated questions and problems ("school of thought", designed techniques, "one by yourself, two people together", "change position", "carousel", "discussion in the style of a television talk show", debates , symposium).

CONCLUSION. By creative tasks, we understand such tasks that require participants not only to receive simple information, but also to approach it creatively. Because given tasks usually require several approaches to an unstudied element of large or small size. in short, while science and technology are developing nowadays, it is natural that there will be fundamental changes in the field of education as well. This is the main factor in achieving quality and efficiency in education.

Interactive is a quality similar to human-computer interaction and human-machine dialogue. Such connection and dialogue is called interactive thinking and interactivity of educational material. A quality that performs interactive work between a second person and a mass communication tool, for example, an interactive museum (site). This museum can be visited online [8].

The interactive teaching method can be understood as a discussion between students to solve a problem, a free exchange of ideas, as well as teaching in small groups, and in general, teaching on the principle that students teach each other. . Therefore, as a result of using interactive methods, students learn to be responsive, their vocabulary increases, their scientific-theoretical knowledge is strengthened, and it increases interest in the lesson and leads to aspiration.

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