

**USING INTERACTIVE METHODS IN ORGANIZING LESSONS IN PRESCHOOL
EDUCATIONAL INSTITUTIONS**

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Annotation: This article describes effective ways of using interactive methods by educators in organizing pedagogical processes in preschool educational institutions.

Keywords: Lesson, education, research, innovation, interactive, reflection, energizer

The value of using interactive methods in developing preschool education

Irisova S. R.

Annotation: This article explores the application of interactive methods in organizing the pedagogical process.

Keywords: Lessons, education, research, innovation, interactive, reflection, energizer.

**Irisova S. R. – The Value of Using Interactive Methods in Developing Nursery School
Education**

Annotation: This article presents the directions of using interactive methods in organizing pedagogical processes in kindergartens.

Keywords: Training, education, research, innovation, interactive, reflection, energizer.

In recent years, much attention has been paid to updating the content, form, tools, and methods of education and upbringing. This creates the need to search for innovations in preschool education and to integrate them into the educational process and the pedagogical activities of educators. In this regard, the system of professional development plays an important role.

In particular, the introduction of advanced pedagogical technologies into the educational process and the implementation of innovations aim to equip educators with modern methods, skills, and competencies. One of the key tasks in the field of pedagogy is to ensure that preschool educators organize the educational process based on modern methods in a purposeful, systematic way, with the ability to forecast results correctly and methodologically.

To that end, preschool educators are being trained in methods for organizing lessons using interactive approaches. Below is an example of one such lesson:

Topic: “Summer in Our Homeland”

For Preparatory Groups

Lesson Objectives:

Educational: To help children understand the content of a poem and develop their knowledge about the summer season.

Nurturing: To teach children to love and protect nature and appreciate its blessings.

Developmental: To expand children’s concepts of summer and nature, develop logical thinking skills, and encourage creativity

Lesson Methods:

Brainstorming, working in small groups, “Fishing Game,” “Find the Leader” game, reflection.

Lesson Materials:

Colored paper, markers, thematic pictures, aquarium, materials needed for activities in learning centers.

Lesson Procedure:

Organizational Part: Greeting activity (also in English).

EDUCATOR:

- Children, let’s greet each other! Let’s start with our hands.
- Hello, my hands! (*clap-clap*)
- Hello, my feet! (*tap-tap*)
- Hello, my faces! (*oh-oh*)
- Hello, my teeth! (*click-click*)
- Hello, my friends! (*children raise hands together*)

EDUCATOR:

- Now I will tell you a riddle. Try to guess the answer:

The sun shines so brightly,
Swimming is fun and likely.
Guess which season’s here,
With laughter, sun, and cheer?

CHILDREN: – Summer.

EDUCATOR: – Well done, kids, that’s correct.

Brainstorming Activity:

EDUCATOR: – What season comes after spring?

Child 1: – Summer comes after spring.

EDUCATOR: – What do we drink when we’re thirsty in summer?

Child 2: – Water, fruit juices, ayran.

EDUCATOR: – Excellent. Now I’ll read you a poem by the children’s poet Shukur Sa’dulla, titled “Summer”:

(The full poem is read aloud, describing summer landscapes, crops, and fruits.)

Vocabulary Work:

- *Ko’klam* – means green or spring
- *Ekin* – land where plants grow
- *Andak* – means a little

“Fishing Game”

Purpose: To enhance vocabulary, pronunciation, and recognition of object properties.

Materials: Aquarium, magnetic fishing rod, pictures of fruits and objects, basket.

Activity: Each child names the item on the card they fish (also in English) and gives a short description.

“Find the Leader” Energizer Game

Rules: Children form a circle. One child leaves the room. A leader is secretly chosen and performs various movements. The absent child returns and tries to identify the leader. If correct, the leader becomes the guesser. If wrong, a “penalty” task like reciting a poem is assigned.

Learning Centers (Activity-Based Work)

- **Science Center:** Preparing ayran with tomatoes and cucumbers, making a sweet snack from cucumbers and honey, experimenting with melon flavor.
- **Art Center:** Drawing summer fruits using various techniques like string art, “Colorful Palms” technology.

- **Construction Center:** Creating a model of a swimming pool.
- **Dramatic Play Center:** Role-playing games about fruits and vegetables, such as “What am I?” or “Who am I?”

Each center presents their results.

Reflection (Q&A):

1. Which fruits ripen in summer?
2. What do you know about field crops?
3. What does “ko‘klam” mean?
4. What is the meaning of “andak”?
5. Where do children swim in summer?
6. What drinks are popular in summer?
7. What is needed to prepare ayran?

Children who answer correctly and participate actively are encouraged and rewarded.

Conclusion:

In conclusion, it can be stated that interactive methods are a key priority in today’s educational reforms and are among the most effective tools for solving pedagogical challenges and increasing the efficiency of education. The theoretical importance of pedagogical technology lies in the ability of each educator to use interactive methods effectively, taking into account their capabilities and the individual characteristics of learners of different ages to enhance engagement in the learning process.

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