

USING INTERACTIVE TEACHING METHODS IN PRIMARY SCHOOL

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Annotation: The article is devoted to the issues of interactive teaching of primary school students and proposes interactive methods and technologies for use in primary school lessons, taking into account the psychological characteristics of primary school age.

Keywords: Interactive technologies, primary school age, interactive learning, interactive method, primary general education.

In pedagogical practice, the term "active teaching methods and forms" has been used for a long time. It unites a group of pedagogical technologies that lead to the development and high activity of students. Recently, another term has taken its place — "interactive learning". Interactive technology is the organization of the educational process in such a way that the learning process is based on the interaction of all participants, and students cannot work without cooperation in group activities.

METHODOLOGY

The concept of "interaction" (from the English word *interaction*) first appeared in sociology and social psychology. The theory of symbolic interactionism (founded by the American philosopher J. Mead) considers the development and life of a person in the process of communication and interaction with others, during which the "self" of an individual is formed.

Interactive learning leads to a logic of the educational process that is different from the usual one: not from theory to practice, but from the formation of new experience to its application and further to theoretical understanding. The experiences and knowledge of the participants in the educational process serve as a source of mutual learning and enrichment. By sharing their knowledge and experiences, students take over some of the teaching functions of the teacher, which increases their motivation and contributes to higher learning effectiveness.

Interactive technologies are conditionally divided into four groups:

1. **Interactive technologies of cooperative learning:** Learning in pairs; Rotating (changing) trios; Two–four–all together; "Carousel".
2. **Interactive technologies of cooperative-group learning:** General discussion of a problem; "Microphone"; Incomplete sentences; Brainstorming; "Teach-learn"; Solution.
3. **Situational modeling technologies:** Simulations.
4. **Technologies of processing discussion questions:** Press method; "Take a position".

Interactive technologies increase students' interest in the topic, develop creativity, teach them to work with various sources of knowledge, relieve them from excessive homework load to some

extent, and broaden their horizons.

Modern primary general education creates a foundation for the formation of the child's learning activity — a system of educational and cognitive motives, the ability to accept, maintain and achieve learning goals, to monitor and evaluate learning activities and their results. This ensures students' motivation and interest in learning, readiness and ability to cooperate with the teacher and peers, and the formation of moral behavior patterns that determine a person's relationship with society and others.

The main feature of young learners is weak voluntary attention, which requires close motivation. A child cannot concentrate for a long time on boring or difficult tasks for the sake of future results. At primary school age, involuntary attention works well, especially when learning materials are visual, engaging, and emotionally appealing.

Therefore, the most important condition for learning is **visualization**, the wide use of visual aids. Since involuntary attention is supported by interest, every teacher naturally strives to make the lesson interesting and engaging. Using games and their elements in lessons fully supports this process. Interactive methods include various interactive games such as "Thirty-three" and "Mathematical Carousel". Interactive teaching methods help to achieve a high level of generalization. Techniques like "Mirror" and "Mini-projects" allow children to make their own discoveries, see and establish relationships between learning materials and real life, generalize certain facts, highlight them, and draw conclusions.

In primary school lessons, interactive methods are aimed at:

1. **Developing students' thinking and independence of thought:** They encourage students to express their opinions, foster creativity in relation to conclusions and rules. (e.g., "working in pairs", "working in groups", "carousel", etc.).
2. **Developing the ability to defend opinions and resist opposing views:** Methods such as "situation analysis" and "problem solving" help students to withstand peer pressure and defend their opinions.
3. **Developing the ability to find joint solutions with classmates and increasing interest in the studied material.**

Thus, interactive teaching in primary school helps engage students in the learning process, allows them to understand and reconsider what they know and think through the exchange of knowledge, ideas, and activities. Such lessons not only enable primary school students to acquire new knowledge but also develop their learning activity itself, transferring it to higher forms of cooperation and collaboration.

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