

**PSYCHODIDACTIC EFFECTS OF INTERACTIVE METHODS AND
EFFECTIVENESS IN THE EDUCATIONAL PROCESS**

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Abstract: This in the article interactive of methods education in progress their importance students motivation, knowledge mastery efficiency and lesson in progress psychological and didactic effect analysis will be done. 1,004 people in the study teacher participation did and their interactive methods application experience, problems and proposals studied. From methods use in the process common main problems and them elimination verb ways both seeing developed . To the results according to, interactive methods of students activity by 60% increased by 87% teachers them students interest to strengthen emphasized was determined. Also this in the article of methods efficiency to increase directed methodical recommendations both present done.

Keywords: iinteractive methods, psychodidactics, education motivation, education process, lesson efficiency, teacher experience, research project, methodological analysis

Introduction. Current on the day education system fast develops and teach methods permanent is being improved. the world experience shows that traditional lesson passage models of student's activity provision and knowledge far for a period of time to keep for enough fruit Especially in the 21st century technologies and information current under the circumstances in students' information critical analysis to do, independently thinking and creative approach development of education main from the goals to each other is spinning.

However, in practice that shows that many teachers until now traditional teaching to the methods lean, interactive from methods complete using It doesn't work. and one row to problems take comes :

1. Students passive participation - many in class students only the teacher's explanations passive reception doer in the role knowledge active in a way does not assimilate.
2. To the lessons of interest low - students for training process simple and one different in appearance when they are knowledge to take interest loss possible.
3. Knowledge in practice in use difficulties - many students theoretical knowledge memorize they can, but them real in life and professional in operation in use They suffer.
4. Teachers methodical skills limited - some teachers interactive methods application to experience owner not therefore, them effective current in verb to difficulties shower They come. Interactive methods this problems solution verb the most effective from the ways one is considered They are students to lessons interest to increase them knowledge active to master ten and knowledge to life implementation verb possible creates For example, group work, case study, simulation, role playing and technological tools through teaching training The process is interactive and effective does.

this article, interactive methods education to the process the effect of their psychological and didactic aspects and them effective application ways analysis will be done. Also 1,004 people

teacher participation did research results based on interactive methods advantages and them to practice current in verb problems discussion will be done.

That's it. for this of the research relevance it is modern education the process improvement, interactive methods effective application according to exactly recommendations work exit and teachers to new pedagogical approaches to redirect service does.

In today's educational system, increasing students' interest in lessons, effective organization of the educational process, and the use of effective, modern methods are the main factors for improving the quality of education. Effective use of interactive methods, especially for teachers of various subjects, helps in deep assimilation of knowledge, active participation of students in the learning process and increasing their motivation. However, practice shows that many teachers rely on traditional methods in the teaching process and face problems in using interactive methods correctly. This reduces the effectiveness of the educational process and causes psychological and didactic problems in the educational process. Based on the above observations, the goal and mission of our project was determined.

The main goal of our project based on this research is to study the effectiveness of the use of interactive methods by teachers of various subjects, to analyze their psychological and didactic effects on the educational process, and to develop recommendations for improving this process.

Tasks defined for the project:

1. Identification of existing problems in the use of interactive methods by teachers.
2. Choosing appropriate interactive methods for different subjects and teaching them.
3. Study and analyze teachers' experiences through challenges, webinars, and surveys.
4. Learning the impact of interactive methods on the educational process through practice.
5. Development of methodological recommendations for teachers based on the results.

These goals and tasks were focused on improving the quality and efficiency of the educational process by introducing interactive methods into the educational process.

The project methodology (process) was implemented in the following stages.

Research stages (step by step):

1. Preparing a platform for research: A channel called "Dilafruz Xidoyatova" (https://t.me/dilafruz_xidoyatova) has been opened on the Telegram social network.
2. Problem identification: The channel collected opinions and comments from teachers about the main problems they encounter during teaching.
3. Conducting online webinars: Regular online webinars were organized on the most frequently reported problems by teachers.
4. Build an audience: More than 29,000 teachers of various subjects have been attracted as a result of webinars and channel activities.
5. Organize a Challenge: The Challenge is planned to be held for 1 week.
 - Day 1: Challenge rules and process explained.
 - Days 2–6: 1 interactive method was presented each day. Optimum interactive methods that can be used in all disciplines have been selected. These are "4 sides", "3-syllable word", "Puzzle", "Globoalphabet", "3,4,5,6,7", "Decoder".
 - Day 7: Teachers expressed their opinions on the use of these methods in the classroom and participated in a survey via Google Form.
6. Analysis of the results: the results of the survey of 1,004 teachers were analyzed, the psychological and didactic aspects of using the methods were considered.

Research methods used:

1. Surveys: Questions were created for teachers via Google Forms. The questions covered the effectiveness of interactive methods and problems in their implementation.
2. Interviews: Online Q&A interviews were conducted with teachers.
3. Observations: During the Challenge, teachers' use of interactive methods was observed and their opinions were studied.
4. Analysis: On the basis of the collected data, diagrams and graphs were made, and the influence of the methods on the educational process was studied.

Information about the audience or participants:

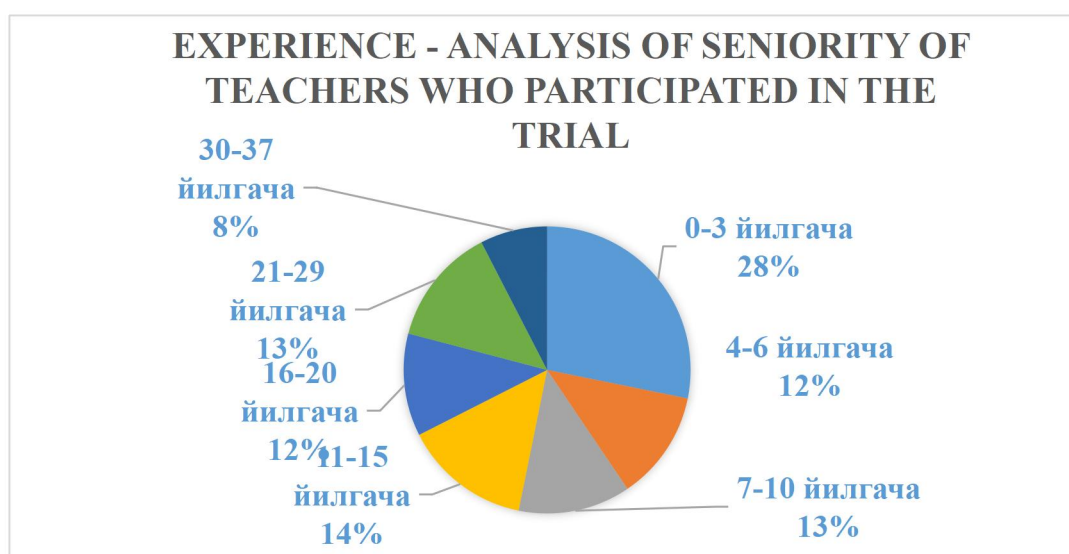
- Number of participants: 1,004 teachers.
- Professional orientation of participants: teachers teaching 22 subjects (mathematics, physics, biology, Uzbek language and literature, history, and others).
- Audience type:
 - Teachers of general secondary schools.
 - Pedagogues of secondary special educational institutions and private educational centers.
 - Teachers seeking to gain new pedagogical experience.

The next step was the analysis of the obtained data.

As a result of the challenge and the questionnaire, data was obtained on the effectiveness of teachers of various subjects in using interactive methods and their impact on the educational process.

- High interest: 87% of participants noted that interactive methods increase student interest.
- Effectiveness of the lesson: 75% of the teachers said that interactive methods helped to learn the lesson materials quickly.
- Implementation problems: 26% of teachers encountered the problem of students not being active or not having enough time to implement the methods.

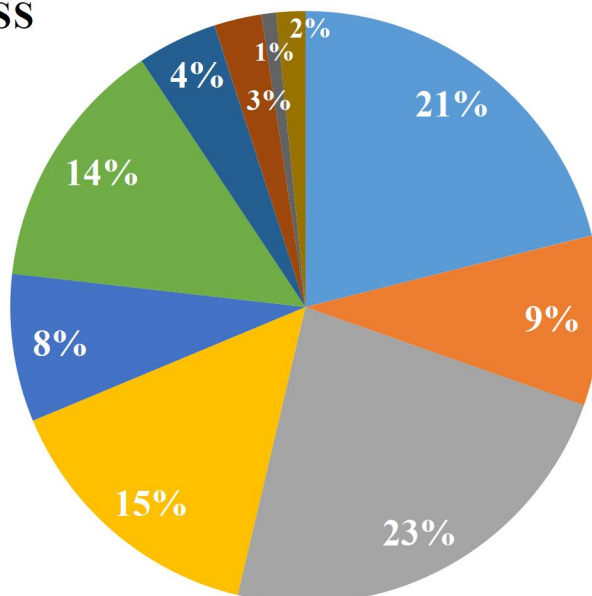
1. Attitude of participants to methods:



In the diagram above, the seniority of the teachers participating in the research project is analyzed.

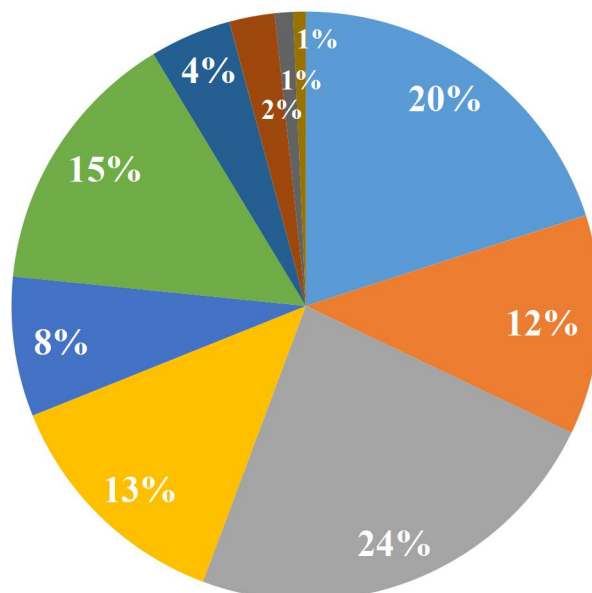
STUDENTS TO CLASS INVOLVEMENT (1 TO 10 POINTS)

- 10 point ■ 9 point
- 8 point ■ 7 point
- 6 point ■ 5 point
- 4 point ■ 3 point
- 2 point ■ 1 point

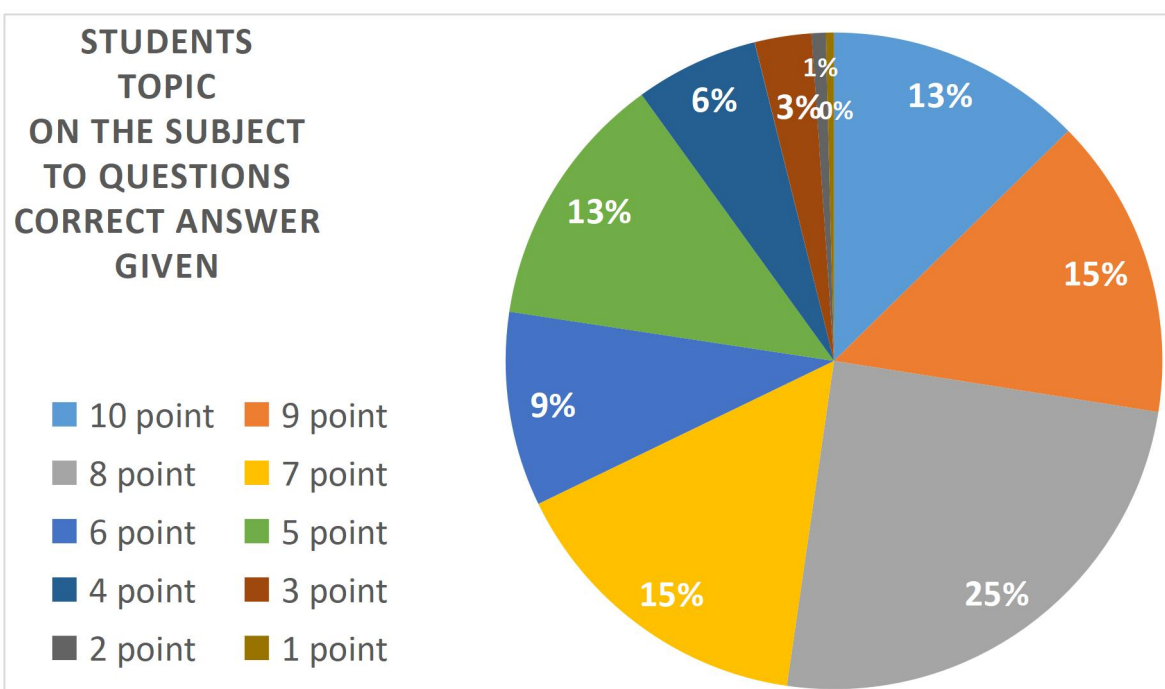
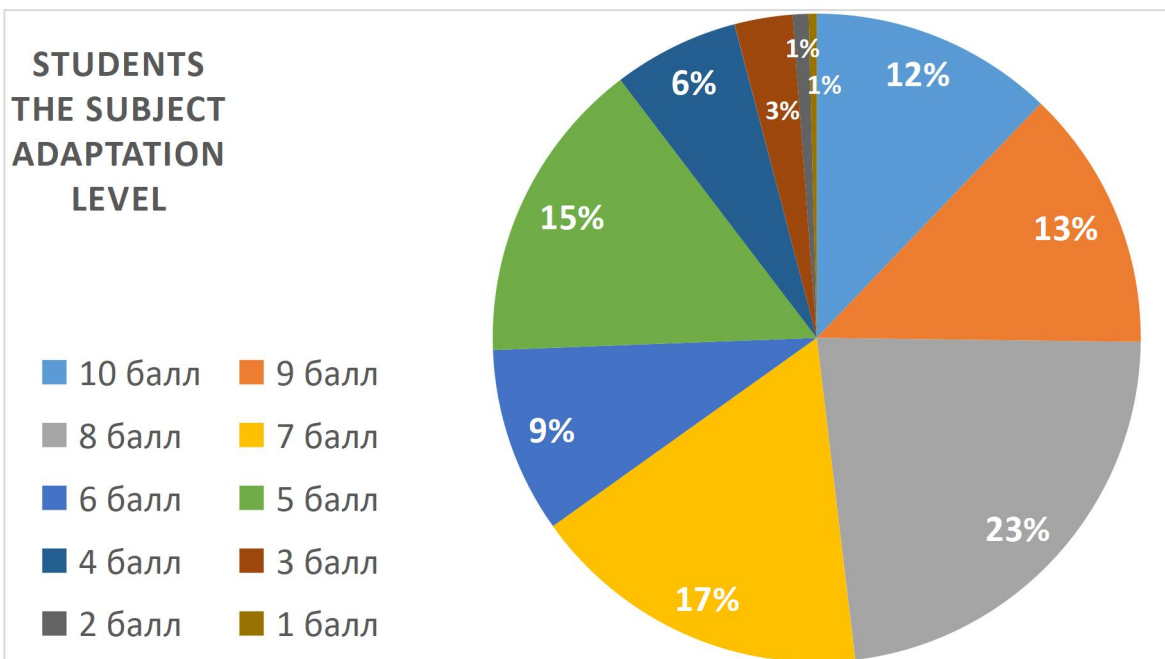


STUDENTS IN CLASS ACTIVE PARTICIPATION (1 TO 10 POINTS)

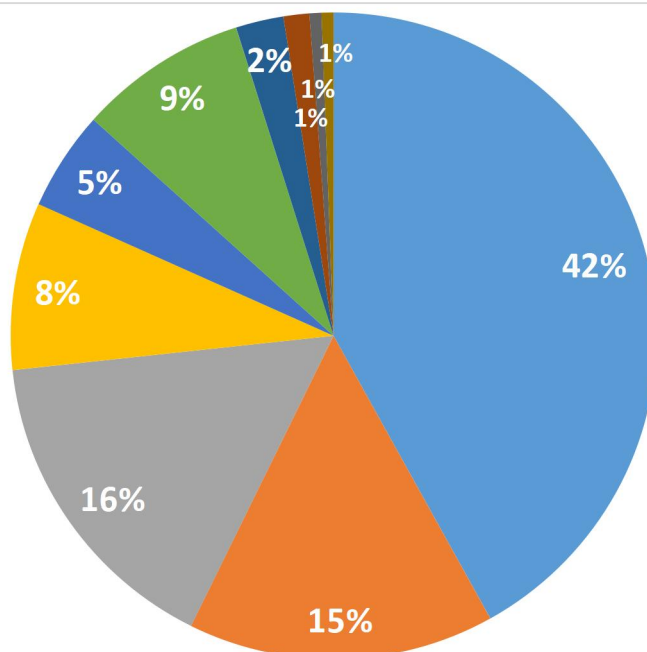
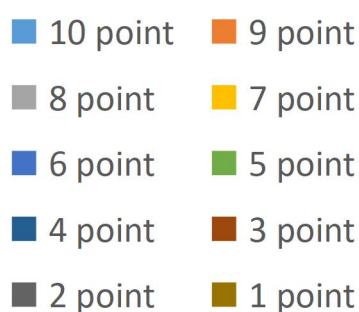
- 10 point ■ 9 point
- 8 point ■ 7 point
- 6 point ■ 5 point
- 4 point ■ 3 point
- 2 point ■ 1 point



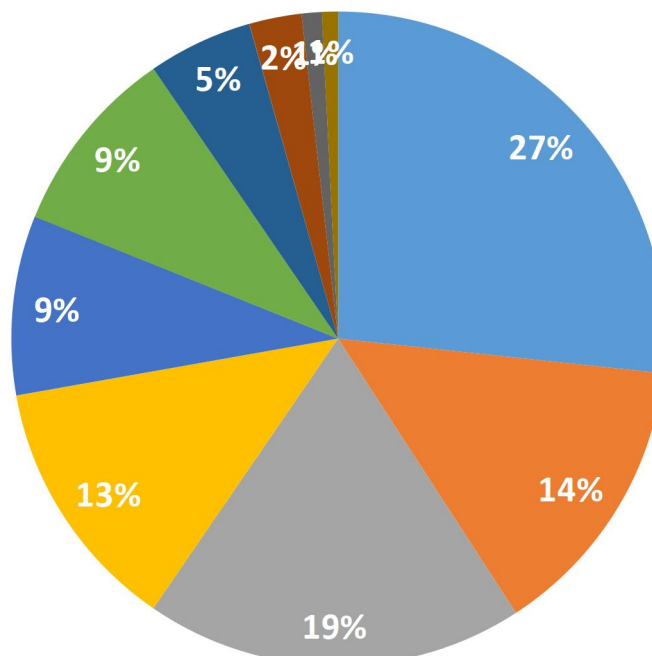
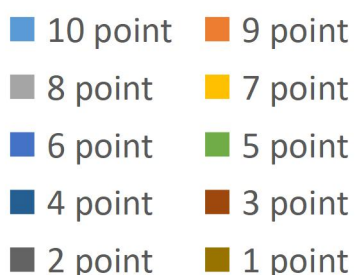
As the diagram shows, the majority of teachers considered the use of interactive methods effective.



STUDENTS IN CLASS MOOD



STUDENTS INTERACTIVE WHAT THEY DID



2. The influence of methods on the teaching process: it was noted that the activity of students increased by 60% in classes where interactive methods were used on the basis of graphs.

3. Types of interactive methods:

The infographic shows the most commonly used methods ("4 sides", "3-syllable word", "Puzzle", "Globoalphabet").

Specific examples and experiences:

- The “4-way” method was used in elementary science lessons, where students worked together to solve problems. As a result, 84% of students mastered the material with high results.
- "Globoalphabet" was used in the history lesson, and students demonstrated their knowledge in examples where they memorized terms related to the topic.

Psychological and didactic aspects of the results:

- Psychological aspects: Interactive methods helped students to improve their relationships, to feel free and active. It also increased their motivation and aroused interest in the educational process.
- Didactic aspects: The methods allowed for good mastery of the learning materials in a short time. The lack of methodological manuals for teachers in this process caused some difficulties.

Identified problems and their solutions:

- Problem 1: Some students were not active.
- Solution: Choose types of interactive methods suitable for the student's age and interests.
- Problem 2: Lack of time to introduce methods into the educational process.
- Solution: Use correct time management and concise forms of methods during the lesson.

Table

A project to study the psychodidactic aspects of interactive learning

T/p	Project stages	Process statement
1.	To the project entrance stage	What for this research important ? of the project purpose and tasks to mark.
2.	Methodology. Research process	Research stages (steps). Applied research methods (questionnaires, observations, interviews and etc.). Audience or participants about information.
3.	Project based on process results	Taken information analysis. Diagram, graph and infographics. Precisely examples and experiments.
4.	Analyses	Results psychological and didactic aspects. Determined problems and their solutions.
5.	Conclusion and suggestions :	The project general results. In practice application according to suggestions. Next research for directions.
6.	Scientific importance and innovation.	The research new aspects. This achievements education in the system what to changes reason will it be ?

New aspects of the study:

- In this study, special attention was paid to the pedagogical effectiveness of interactive methods and their psychological impact. In the existing literature, these methods were analyzed mainly only from the point of view of educational effectiveness, but in our study, their impact on the educational process, student motivation and social activity was also considered.

• In our study, the study of the effectiveness of interactive methods in different disciplines was a new experience, which allowed us to select specific and effective methods for each discipline. This was a common consideration in many cases in previous studies. The changes and achievements of our research in the education system are reflected in our conclusions below.

- Exposing the effectiveness of interactive methods helps to develop the teaching methods of teachers. Since these methods are especially aimed at increasing the activity of students, the approach of teachers to education becomes more active and creative.
- Interactive methods increase students' social activity, teach them to work together and improve their sense of self. This, in turn, makes the educational process more interesting and effective.
- Interactive methods also facilitate the introduction and implementation of innovations and modern teaching methods. This allows students to develop new methods for teaching in a creative and effective way, in line with their needs.

Conclusion. The results of the study confirmed that interactive methods are highly effective in the educational process. In particular, it was found that student activity increased by 60%, 87% of teachers noted that interactive methods increase interest in lessons, and 75% of teachers noted that they help to learn lesson materials faster.

However, there are certain problems in putting these methods into practice. For example, 26% of teachers faced difficulties in introducing methods such as lack of time and students' inactivity. In order to solve such problems, it is necessary to condense interactive methods in classes, to choose methods suitable for students' interest and to use methods aimed at increasing their activity.

It is also necessary to increase the experience of teachers and support them through special trainings and webinars to effectively use interactive methods. The didactically sound and effective use of these methods not only improves the learning process of students, but also has a positive impact on their social and psychological development.

In short, interactive methods are important in improving the quality of the educational process, and their use based on a systematic and scientific approach will significantly improve the effectiveness of teaching in educational institutions.

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