INTERACTIVE EDUCATIONAL METHODS USED IN TEACHING THE MODULE

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ABOUT ARTICLE

Abstract: Today, trainings are widely used as one of the effective forms of organizing the educational process. Training - (from the English language - teaching, education) is the main form of interactive training, which allows one to learn theoretical ideas and thoughts during practical work, exercises, and exchange of communication. is an organizational event. This article discusses interactive educational methods used in teaching the module.

INTRODUCTION

Training is directed not only to the formation of effective skills of interpersonal interaction in learners but also to increase the general level of the specialist's professional competence. During the training, teachers develop cognitive, emotional, and behavioral skills along with mastering theoretical information. Training is a form of education designed for the activity of the student, which ensures the assimilation of theoretical information through practical exercises. It is not teaching by the teacher, but independent and active learning by the student involves learning. The trainings provide an opportunity to master the theoretical ideas and thoughts that need to be learned during practical work and exercises and are directed to the formation of mutual cooperation and effective communication skills in the participants.

THE MAIN RESULTS AND FINDINGS

Roundtable Method is a teaching method conducted by students expressing their opinions on the problems or questions given around the round table. When using the round table method, the tables, and chairs should be arranged in a circle. This helps each learner make eye contact with each other. There are oral and written forms of the roundtable discussion. In oral discussion, the teacher introduces the topic and asks the learners to give their opinion on the question, and each learner in the circle gives their opinion. they explain. Listens carefully to the learner who is speaking, and if the discussion is necessary, all feedback is discussed after listening. This helps learners to think independently and

develop speech culture. Below is the structure of the roundtable discussion method. The structure of the round table Tables and chairs are arranged in a circle, and each learner is given an envelope and paper. Each learner asks a question on a certain topic on an envelope and writes his answer on one of the answer sheets and puts it inside the envelope. After that, he passes the envelope clockwise to the student next to him. The student who receives the envelope writes his answer on one of the answer sheets, puts it in the envelope, and passes it to the student next to him. All envelopes move in a circle. In the final part, all envelopes are collected and analyzed. The steps of the roundtable method are as follows: The subject of the training will be announced. The teacher introduces students to the training procedure. One envelope for each learner and as many learners as there are in the group to write answers, as many answer sheets are distributed, and the allotted time for writing each answer is determined. The learner writes his name on the envelope and the answer sheets. The learner writes his question on the topic on the envelope and writes his answer on the answer sheet and puts it inside the envelope. He wrote the question on the envelope the learner passes the envelope clockwise to the learner next to him. The learner who receives the envelope writes the answer to the question on the envelope on one of the answer sheets and puts it inside the envelope and passes it to the learner next to him. The envelope is a circle that goes around the table and returns to the learner who wrote the question. The student who wrote the question evaluates the answer sheets in the envelope. All envelopes are collected and analyzed. Through this method, learners can briefly and clearly express their knowledge of the given topic. In addition, this method provides an opportunity to evaluate students on a specific subject. In this case, learners can evaluate the answers given by other learners in the group to their questions, and the teacher can objectively evaluate the learners. The role-playing method is a method by which learners demonstrate various conditions of life situations by staging. Role-playing games differ from business games in that there is no evaluation. At the same time, in the role-play method, learners are satisfied with playing roles in the scenario developed by the teacher, while in the work-play method, role-players independently decide what tasks should be performed in a given situation. In the role-playing game, participants actively work together to solve the problem, like in a business game. Role-playing games form interpersonal skills in students. In the role-playing method, the teacher should have prior knowledge of the students. Because the individual character and behavior of each learner are important in playing roles. The chosen topics should correspond to the student's learning level. Below is the structure of the Rolly game method. The structure of the role-playing method The stages of the role-playing method are as follows: a) the teacher determines the goals and results of the game on the topic and develops the scenario of the role-playing game; b) the goals and objectives of the game are explained; c) distributes roles based on the goal of the game. Learners play their roles. Other learners watch them. At the end of the game, students are given an opportunity to explain how they can play the role they played. Observers give their final comments and the game is concluded. The problem situation method is a method aimed at forming the skills of students to analyze the causes and consequences of problem situations and find their solutions. The complexity of the problem chosen for the problem situation method should match the level of knowledge of the learners. They must be able to find a solution to the given problem, otherwise, when they cannot find a solution, it leads to the loss of interest and self-confidence of learners. When using the "problematic situation" method, students learn to think independently, analyze the causes and consequences of a problem, and find its solution. Below is the structure of the Problem Situation Method. The structure of the problem situation method The steps of the problem situation method are as follows: The teacher chooses a problem situation on the topic, and determines the goals and tasks. The teacher explains the problem

to the learners. The teacher introduces the students to the purpose, tasks, and conditions of the task. The teacher divides the students into small groups. Small groups study a given problem situation. They determine the causes of the problem and each group makes a presentation. After each presentation, the same points are collected. At this stage, they present their opinions about the consequences of the problem during the given time. After the presentation, the same opinions will be collected. They will discuss and analyze different possibilities for solving the problem. They develop ways to solve the problem situation. Small groups make a presentation on the solution to the problem situation and offer their options. After all the presentations, the same solutions are collected. Together with the teacher, the group chooses the most optimal options for solving the problem situation. Project Method is a way for learners to collect information, conduct research, and implement work on a given topic, individually or in groups, for a specified period of time. In this method, learners participate in the processes of planning, decision-making, implementation, inspection and conclusion, and evaluation of results. Project development can be individual or group, but each project is the coordinated result of the joint activity of the learning group. should be able to create an opportunity. The diagram below shows the steps of the Project Method. The stages of the project method are as follows: The engineer-pedagogue develops tasks for project work. Learners independently collect information about the task based on textbooks, schemes, and handouts.

CONCLUSION

Learners independently develop a work plan. In the work plan, students should plan the stages of work, the time allocated to them, and the technological sequence, material, and equipment. Small groups present their work plans. Learners make a decision on completing the task based on the work plan. Learners discuss the results of the decisions made together with the engineer-pedagogue. Different solutions are compared and the most optimal option is selected. The engineer-pedagogue develops the evaluation sheet together with the students. Learners carry out the task independently based on the work plan. They can work individually or in small groups. Learners check the results of their work. In addition, small groups are involved in checking each other's work results. The results of the inspection are recorded in the evaluation sheet.

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