

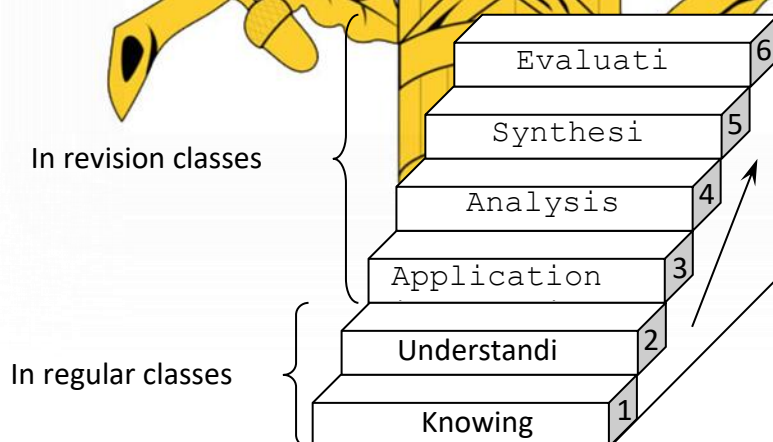
USING OF INTERACTIVE METHODS IN MATHEMATICS REVIEW LESSONS

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Abstract. *Repetition classes are different from other types of classes. While regular classes focus on theoretical knowledge, refresher classes focus on acquiring practical skills and abilities to solve specific case studies. In theoretical classes, some students can master the material by rote, but in revision classes, students need acquired theoretical concepts and practical skills, not memorized knowledge.*

Introduction. It is known that Bloom's taxonomy is widely used as a pedagogical measurement tool in pedagogical technologies. According to Bloom's taxonomy, the student can achieve the following levels based on the results of the lesson: 1 - knowledge (acquiring information, remembering, memorizing), 2 - understanding (interpreting, reducing or expanding information in another form), 3 - practical application (according to the acquired theoretical knowledge practical skills, the ability to perform certain actions), 4 - analysis (the ability to divide and divide the acquired knowledge and concepts into components), 5 - synthesis (creating new knowledge and concepts from the components, being able to create a new one), 6 - evaluation (as an expert on the problem assessment).



Taking into account the above, it can be said that in regular lessons, we try to achieve 1-2 levels, while in refresher classes, we -aim to achieve 3-6 levels.

Levels of knowledge and understanding can be achieved through lectures and hands-on activities, but levels of mastery above the level of practical application can only be achieved by engaging students, that is, by using interactive methods.

When using interactive methods, it is necessary to be very careful, connecting the lesson materials to the game without the students noticing. To achieve this, first of all, it is necessary to strictly adhere to the principles of pedagogical technologies:

- ✓ It is better to do it once than to see it a hundred times. That is, it is necessary to create an opportunity for students to solve problems together.
- ✓ The task of the teacher is not to teach, but to organize the learning of students. That is, along with the teacher, students should also actively participate in the lesson.
- ✓ Students learn better from a peer than from a teacher.
- ✓ In the lesson, the main attention should be focused first of all on education, and only then on imparting knowledge.

Based on the above, one can say the following conclusion - the goal of interactive methods is to provide quality education through good education. In this case, the student of Bloom's taxonomy can not only apply previously acquired theoretical knowledge in practice, but it can rise to the level of expert evaluation.

In all schools and academic lyceums in our republic, great attention is paid to the teaching of mathematics in order to prepare the ground for the achievement of sufficient professional qualifications. Especially after the completion of the basic materials in the program, the students' interest in acquiring practical knowledge will increase in the revision classes. Based on this, a number of interactive methods were used as an experiment, and the following interactive methods were found to be very effective in teaching mathematics.

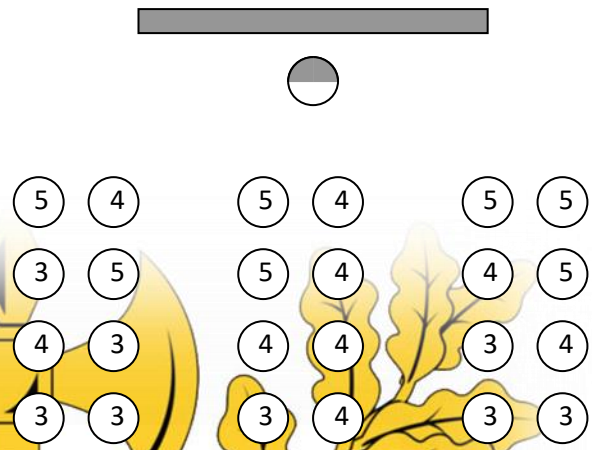
Method of small groups .

In this method, students in the class are divided into groups of 5-8. The problem is the same for all groups. This creates a competitive environment. The grade is given equally to all students in the group according to the answer given by the leader of the group (of course, it is necessary to pay great attention to the active participation of all students). The advantage of this method is that students develop respect for excellent students. Uniform grading encourages excellent students to teach poor students (so

that not all students in the group receive low grades). All students develop a desire for knowledge.

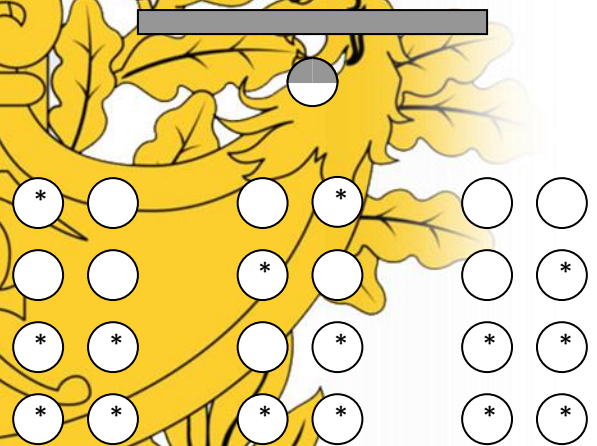
Credit assessment method.

At the beginning of the lesson, the teacher informs the students that he wants to give credit at the beginning of today's lesson and not at the end of the lesson (provided that the students justify the assigned grades at the end of the lesson). If the student fails to meet the grade, the credit will be removed. In fact, students always have a desire to get good grades, but in most cases, teachers are "jealous" of it. When this method is used, students' desire to learn increases, which is what is most needed in the education system. If the student has a desire, then the effectiveness of the lesson will increase.



Method of teaching using cards.

In this case, the teacher distributes the didactic materials (in the form of cards) prepared in advance according to the lesson process to the students (especially the slow learning students). During the lesson, the teacher can create various problem situations, ask questions to the class, but if no one in the class answers these questions, students with cards will say the correct answer. This increases the students' activity in the class, because no one knows why the teacher "disturbed" the student with the card. A "correct" answer by a slow reader with flashcards is much more "interesting" to other students in the class. Slow learners tend to answer on their own next time. This method is very effective in working with slow learning classes.



When using interactive methods in mathematics and similar natural sciences, it is necessary to pay attention to the fact that the activity of students in the lesson should not be formed only on the basis of emotions. Otherwise, such an interactive method will have negative consequences. It is necessary to pay attention to the fact that students' knowledge is primary, and emotion is secondary. Also, using the same interactive method all the time leads to a loss of interest in students. Therefore, it is necessary to update and increase the types of interactive methods.

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