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Interactive Methods of Teaching Children and Its Theoretical Basis and Personal and Professional Development of a Teacher

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"We need to give our talented, dedicated children wings to help our children reach the pinnacle of knowledge and career".
I. Karimov

Abstract: ***At present, a number of developed countries have accumulated rich experience in the use of pedagogical technologies that increase the learning and creative activity of students and ensure the effectiveness of the educational process. is of particular importance. In this rapidly changing world, teachers' pedagogical skills, methods and techniques are changing, evolving and modernizing. In the conditions of modern reality, when the problem of improving personal and professional development becomes extremely important in pedagogical psychology, as in other Sciences, its further development is important for solving the tasks that are set by the professional activity of a teacher.***
Keywords: Pedagogical skills, education, interactive methods, modern technologies, communication, condition of change, development and transformation, present, conditionality, effectiveness, growth of the teacher.

I. INTRODUCTION

As we, the young people of the future, set great goals for our future and make plans for ourselves, we must not forget that the step we are taking now, the path we are choosing, will serve as a model for our future generations. In today's international arena, intellectual wealth is more important than material wealth. In particular, the development of innovative ideas and proposals is the driving force of development. In the context of the diversity of educational technologies, the teacher will be responsible for the implementation of leading pedagogical tasks. It is known that education is a continuous goaloriented process, which pays special attention to the formation of a harmoniously developed personality. So, the main purpose of the pedagogical process is to bring up and bring up a harmoniously developed person.

In addition, the main task in ensuring that the younger generation grows up to be well-educated, highly spiritual, well-rounded individuals is to increase the high level of scientific and methodological knowledge and practical skills of teachers.

In addition, a number of developed countries have accumulated a wealth of experience in the use of pedagogical technologies that increase the educational and creative activity of students and ensure the effectiveness of the educational process. is of particular importance. In such a rapidly changing world, it is no exaggeration to say that the pedagogical skills, methods and techniques of teachers are also changing, evolving and evolving.

One of the modern teaching methods is the "interactive" method, which is derived from the English word "interactive" and means "interaction". Means bread, and in an activity or method it is understood to resolve by mutual action, debate, activity, or consensus on the basis of thinking. The current partial translation of this method is also called "interactive". But when we look at some textbooks, we also see the use of the term 'interactive teaching methods'. In the upbringing of the modern intellectual person, interactive education encompasses all aspects of teaching (mental, ethical, economic, aesthetic, labor, legal, hygienic) and ensures their interdependence. One of the main requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort.

Delivering certain theoretical knowledge to students in a short period of time, developing in them the skills and competencies for a particular activity, as well as monitoring the activities of students, assessing the level of knowledge, skills and abilities acquired by them, from the teacher it would be wrong to say that it requires high pedagogical skills and new approaches to the educational process.

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In this regard, our esteemed first president I. Karimov said, "We must give wings to our talented, selfless children, our children to reach the heights of knowledge and career." Teachers need to help students achieve the same goals. Interactive learning is one of the types of active teaching methods. The interaction with interactive learning takes place not only between the teacher and the student, but also through communication and group work with all listeners. Interactive teaching methods have always been an interaction, interaction, search, communication, human and playful and informative environment between them. amount reaches 90%. Interactive learning tools. The use of interactive methods begins with simple exhibitions, posters, maps, models, etc. Today, modern technologies of interactive education include the latest equipment.

A. Interactive Whiteboards

1) Tablets
2) Computer simulators.
3) Virtual models
4) Plasma panels

B. Projectors

1) Laptops and others.

The importance of interactive methods is that the teacher never sharply rejects the student's opinion, but only gives the correct conclusion in time. As a result, the student understands the mistake. This prevents them from becoming depressed and slowing down their thinking. Interactive methods are based on mutual respect between the student and the teacher. The teacher listens to the students' opinions and expresses respect, but also teaches the students to listen to each other. The objections and additions were also expressed in words such as “Dear, in addition to your thoughts,” “We also had some thoughts.” In a lesson organized in this way, the student feels respected and begins to think freely and express himself openly without any pressure. At the same time, he learns to respect others.

The use of interactive methods in the educational process is highlyeffective. It helps young people who are developing for the future to become mature, mature people. Interactive methods can be used in practice, to strengthen, to repeat.

In modern conditions of changing the paradigm of education, the most important component of which is the idea of continuity, the process of forming professional qualities, acquiring new competencies and developing personal abilities must be carried out throughout life. It is obvious that the knowledge and skills acquired during training at a pedagogical University become insufficient over time to solve new tasks facing the school, and this in turn requires their constant updating and improvement.

In the last decades of the XX century. in pedagogical science, a direction has been defined that studies the problem of professional development based on systems of thinking activity approach (O. S. Anisimov, A. A. Derkach, H. A. Maskzhova, B. V. Palchevsky, P. G. Shchedrovitsky,etc.). Representatives of this direction consider the professional work of a teacher as a multi-structural, multi-subject and multi-functional dynamic system, which includes research, methodological, project, management and other types of activities in addition to purely pedagogical.

Within the framework of the activity approach (B. G. Ananyev, E. M.Ivanova, N. V. Kuzmina, A. N. Leontiev, B. F. Lomov, S. L. Rubinstein, V. D. Shadrikov, etc.), professional activity is considered by us as a basis, as a means and a decisive condition for the change, development and transformation of the individual, both the teacher and the student – their aspirations, values, skills, competencies, creativity, creativity in the course of their mutual training, education, development. Professional activity is the basis for the development and achievement of higher levels of proficiency and self-realization by a teacher. On the one hand, the characteristics of the teacher's personality significantly affect the process and results of professional activity, on the other, the development of the individual is influenced by the specifics of professional activity. It is the creative level of implementation of professional and educational activities as a prerequisite for their productivity and efficiency (Yu. N. Kulyutkin).

The study of personal and professional development in the axiological aspect draws attention to the value, semantic basis of its content - universal, personal and professional value orientations; allows us to understand their role and purpose in the process of personal and professional development in order to correct the transformative activity of the teacher as a subject of self-development and self-realization. Systemic-structural approach allows us to provide personal and professional development specialist in the form of a set of interrelated and interdependent components that represent a unified whole, aimed at achieving the desired goal (P. K. Anokhin, I. V. Blauberg, L. F. Lomov, V. D. Shadrikov, E. G. Yudin, etc.).

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In the framework of the synergetic approach, the attention was focused precisely on the recognition of the potential for self-organization of the major components of the process of personal and professional development, which will manifest itself in the consistency of their interactions that will even give the opportunity to talk about the emergence of a new system.

The main feature of research of the personal approach (H. A. Astashova, G. G. Gorelova, O. P. Morozova, etc.) is the concentration of attention on the teacher's personality, his value orientations, semantic formations, individual style of activity, etc. Humanistic psychology (A. Maslow, sh. Bueller, K. Rogers).Accordingly, the main task of education is to help people understand themselves, understand their problems and mobilize their internal forces and capabilities for their solutions and self-development. The subjective approach is characterized by the understanding of the subject as the center of the organization of being and subjectivity, which is manifested in the ability and need of a person to constantly improve, achieve the highest optimal level of their development, self-realization, through activity (V. A. Petrovsky).

The study of personal and professional development of the teacher, within the framework of the personal and activity approach, allows us to analyze the activity in terms of its structure and success, to identify the personal qualities of the teacher that ensure the effectiveness of the process of personal and professional development.

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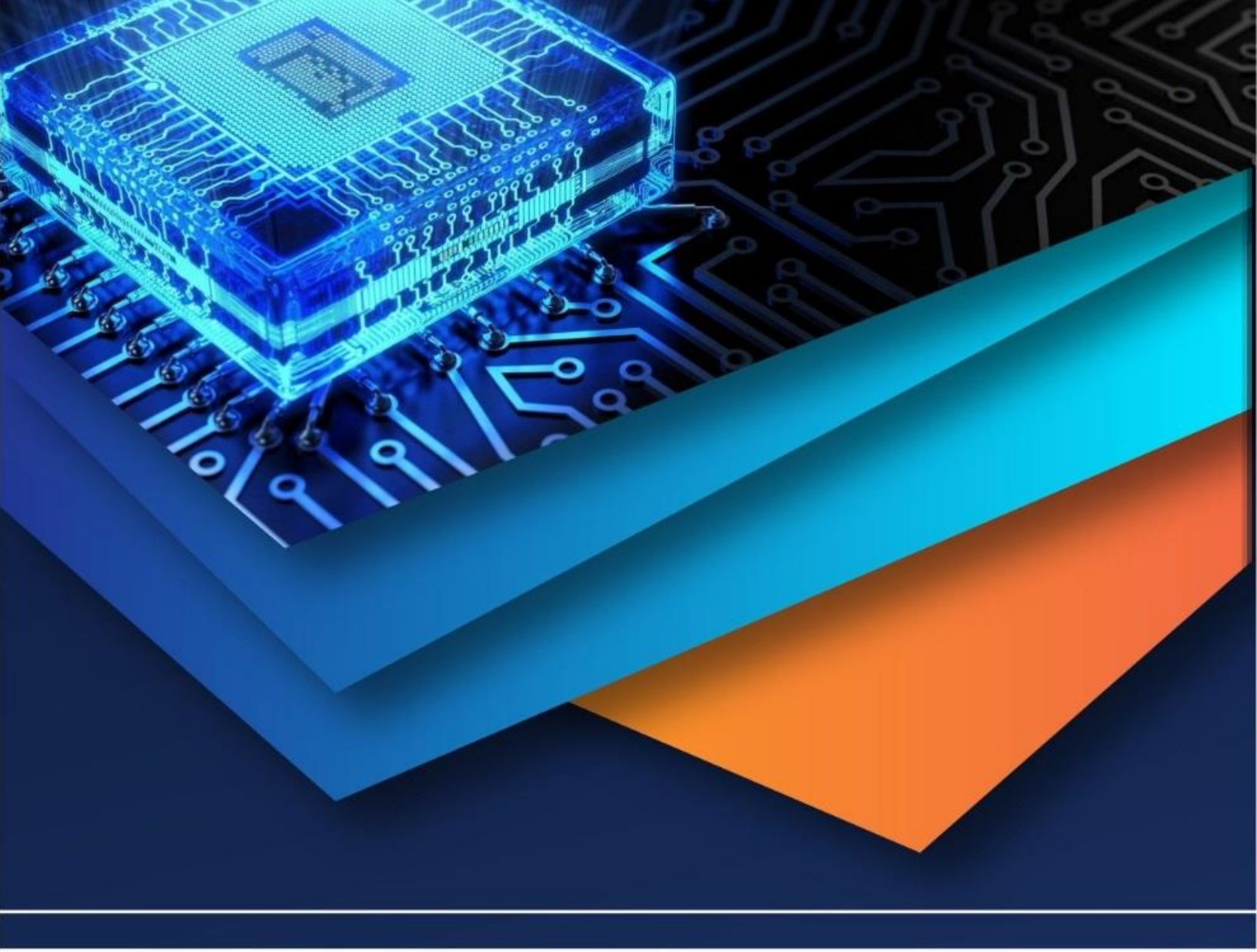

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