
USING INTERACTIVE METHODS IN LEARNING MILITARY CONCEPTS

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Annotation: A military instructor as he begins to explore a new topic with students. The question always arises: how to choose a method, which military didactic materials should be used, in what ways the learning tasks can be solved effectively? For pedagogical purposes of each type of training to achieve the teacher's own mobilization of intellectual potential, advanced use of pedagogical experience and, finally, the choice of method to a truly creative act should rotate.

In general, the choice of method is didactic in military education and training goals. However, in different pedagogical situations, the teacher and the types of activities between students change and interact with each other. Of course, teaching methods are also matched according to the type of activity.

Key words: interactive methods, military concept, knowledge, brainstorming;

Methods and techniques for teacher preparation for a new topic: the choice of methodological methods is their time-sharing and didactic means balancing on purpose. As a result, students are mentally and create conditions for a high level of practical activity: whether the methods used deepen the knowledge of objective reality and make it holistic and increase the scientific and theoretical level of training. Selected in series teaching methods to a certain extent to develop knowledge and professional interest, leads to the activation of independent practical activity.

When it comes to the relationship between military education content and interactive methods, the first important condition for improving the choice of teaching methods is their systematization, with the application of educational process planning procedures in military practice: we have described a holistic approach that defines the relationship. There are a lot of criteria for choosing traditional military methods in pedagogy developed, their in the works of didactic scholars in recent years: more than twenty.

The criteria for choosing interactive methods are their military training and education: development is focused on solving problems. This criterion is different methods are a way of assessing the feasibility of solving a problem in a given area because their capabilities in mastering the military elements of social experience vary. The next criterion for choosing interactive methods is their military training is to conform to the nature of the content.

The content of the method is also defined as part of the movement. Therefore, this military criterion is undoubtedly taken into account. One method reveals the full content of the topic, while the other allows you to master it positively. Another criterion for choosing interactive methods is their students' full compliance with the learning opportunities, i.e. for effective learning activities to ensure the unity of internal and external conditions.

The use of interactive teaching methods is unique to the educator's capacity. This educator's theory and practice of military teaching methods take into account the degree to which theories of knowledge with the laws of the teaching process are armed with the theory of educational content and other existing laws.

The next criterion for the selection of interactive methods in the military is their compatibility with the forms of organization of the educational process. gross, group, and individual forms require different techniques. For example, while the debate method is a debate between two students in a "brainstorming" group, the participation of all students will be required. Conformity of interactive methods to military pedagogical technological principles: It is known that military pedagogical technologies are also designed on

the basis of certain laws and form the basis for the organization of the educational process, and when introduced, ensure the final result, the independence of the student or subject.

Based on the general purpose of military education, the allocated option is analyzed and evaluated, taking into account the need to address educational and developmental issues at the same stage of training.

One of the important requirements for the organization of modern military education is to achieve high results in a short time without excessive mental and physical effort. The formation of skills and competencies, as well as monitoring the activities of students, the assessment of the level of knowledge, skills and competencies acquired by them requires from the teacher high pedagogical skills and a new approach to the educational process.

Military pedagogical technology is subjective in nature, that is, each educator must creatively organize the process of military education and training based on their capabilities, professional skills. Regardless of the form, method and means of organization, military pedagogical technologies:

- increasing the effectiveness of military pedagogical activity;
- decision of interaction between teachers and students;
- Ensuring that students acquire a thorough knowledge of military subjects;
- Development of independent, free and creative thinking skills in students;
- necessary for students to realize their potential

creating conditions;

The "brainstorming" method is used by students in the classroom ensuring their activism, encouraging them to think freely, and so on free from the inertia of thinking, colorful on a particular subject the process of gathering ideas, as well as solving creative tasks serves to teach them to overcome the ideas that arise in the stage.

The "brainstorming" method was proposed by A.F. Osborne the basic principle and conditions are set out by each participant in the training absolute prohibition of criticism of the opinion being cast, any bite and the purpose of which is to encourage humor to ensure the free participation of students in the learning process. Education effective and successful use of this method by the teacher in the process. It depends on your pedagogical skills and the breadth of your thinking. ”

The number of students should not exceed 15 when using the "attack" method. One of the lessons based on this method can be set up to hours. The method of "general mental attack" was developed by J. Donald Phillips and can be used in classrooms of several dozen students. The method is for students to come up with new ideas each with 5 or 6 students a variety that needs to be resolved positively within 15 minutes to the groups involved assignments or creative tasks are given. Assignments and creative tasks are defined once resolved positively over time, one of the team members will report it. Information provided by the group includes teachers and other group members will be discussed and evaluated by the most among the solutions to a teacher's assigned task or creative task announces answers that are found to be good and unique. In training evaluating the activities of group members according to their level of participation is carried out.

Conclusion

During a historically short period of time, great work has been done in this area in our country, and it continues to this day. From the first years of independence of the Republic of Uzbekistan, special attention has been paid to the improvement of education, in particular, military education. The introduction of interactive teaching methods in the education system is one of the important factors in the training of modern personnel. Today, it is not enough for a teacher to have in-depth knowledge in their field and to impart a large amount of knowledge to an audience full of knowledge-hungry young people. Numerous studies have shown that a new approach to teaching and the use of proactive approaches in teaching students is one of the most effective ways of teaching. Simply put, students can easily understand, comprehend, and remember the material provided only when they are actively involved in the learning process. Therefore, today's major methodological innovations require the use of interactive teaching methods. The purpose of

creating these teaching recommendations is to reveal the specifics of some interactive teaching methods, to highlight the technologies of correct application of these methods in the classroom. The work of leading teachers of our country and abroad in this area was widely used in the preparation of teaching recommendations. I hope that these recommendations will help teachers of educational institutions to use interactive methods in teaching.

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