

# Sociological analysis of the effectiveness of interactive methods that can be used to improve the quality of Education

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**Annotation:** The article highlighted the issues of identifying problems encountered in the process of applying interactive methods in improving the quality of education, identifying shortcomings in the professional competence of educators, analyzing the most effective of the selected interactive methods.

**Keywords:** Personality-oriented education system, educational quality, educational innovation, interactive methods, respondent, influencing agencies.

In the process of globalization, the educational system becomes integrated and needs constant reforms. As a result, New-new problems arise in the educational system. Therefore, the educational system is constantly improving the professional skills of educators. This prevents the increased quality of education from decreasing the student's interest in subjects in the educational system.

The introduction of interactive methods into the educational system forms identities such as the ability of students to work in community, mutual respect, support for one another, to understand one another, to be able to manifest themselves, to be guided. If we look at the pedagogical technologies used in the educational system today as one of the achievements of pedagogical science and practice in its essence, students are guided through the innovative approach of the teacher to independence in the course of the lesson, free statement of thought, creative thinking, critical approaches, analysis of new knowledge, assessment of their knowledge, correct conclusion.

Innovative approach to education and interactive educational technologies are implemented in the Republic of Uzbekistan on the basis of the law “on education” of 1997 and the “national program of training”, and in the framework of the new editorial law “on education” of 2020, they are also improved and provided for continuity. The main purpose of these laws is to ensure the integrity of the individual-society-state, and to educate the society and the state through the system of training and the development of a perfect human personality and mature professionals.

The emergence of new approaches in the education system also raises the problems of analyzing it from a sociological point of view. For the effective use of a wide range of incoming innovations, first of all, the teacher must be an innovator who

acquires pedagogical skills and a new approach to the pedagogue, and they will need the help of experienced teachers so that students will be able to implement their thoughts.

Hence, **the purpose of our sociological research work** is to identify effective methods of innovative approaches in the educational system.

**The object of our research work** is the interaction of active participants: students, teachers and observers.

**The subject of our research work** is interactive methods used in the educational system.

In our research work, we can put forward the following hypotheses: the need to find the most effective interactive methods of teaching subjects in the educational system is a successful result of educational activities.

In connection with the transition to the trajectory of individual education in the process of sociological research, the result was an increase in the quality of training. Any innovative interactive methods involved in education were considered and given importance to their application, followed by conversations between interaction agents. Through the qualitative research method, the most optimal and effective methods of interactive methods were determined, as well as the content of the data obtained was analyzed.

Students, teachers, professors and science Methodists of technology classes of secondary schools were taken as the qualifying object of the study. In the process of sorting interactive methods, on the other hand, classes were selected from the point of view of theoretical and practical training.

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Respondents	Age	Sex (number of people)		Field of activity (education, work)
		male	female	
Pupils	13-16	43	67	Technology
Teachers	33-48	10	16	Applied Sciences
Professor – teachers	33-57	17	18	National Center for teaching pedagogical staff to new methodologies
Observant methodists	35-45	2	4	Methodists of the National Center for teaching pedagogical staff to new methodologies

During our sociological study, the interview was conducted in the focus-group method. The interview process was carried out pilotage studies for an average of 1 hour. The initial data was analyzed content. The studies were conducted in public

comprehensive schools without any prior design. In the process of research, first the semantic units were selected, and then the corresponding codes were identified and classified according to their similarity and difference. The effectiveness of interactive methods was selected by sorting. Each interactive method was used in technology classes of secondary schools. The resulting interactive methods made it possible to enter into technological cards for staying in educational-methodological programs and lesson developments.

As a result of the interactive methods used, the most effective interactive methods showed low levels: Blum cubes (73%), Bord magazine (64%), PMI method (52%), T scheme (41%), assessment technique (38%), SWOT analysis method (36%), mental attack method (24%), concept analysis (18%), BBB, step by step, cluster, Pyramid. The opinion of the most effective respondents on the use of interactive methods in questionnaire questions conducted before the use of these methods as a result of a survey among the influencing agents.

<b>Center for teaching educators to new methodologies attitude of professors and teachers to the use of interactive methods</b>	
<b>Subject</b>	<b>Opinion category</b>
Knowing and explaining how to solve professional career problems through educational topics.	It is important that what is taught is related to the level of knowledge of the audience
Documentation of experience.	I include in the notebook interactive methods that listeners use in constant lessons; I write down every successful strategy that was highly appreciated by listeners that day.
Interaction with the audience.	Every time I see the listener in the classroom not focusing on multiple successive assignments, I ask him about the lack of concentration and help solve his problem.
<b>Attitude of teachers to the use of interactive methods (course listeners)</b>	
<b>Subject</b>	<b>Opinion category</b>
Lack of knowledge of how teachers introduce proper and complete student-oriented methodologies.	The need for student-oriented education is obvious, but the ability to use these methods is absolutely impossible for a number of reasons, such as curriculum

	requirements, lack of large volumes of materials and resources.
The absence of predetermined lesson developments and the inability to use presentations in practical lessons	The lack of pre-defined classroom developments in most teachers is one of the reasons for the lack of creativity in teaching.
Interactive education	If, at least in the form of teacher assessment, some questions are allocated for the use of project-based and problematic student-oriented educational methods using interactive methods, teachers will try to use them further.
<b>Center for teaching educators to new methodologies Methodist observers attitude to the use of interactive methods</b>	
<b>Subject</b>	<b>Opinion category</b>
The need for consultants.	I think one way to direct education to students is to use special assistants.
Ways to increase interest and motivation in students.	If each teacher can lead large classes with two or three assistants, they will be able to divide the class into several groups and more carefully control the teamwork, which is practically oriented.
Not paying enough attention to the importance of teachers' interest in reading and motivation.	When students see that they have the ability to solve problems and be more involved, they can develop more motivation and self-confidence.

Each respondent who took part in our sociological research work realized that an approach to the innovative processes introduced in the educational system is necessary in a positive way, which in turn can make it possible to increase the effectiveness of Education. Students do not always try to study subjects perfectly. In this, the teacher remains only the one who performs directing tasks in the selection of professions and the acquisition of knowledge. Innovative approaches help to increase the professional skills and pedagogical potential of not only students, but also teachers in science.

In the process of sociological research, it can be seen that in addition to improving the communication skills of students, the personality-oriented approach contributes to the development of students' critical thinking skills, as well as the response that interactive methods in the formation of learning skills also contribute to the interests of the child in reading, all affected respondents responded in the same way.

Factors that pose obstacles to the application of interactive methods in the course of the lesson include the inability of some teachers to prepare for lesson processes on the curriculum, the lack of the ability to prepare for the course process on the curriculum (economic shortages), the absence of the possibility of creating presentation presentations based on the lesson plan and the effective use of computer technology it is indicated that there is no possibility of effective use of computer technology (low ICT literacy rate), the number of students in classes exceeds the norm, there is a shortage of time for the acquisition of practical knowledge.

Due to the lack of pedagogical skills in teachers in the educational system, there are cases of motivating students, inability to use methods that activate classes. This suppresses students' acquisition of fundamental knowledge in the sciences and interest in classes. In this respect, methodist responses show that it is necessary to use special assistants to teachers in the process of directing education to students. According to the results obtained, we can conclude that all participants in the process are interested in the effectiveness of interactive methods in the educational system, but they face obstacles in the form of limited resources. As mentioned above, the main obstacle to the use of interactive methods is the fact that most teachers are not ready for the role of teachers and in many ways do not have time to familiarize themselves with new research on effective pedagogy, in particular, interactive methods of teaching, which are used in the educational system. The results of the study show that the best ideas of effective teaching include interactive teaching methods that allow teachers not only to obtain results, but also to focus on the activities and tasks of students.

In conclusion, it is worth noting that in order to make teaching methods more effective in public educational institutions, it is necessary to provide opportunities for meaningful face-to-face communication between students and teachers, the possibility of collaborative learning as a team (collabrativeness) and the use of more real teaching methods that emphasize the fulfillment of the task in natural situations. Interactive methods in this case serve as a means of maximizing the effectiveness of educational processes and encouraging students to think about how to learn, setting educational goals that encourage the integration of information and skills in interdisciplinary fields.

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