INTERACTIVE METHODS AS A FACTOR IN DEVELOPING CRITICAL THINKING OF ELEMENTARY SCHOOL STUDENTS

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Annotation
In this article, the author describes the problem of forming students' critical ability, its theoretical foundations and content. Also, in the article, the influence of the role of interactive methods on the development of critical thinking skills of primary school students
professional pedagogical features related to this process were discussed.

Keywords: Innovation, methods, education, primary school student, teacher, critical thinking.

Introduction
The large-scale reforms carried out in our country during the years of independence became an important foundation for strengthening national statehood and sovereignty, ensuring security and law and order, the rule of law in society, human rights and freedoms, an environment of inter-ethnic harmony and religious tolerance. created the necessary conditions for living a decent life, getting an education and getting a profession at the level of world standards, and realizing the creative potential of our citizens[6]. On August 23, 2019, under the chairmanship of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, a video selector meeting was held on the issues of developing the public education system, increasing the qualifications and prestige of pedagogues in society, and raising the spirituality of the young generation. "School is a matter of life and death, a matter of the future. It cannot be solved by the state, government and governors themselves. This should become the work and duty of the entire society," said Shavkat Mirziyoyev.

Analysis and Results
Currently, the concept of "innovation" is very widely used. The word innovation is an English word - "innovation" means introducing something new, that is, it is defined as changing the internal structure of the system. Innovation is an important part of practice and theory, and it is a system of action of social subjects aimed at improving the qualities of a socio-cultural object[8]. Innovations are relevant, important, new approaches formed in a system. They are born on the basis of initiatives and innovations, and are promising for the development of educational content. It also has a positive effect on the development of the education system as a whole.
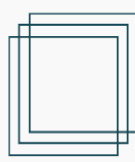
Innovation is the end result of using technology, forms and methods in a certain field of activity or production, a new approach to solving a problem or a new technological process, which is known to lead to greater success than before[7].

Method is derived from the English word "methodos" and means the way of research or knowledge, theory, teaching.

The educational method (method) can be defined as a specific systematic and regulated guide to the organization of joint activities of the learner and the teacher aimed at a certain goal. Educational method is a method of joint activities of teachers and students aimed at achieving a specific goal in the educational process[9].

We can consider the educational model as the structure of the educational process implemented using one or more educational methods.

Educational methods mean methods of achieving the goals of teaching and ways of theoretically and practically directing the educational material.

Teaching methods determine the activities of teachers and students in the educational process, how to organize and conduct the teaching process, and what activities students should perform in this process[10].

Use of interactive methods and games in the development of creative activities of primary school students.

In primary education, in addition to heuristic and problem-based education, it is appropriate to use scientifically based educational methods and games in the development of students' creative activities. In primary education, the use of action, role-playing, plot games is of great importance[11].

In the development of creative activity, the use of forms and methods of organizing scientific activity related to knowledge, which leads to creative ability, scientific and creative research, has given its results. In this regard, classes for the development of creative activity include dialogue classes, discussions, debates, conversations, fantasy, research classes, classes for setting problems and solving them[12]; Participatory classes, modeling, artistic and technical creativity, creating, creating small discoveries, writing essays, making chronicles, using business games, innovative methods were the most effective. in the educational process, it is held at a certain time of teaching as game methods of lesson forms. It is known that elementary school students are interested in imitating the behavior of adults[13]. In this case, the use of business games used in the educational process is of great importance. Business games intended for children are held in order to repeat, strengthen, and determine the level of learning of what has been learned (dictations, competitions, crosswords, field trips in the form of role-playing games, dramatic scenes)[14].

Organization of business games on the basis of simulation and modeling of life tasks leads to effective results. Such games are characterized not only by knowledge, but also by broadening the worldview and emotional impact[26].
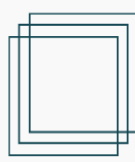
For example, when using innovative methods such as "Why?", "T-chart", "FSMU", "Network (Cluster)", "Two-part diary" in primary education, it directly helps to develop creative activity in students[15].

Based on the study of some experiences on the practical application of interactive training, we can show some factors that affect the quality and efficiency of these trainings. They can be conventionally called organizational-pedagogical, scientific-methodical, and factors related to the teacher, students, and educational tools. We should assume that they will have a positive or negative effect according to their nature[16].

Organizational and pedagogical factors include:
- training a group of trainers who conduct interactive training from teachers;
- organizing teaching of interactive methods to teachers;
- creating the necessary conditions for interactive training in the classroom;
- ensuring that the speaker's and participants' workplaces are comfortable;
- prevention of violations of sanitary and hygienic standards;
- ensuring compliance with safety regulations;
- maintaining attendance and discipline;
— organization of supervision and others.

Scientific and methodological factors include:
- quality preparation of interactive training development;
- to ensure that each element of the interactive training is related to the subject being studied;
- determining the subject and content of the training based on the latest scientific and theoretical information;
- use of modern highly effective methods;
- to determine in advance the level of preparation of students and conduct interactive training at the corresponding level;
- being able to allocate enough time for interactive training, etc.

Factors relevant to the teacher:
- shallow knowledge of the subject;
-defects in speech: pronunciation, literary language standards, grammar rules, unfamiliar or foreign words, use of terms without explaining their meaning, excessive use of dialect words, errors in writing and presentation slurring and incomprehensible writing;
-defects in behavior and pedagogical behavior[17];
- Neglect of dressing and appearance;
- inability to use educational tools effectively and correctly;
- lack of ability to observe, feel the passage of time, and divide it correctly;
- lack of listening skills;
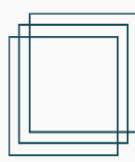
-lack of goodwill, sincerity, and the ability to work in cooperation with the student;

- non-observance of logical connection and consistency, etc[18].

Factors related to students:

- low attendance, late arrival to training;

-arriving without necessary preparation;

- lack of knowledge of scientific terms;

- inability to concentrate;

- deficits in hearing ability and listening skills;

-low interest, slow thinking;

- low level of preparation on the subject of the lesson;

- lack of interest, etc.

Factors related to tools used in training:

- lack of educational tools, being repaired or unusable, lack of high-quality and modern tools;

- not choosing the appropriate types and number of tools for mastering the subject of training;

- not preparing the equipment for work before the start of training[25];

- non-observance of safety rules when using tools, etc.

Selection of interactive methods according to the purpose of training[19].

There are many types of interactive training, which are selected according to the characteristics of the lesson topic and the intended goals, and are prepared accordingly. Specific requirements are placed on the students' readiness to participate in the interactive training, such as mastering the necessary knowledge for active participation in the training, readiness for communication, working in mutual cooperation, independent thinking, own opinion including free expression and advocacy skills and more[20].

Effective use of time in training is a necessary condition. For this, it is necessary to correctly select and prepare the necessary tools, as well as clearly define the training providers and their tasks[21]. There are specific differences between interactive methods and traditional teaching methods, and each teacher should compare these differences, their advantages and disadvantages in relation to each other, when choosing lesson planning and delivery methods. must be taken into account.

In this case, the most suitable interactive for imparting new knowledge, forming skills, developing, strengthening, repeating knowledge, applying it in training, and taking into account the characteristics of the academic subject. or the correct choice of other methods is assumed[22]. The use of correctly selected methods ensures that training is interesting and effective. Interactive methods are related to the theory of constructivism, and the following main conclusions of constructivism should be taken into account when using these methods in practice:
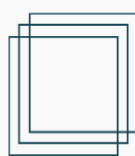
The student must learn by himself, otherwise no one can teach him anything;
The teacher organizes a process that helps students "discover" knowledge;
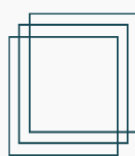Knowledge is not a copy copied from existence, it is formed by a person.

Conclusion

In short, innovative activity is aimed at solving a number of problems that arise as a result of the incompatibility of traditional norms with new social requirements or the conflict of the emerging norms of practice. Teaching methods determine the activities of teachers and students in the educational process, how to organize and conduct the teaching process, and what activities students should perform in this process[23]. There are several methods. consists of main groups, and each of them, in turn, is divided into small groups and separate methods included in them. The organization of educational activities, the transmission, acceptance, comprehension, and retention of educational information, the application of acquired knowledge in practice, and the formation of practical skills and qualifications. The methods are elementary. The class helps students think critically[24].

Today's teacher, in the organization of educational activities, abandons the types of activities planned in advance, forms and develops independent, critical, logical, creative thinking in students, encourages them to think creatively, i.e. learn new ideas. To make them think, to change the attitude towards learning, to motivate them to achieve should be the main factor. Critical thinking is considered a missing factor in educational activities. Today, it is desirable for primary school teachers not to think critically and be creative or not, but to organize their professional activities in the spirit of creativity and creativity, to try new ideas in the educational process. Interactive training Organization and conduct of training taking into account the factors briefly described above will help to further increase the quality and efficiency of these trainings.

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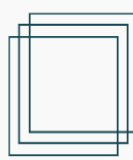
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