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# ORGANIZING THE LESSON PROCESS THROUGH INTERACTIVE METHODS

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**Abstract:**
This work covers the content, importance and practical aspects of organizing the teaching process through interactive methods. Today, one of the pressing issues in the education system is to increase the activity of students based on innovative approaches, to encourage them to think independently and creatively. Interactive methods are an effective educational tool that increases students' participation in the lesson, forms cooperation, communication and problem-solving skills among them. The impact of interactive methods on student development and the stages of their application are also covered. This work helps teachers to revitalize lessons and create an educational environment that meets modern requirements.

**Key words:** interactive method, educational process, student activity, independent thinking, lesson effectiveness, collaborative learning, innovative approach, pedagogical technology, role-playing, brainstorming, cluster method, debate, active student, creative approach.

To see each lesson as a whole and picture it in advance, the teacher needs to design the upcoming lesson process. In this method, the main emphasis is placed on the student's activity and independence. The student acquires knowledge not in a ready-made form, but through discussion, analysis, inquiry, and group activity. Interactive methods include various pedagogical styles, for example: brainstorming, cluster, role-playing, debate, small-group work, case study (problem-based learning), and others.

The importance of the interactive method

Ensures active participation. Through interactive methods, every student takes an active part in the lesson. They appear not merely as listeners, but as persons who think, discuss, and freely express their own opinions.

Develops critical and creative thinking. In the process of solving a problem, students get the opportunity to analyze, compare, understand cause-and-effect links, and put forward their own ideas.

Forms practical skills. Through interactive methods, students learn to find solutions suited to real-life situations. This serves to strengthen their practical knowledge and skills.

Teaches cooperation. Through group activity, students acquire social skills such as listening to each other, respecting each other's opinions, compromising, and making collective decisions.

Makes the lesson lively and interesting. Unlike the traditional lesson, interactive methods enliven the lesson process, arouse interest in students, and inspire them.

Ensures person-oriented education. It makes it possible to teach while taking each student's individual opinion into account. This serves to bring out the student's inner potential.Interactive methods are educational methods that serve to actively involve students in the lesson process. These methods help develop students' independent thinking, problem solving, group work, and creative approach.


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The concept of “interactive”.In organizing the pedagogical process, it is necessary to take into account the personal characteristics of each student. The need arose to use modern, innovative technologies to establish pedagogical communication. One of these technologies is interactive teaching methods. In Latin, "inter" means mutual, and “act” means communication, closeness. The purpose of using interactive methods is to make lessons interesting, rich in content and, most importantly, effective. In this way, the student's knowledge grows, personality develops, and the productivity of the learning process increases.It is known that, for good mastery, it is not enough to simply listen and take notes; one must also work actively on the material, reflect on it, discuss it, and do supplementary tasks. At present, one of our main tasks as educators is to form in the student the skill of independent study. When interactive methods are used, all of the student's mental processes (perception, consciousness, attention, memory, sensation, intellect, imagination, thinking) are put into action and directed toward searching, seeking, and developing their thought in order to solve a problem.Interactive methods include: “brainstorming,” the conflict method, “round table,” “three-step interview,” the problem-solving method, “pen in the middle of the table,” “gallery walk,” “academic discussion,” the “snowball” method, “swarm of bees,” “critical situation analysis,” and others.

The role and importance of interactive methods in the educational process

Interactive methods help students communicate directly with the teacher, find knowledge independently, and develop teamwork skills. With these methods, students participate actively in the educational process and avoid becoming passive spectators while acquiring knowledge. Interactive methods encourage students to be active. They take an active part in the lesson, participate in question-and-answer sessions, and express their opinions. Interactive methods make students not passive listeners, but active participants in the lesson. This brings about the following processes in learning activity:

Developing independent thinking. Through interactive methods, students learn to form their own opinions independently. By working on problem solutions and analyzing problem situations, students develop critical and logical thinking skills.

Forming communication skills. Working in groups, discussing, and holding debates develop students' communication skills. Students learn to listen, express opinions, ask questions, and argue constructively.

Developing teamwork skills. Many interactive methods require working in groups (role-plays, brainstorming, discussions, etc.). This teaches students to work in a team, cooperate, and divide tasks.

Increasing interest and motivation. Compared with traditional lessons, interactive lessons are more interesting for students. Students approach the lesson with interest and master their knowledge more deeply.

Developing creative thinking. Interactive methods encourage students to find new ideas. For example, through “brainstorming” or creative tasks, students demonstrate their creative approaches.

Increasing the ability to solve problem situations. Interactive methods allow students to examine real-life problems and solve them. Through this process, students acquire practical skills and learn to apply what they have learned in life.

Reflection and self-assessment. Through analyses carried out at the end of the lesson, students get the opportunity to assess their own activity. This process helps with self-analysis, identifying mistakes, and correcting them in the future.



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Educational (upbringing) significance. Interactive methods perform not only the task of imparting knowledge but also an educational one. Students acquire social skills such as mutual respect, cooperation, and a sense of responsibility.

Ensuring a personal approach. They make it possible to adapt to each student's interests, needs, and level of knowledge. By completing tasks suited to their abilities, students achieve maximum results.

The main interactive methods and their essence

Below, the interactive methods named above are explained one by one. For each method, its essence and the usual order of work in the lesson are given, so that the teacher can choose the method that best suits the lesson topic, the time available, and the level of the group.

Brainstorming. A problem or question is put before the group, and students offer as many ideas as possible in a short time. During the first stage no idea is criticized or rejected; all ideas are written down. Then the ideas are discussed, grouped, and the most suitable ones are selected. The method develops free thinking, creativity, and tolerance of other opinions.

Conflict method (academic controversy). The class is divided into groups that defend opposite positions on a debatable question. Each group presents its arguments and evidence, listens to the other side, and then the groups exchange positions and defend the opposite view. At the end, the students try to reach a common, well-founded conclusion. The method teaches students to see an issue from different sides and to respect an opposing opinion.

Round table. Students sit in a circle and discuss one topic or question. Each participant speaks in turn, or writes an answer on a sheet of paper that is passed around the circle, so that everyone takes part and no one is left silent. At the end the teacher and students summarize the results. The method develops speaking and listening skills and the habit of working together.

Three-step interview. Students work in pairs. In the first step one student interviews the other on a given topic; in the second step they change roles; in the third step each student tells the group (or another pair) what he or she learned from the partner. The method teaches students to ask questions, listen carefully, and retell another person's thoughts accurately.

Problem-solving method. The teacher presents a problem situation. Students define the problem, collect the necessary information, put forward hypotheses, propose possible solutions, evaluate them, and choose the best one. The method develops independent inquiry, logical and critical thinking, and decision-making.

Pen in the middle of the table. Students work in small groups of about four, usually around one large sheet of paper divided into sections. While the pen lies in the middle of the table, the students only discuss the question; when the group agrees on an answer, a student takes the pen and writes it down. The rule makes sure that everyone listens and speaks before anything is recorded, so that no single student dominates the work.

Gallery walk. Groups prepare their answers to a task on posters or sheets and display them on the classroom walls. Then the groups walk from one "exhibit" to another, read the work of the others, and leave comments, questions, or suggestions. Finally, each group returns to its own work, reads the feedback, and improves it. The method develops evaluation skills and the ability to give and receive feedback.

Academic discussion. A scientific or academic question is discussed in an organized way, with prepared arguments based on facts and sources. The teacher or a student leads the discussion and follows



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the rules: speak in turn, support each opinion with evidence, listen to the others, and ask questions politely. The discussion ends with conclusions. The method develops argumentation, scientific thinking, and a culture of debate.

Snowball method. Students first think about a question alone, then share their ideas in pairs; the pairs join into groups of four, then the groups join further, until the whole class is working together. Like a snowball rolling downhill, the ideas collect and grow at each step, and the final shared answer is richer than any single opinion.

Swarm of bees. The task is divided into parts, and the group works like a hive: each member (or small team) takes one part, works on it actively, and then brings the result back to the group, where all the parts are joined into one common answer. The method teaches students to share responsibility, to work quickly, and to depend on each other's work.

Critical situation analysis. Students are given a real or realistic difficult situation, for example a conflict in a class or an unexpected problem during a lesson. They analyze its causes, consider several possible ways out, predict the consequences of each, and decide on the most suitable action. The method is especially useful for future educators, because it prepares them for real pedagogical situations.

Small-group work and case study. In small-group work, students solve a task together in groups of three to six, and each member has a role. In the case study method, a real-life case is analyzed: students study the facts, identify the problem, discuss alternatives, and justify their decision. Both methods link theory with practice and develop teamwork and analytical thinking.

The methods described above do not replace each other; they are most effective when the teacher combines them according to the lesson objectives. For example, brainstorming can be used at the beginning of a lesson to activate students' prior knowledge, group methods in the main part, and reflection at the end.

Effective interactive methods for future educators:

Brainstorming: Students freely express their opinions and, working in groups, look for ways to solve a problem.

Role-plays: Educators take on the roles of children and bring various educational situations to life.

Cluster method: Studying a topic in depth by visually presenting its main concepts in the form of a cluster.

Problem-based learning: Students develop knowledge and skills by solving real-life problems.

Debates and discussions: Students argue on various topics and learn to substantiate their opinions.

Interactive methods give future educators an impetus in developing their communicative aspects, that is, expressing their opinions clearly and distinctly, listening, and communicating effectively; organizational skills, that is, organizing the lesson process effectively and managing and developing group work; encouraging students toward creative thinking, putting forward new ideas, and finding innovative approaches and applying them in practice; and developing problem-solving skills. A lesson process organized on the basis of interactive methods is an important factor in the education system's transition from the traditional model of knowledge transmission to a person-oriented, constructive, and reflective teaching paradigm. Such methods shape the student not as a passive listener, but as a subject who actively discovers knowledge. As a result, the competencies of cognitive activity, logical thinking, analysis of problem situations, and independent decision-making develop consistently in the educational process.The interactive approach ensures deep mastery of the lesson content and helps move from the



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mechanical memorization of knowledge to its practical and creative application. Through the processes of cooperation, communication, and debate among students, social experience, communicative culture, and academic reflection are formed. This makes it possible to assess the effectiveness of education not only by its result but also through the process itself.From a scientific point of view, interactive methods rely on the theories of constructivism, the sociocultural approach, and competence-based education. These methods establish subject-to-subject relationships in the learning environment and strengthen the teacher's managerial and facilitating role. Through this, the lesson process takes on a differentiated, integrative, and adaptive character.

In conclusion, interactive methods appear in the development of the lesson process not only as a didactic tool but also as a strategic mechanism that raises the quality of education. Through them, students' intellectual potential, personal responsibility, and readiness for lifelong learning are formed, creating a solid scientific and pedagogical foundation for raising a competitive person who meets modern educational requirements.

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