



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS

VIEWS OF EASTERN THINKERS ON INTERACTIVE  
EDUCATION AND ITS PRINCIPLES

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**Annotation:** *This article discusses interactive learning and some of its didactic features. The analysis of some eastern philosophers on the principles of interaction is given.*

**Keywords:** *interactive learning, views of oriental thinkers.*

**Introduction.** Creating an interactive process in the learning process provides great opportunities for thorough mastering of learning materials. Interactive methods are defined as the details of the process of achieving pre-defined goals between the teacher and the listener (pupil, student) in the educational process through active communicative, information exchange, and their use allows to further increase activity in each subject of the educational process, as well as communication between listeners. generating many effective tools.

This form of educational communication is important not only for students to express their personal views on the topic of study or learning information - knowledge, but also to bring information into the learning process.

In fact, interactive teaching methods, ie the interaction of teachers and learners in the process of teaching and learning and the importance of such activity, the organization, improvement, study of theoretical and practical aspects of such a process have been used by great thinkers and teachers in practice. kelingan.

If we look at the history of the development of different methods of education in Central Asia, encyclopedic scholars in their works raise the issue of mental, moral, physical development of man. Khorezimi's discoveries in the field of scientific knowledge, the recommended methods of education in the discovery of life and practical problems, Farobi's concept of the noble man, Beruni's ways of scientific knowledge, methods of acquiring knowledge, signs of morality and views on its composition, Ibn Sina The doctrine of mental, moral, physical development of man in education has become important in the history of education. Yusuf Khas Hajib's "Qutadg'u bilig", Kaykovus's "Qobusnoma", Ahmad Yugnaki's "Hibat ul-haqayiq", Sa'di's "Gulistan", Jami's "Bahoriston", Alisher Navoi's "Mahbub ul-qulub", Davani's "Akhlaqi Jalali", Hussein Voiz Kashifi In such works as "Futuvvatnomai Sultani", "Akhloqi Muhsiniy" the content, ways, forms, style and methods of formation of the harmoniously developed person, its components are described. So, if in the scientific education of our thinkers the





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issues of man and his perfection are interpreted as an important problem, in the educational and moral works created along with scientific knowledge, the mental and moral perfection of man begins to find and develop its artistic expression.

In particular, Yusuf Khas Hajib, in writing *Qutadg'u Bilig*, uses the method of exhortation, which is widespread in the East, and in his statements, he refers to them as well as to the facts of life in order to fully acknowledge and convince people. This game also used puzzle solving techniques. This method engages the reader in the work, making him or her educated. Nowadays, this is called problem-based learning.

The great scholar Abu Ali Ibn Sina in his *Laws of Medicine* states that young children should be brought up in a certain order from birth to adulthood. It also puts forward important ideas about how to teach children in school and what to teach and how to teach. He prefers to teach children in groups rather than individually, and writes about the advantages of this method: "Students feel a thirst for knowledge during reading and upbringing. They are proud of their knowledge, envious of each other's knowledge. Pride and self-esteem encourage students not to lag behind each other. When students are together, they always talk to each other, thereby developing their memories and speech." The scientific research carried out at the observatory in Samarkand in the 15th century, founded by Mirzo Ulugbek, has been highly praised by Western scientists. In particular, historian Walter writes: "Ulugbek founded the first academy in Samarkand, ordered the measurement of the globe and participated in the development of astronomical tables."

Ulugbek considered it an important task to develop the skills of his students in mathematics, astronomy and medicine. He emphasized that his interactions, cooperation and friendship with others play a leading role in everyone's moral perfection. Ulugbek also noted that in order for children to grow into harmoniously developed people, it is necessary to teach and educate them, to encourage them to learn different knowledge, to discourage children from reading, first of all, because of teachers, and some teachers can suppress young people's interest in education. According to him, the educator must first educate himself, that is, constantly improve their knowledge and skills.

All of the above shows that the activity in the educational process, that is, the interaction of students and educators, their mutual cooperation, was considered a decisive factor in education at that time. These are clear expressions of the contemporary views of today's interactive teaching methods.

The basic meaning of interactive education is "interaction", "interaction", in our opinion, "interactive process" - the exchange of information between several people, "interactive learning" - is the process of learning between the subjects of the educational process (teacher and listener, listener and listener). is a form of interactive, effective action, the acquisition of knowledge in academic disciplines on the basis of active, heated discussions. This means that the prospects of the educational process are a means of ensuring its effectiveness.







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The organization of the educational process using interactive methods confirms the validity of the following conclusions:

1. If students are given the opportunity to approach the study of the subject materials on the basis of their own experience, the required knowledge, skills and abilities will be acquired to the required level;
2. If the teacher is able to actively support the learners' learning tools, they will receive a very good education;
3. If the teacher can, firstly, choose effective means of acquiring knowledge based on the capabilities of the audience, and secondly, if their opinion, although not in line with their views, takes them into account, the audience will master the subject very well.

The presence of an interactive process in the learning process not only denies the "dominance" of the teacher, but also allows the listener to assess their level of knowledge, identify strengths and weaknesses. Another advantage of the interactive process is:

- to express personal opinions to the audience;
- to defend their views;
- to develop the ability to listen to the opinions of others, to summarize them, to distinguish between the main, important and close to the truth, and to draw conclusions;
- Improving the skills and competencies in the correct and effective use of interactive methods in the educational process. As a result, a skilful, artistic approach to the educational process and its organization in accordance with the needs is one of the important conditions for the upbringing and development of a perfect person.

In the process of learning, each listener will have a unique idea of the topic being studied or the knowledge being acquired. It is on the basis of this imagination that learning tasks are performed. The learning activity of the listener is determined by the extent to which he can rely on personal experience in the acquisition of knowledge or direct his personal experience to the acquisition of educational material. A few general principles are reflected in the attitudes of all listeners towards the mastery of learning materials. They are:

1. Listeners master the subject by developing their individual understanding;
2. The learning process should enable the individual to prove that he or she has been able to assimilate and understand knowledge by combining his or her previous and new knowledge. This opportunity helps the listener to actively participate in the discussion process;
3. Knowledge is created under the influence of culture, past experiences and values formed by social subjects, so diversity plays a key role in the emergence of thinking activities;
4. Philosophical views confirm the expediency of the study of the problem in educational practice, the organization of dialogue (conversation, debate) and the use of activities aimed at assessing a particular situation or situation.





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