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## Improving the effectiveness of learning military concepts based on interactive methods

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### Annotation:

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. During a historically short period of time, great work has been done in this area in our country, and it continues to this day. 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. This article shows the effectiveness of interactive methods.

**Key words:** interactive methods, military concept, knowledge, cluster;

### Introduction:

Even in traditional education, information is naturally the basis of conversation. However, the main source of information is the experience of the teacher, in the process of which he leads, dominates, that is, he seeks to convey knowledge orally to the student (listener and trainee) during the main part of the lesson. Activity is unique to the teacher, and students (listeners and trainees) remain sluggish in this situation. Their main task is to listen to the teacher, to write where necessary, to answer questions, to speak only in rare cases (when allowed), not only in fasting classes, but also in seminar classes. According to him, the role of "supplier" is no longer represented by the reader, but by the student (listener and trainee). The student (listener and trainee) mainly demonstrates the acquired knowledge, and the teacher listens to his / her thoughts and asks questions where necessary. The group of students (listeners and cadets) in this situation becomes a completely weak participant, listener. At first glance, the perception of information transmitted by a student (listener and trainee) or a teacher gives the impression that it creates an opportunity for a group of students (listeners and trainees) to acquire knowledge. However, the results of psychological research show that the knowledge (information) received in this way is very quickly forgotten. In particular, according to the research of American psychologists R. Carnikau and F. McElrow, the natural physiological and psychological capabilities of the individual allow to maintain the knowledge acquired in certain forms at different levels. That is: 10% when the person reads the source himself; 20% when hearing information; 30% when you see an event, incident or process that has taken place; 50%

when they see an event, incident or process and hear information about them; 80% when he / she transmits information (speaks, demonstrates knowledge); has the ability to memorize 90% of the data when applying the acquired knowledge (information, information) in their work.

**Main part:**

As in any field, there are a number of terms in the military that need to be memorized. It takes a lot of courage for a student to memorize them. It is natural for some terms to be difficult to memorize because we do not use them in our daily lives. It is both convenient and easy to use the above interactive method to keep such concepts in mind. Here are some of the ones I found to be interesting:

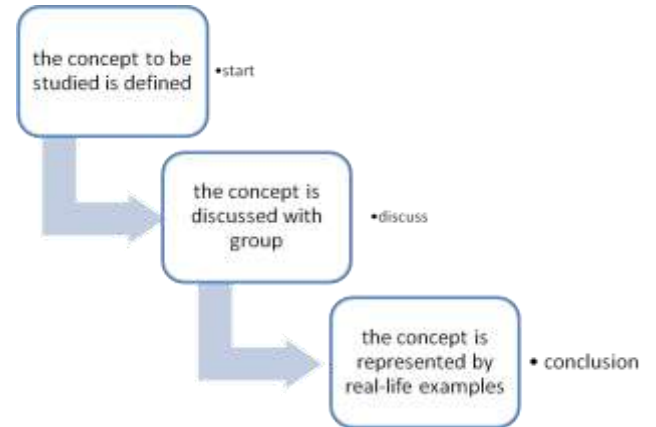
“Case-study” method

Case-study method - study, analysis of real, real or artificially created situations and based on achieving socially significant results is a method of teaching. This method is clear and realistic for trainees or by analyzing an artificially created problem situation the teacher prepares the knowledge for the trainees serves to shape the skills of finding the most optimal options for solving them, rather than delivering or giving solutions. That is, trainees are trained to directly study and analyze a problematic situation of any content, to conduct independent research to find a solution, and to clarify or teaches you to make alternative decisions. If he is in the process of learning when used as a way to achieve a specific goal, it has the character of a method, step-by-step in the study of any process, if it is carried out on the basis of a certain algorithm, it reflects the technological aspect. Technology-based problem-solving elements that reflect the overall essence of the process.

These are: forms of education, teaching methods, teaching aids, methods and tools for managing the educational process, methods and tools of scientific research on problem solving, methods of data collection, their study and tools, methods and tools of scientific analysis, method of educational

communication between teacher and student (listener and trainee) and tools, learning outcomes.

The general structure of case-study technology is as follows:



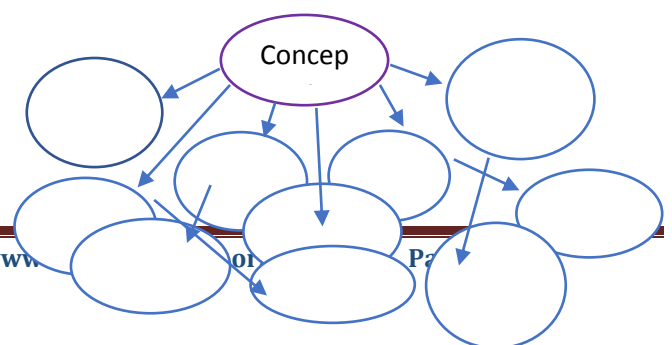
As a result, with the help of this technology, the concept is remembered when discussed with the group and expressed through real-life examples.

“CLUSTER” graphic organizer

The "cluster" graphic organizer is a well-thought-out strategy that students (listeners and trainees) use can be used individually or in group sessions. Clusters provide an opportunity to generalize the ideas put forward, to find connections between them. Using a graphic organizer, students (listeners and cadets) share their ideas on the task in a cluster (small, separate parts).

We know that each concept is more memorable when you write it than when you read it. Therefore, the cluster method is also one of the effective methods. For example, let’s take the military concept that needs to be studied as a basis and write sentences that are close to it, or write down the terms that have been studied. As a result, we see and write them with our eyes. This increases the efficiency of memory retention.

This cluster represents as follows:



**Conclusion:**

Each of the interactive methods shown in the teaching and methodological recommendations improves the quality of teaching and learning, improves the effectiveness of teaching and learning (students, students, listeners and cadets), as well as a group of students (students, listeners and cadets), as well as decision-making partnerships between the team, achieving ideological and spiritual unity, striving towards a common goal, each student (student, student, listener and cadet) have the potential to create the necessary conditions and environment for the realization of the inner potential of the person. Although interactive methods, in their essence, provide a certain level of effectiveness in the implementation of educational or educational goals, each of them has different capabilities in ensuring efficiency in the process of education or upbringing. Therefore, it is advisable for teachers to focus on the topic, problem, or issue that needs to be addressed when choosing interactive methods. In addition, the effectiveness of interactive methods is further enhanced by taking into account the age, psychological characteristics, worldview, life experiences of the learners (students, students, listeners and cadets). This requires a teacher (pedagogue) to have professional skills, qualifications, knowledge, sensitivity and intuition.

Teachers (educators) working in different stages of the system of continuous education in the Republic are required to get acquainted with the essence, features, terms of application of each interactive method, to be able to correctly assess its practical significance. These educational and methodical recommendations serve as a practical and methodical source for teachers working in the field of education.

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