

**TIPS ON HOW TO MAKE STUDYING  
INTERESTING AND PRODUCTIVE.****Umarova Umida Umarovna**Senior Lecturer, Department of mathematical analysis,  
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**Abstract:** At the moment, mastering ready-made knowledge has become not the main goal, but, most importantly, the development of the intellectual abilities of our students, the formation of the skill of independent choice and decision-making has become an objective necessity. On the other hand, achieving this goal largely depends on the choice of teaching methods. Different methods are used in the study of any science. This is due to the fact that the use of different styles during the first lesson makes it interesting, the attention of students is focused on learning the lesson. Secondly, the ability of students to learn a lesson and gain knowledge is different, and only the use of different styles leads to a relatively complete assimilation of the topic by students.

**Keywords:** teacher, make studying, interesting, productive, Binary relations, Special binary relations, Equivalence relation, order relation, interesting for listeners.

It was observed that a large percentage of children who achieved high results in testing were taught on the basis of interactive learning, and a large part of independent work in the lesson provided children with low scores. The results obtained demonstrate the advantages of interactive methods that have been proven for decades. The teacher ensures the active participation of the whole class during the lesson, explaining how to solve the assigned problems through visual demonstrations, which will be more effective in terms of results than if students were engaged in independent work.

*Tips on how to make studying interesting and productive.*

1. An effective learning process does not depend on the material, but on the way in which this material is presented. Designing the learning process can influence student behavior.
2. Set aside time for participants to work on their own tasks. Of course, you may have some standard exercises or tasks that are required for everyone, but progress will be much more noticeable if students can work on tasks that are meaningful to them.
3. Give the listener the opportunity to be the teacher. Intrinsically motivated trainees will, of course, learn a lot themselves, but they will benefit even more from sharing their knowledge. In the process, other listeners will also be able to find something useful for themselves, and you will not have to be the only source of information and energy.
4. Change is a process, not an event. Don't expect changes immediately after the first explanation. Temporary setbacks and irritation are part of the process. There is no need to force students to sit through a lesson that they really don't really need from start to finish - some parts of the course can be offered as an option or for home study.
5. Avoid lengthy explanations and reasoning. You may find the theory incredibly interesting, but extrinsically motivated listeners would rather hang themselves than listen to it all. Choose specific examples and tasks that are directly related to life situations.
6. Ask interesting questions. If the question you are asking can be answered using Google, then it cannot be classified as interesting. Truly interesting questions require the listener to interpret or apply the information received, rather than simply recall it from memory. Remember that when I say "interesting," I mean "interesting for listeners."

7. Try to intrigue your listeners. Can you think of a mystery that needs to be solved? Interested in submitting information? If students see others engaged in the material, or if a group of students knows that previous students have done well, they are more likely to do well themselves.

8. Ask questions. It is much more difficult to “switch off” if you have to think about the answer. Add variety. Alternate presentations, exercises, types of media.

9. During the learning process, it is useful to create contextual clues that will allow students to better remember the material. Tell a story. Listeners are surprisingly good at remembering interesting stories, especially those that evoked strong emotions in them. Always try something new while teaching.

10. Make jokes. Reward. Studies in which participants received expected and unexpected rewards have shown that activity in brain structures involved in anticipation and response to rewards is greater when the reward is unexpected. That is, the reaction to an unexpected reward is much stronger than to one that the person already knows about.

Give your students a free hand: Listen to their opinions on how well a particular topic was learned.

Let them choose where to start or in what order to go through the material. Let them make their own decisions about what tasks or projects to complete.

Increase interpersonal communication. Each group member can share their views and experiences, and discussion and debate always increase interest in the topic. You can organize discussions on given topics, work together on a topic and present it to the group, prepare arguments in favor of different points of view, conduct research and report on its results.

Below we will present an example of organizing a lecture on the topic “Relationships. Binary relations” using the interactive method “Hollow Saws”. The Hollow Saw method structurally includes the following steps:

1. Division of tasks: “The task and text material are divided into several main parts (or topics).”

2. Primary Groups: “Members of each group are assigned a topic and become experts.”

3. Expert Groups: “Students with assignments related to a specific topic join expert groups to discuss the topic and plan for the learning of others.”

4. Primary groups: “Students return to their primary groups and teach what they learned in the expert groups.”

Each student receives numbers prepared in advance by the teacher. One member of each group goes out, gets tasks and becomes an expert.

Tasks:

1. Binary relations;
2. Special binary relations;
3. Equivalence relation;
4. Order relation.

Students with the same numbers in each group gather near the expert and study the information there. The learned information returns “home” and educates the group members. Discussion between groups - using this method, students are provided with complete information on a specific problem, students “storm” the topic chosen for discussion and, as a result, thoroughly study the information related to the problem.

Discussion methodology:

1. The moderator of the discussion (teacher, journalist, manager, etc.) selects a topic in advance and invites participants.

2. The facilitator gives the participants a brainstorming task and explains its rules:

- the goal of the “attack” is to offer as many options as possible for solving the problem;

- try to focus your attention and express ideas, focusing on solving the problem. Although the ideas expressed are contrary to conventional wisdom, none of them are rejected;

- develop ideas of other participants;

- don't try to evaluate proposals, you'll do that later.

Attention should be paid to the study and discussion of all the following concepts by all groups: attitude; ordered pair; unary and binary relation; n-ary relation; area of definition; field of values; reflexive, symmetric and transitive relations; equivalence class; function, ordered pair; equality of functions; single-valued function; superposition; function of functions; reverse function; ordering relation; antisymmetric relationship; partial ordering relation; irreflexive attitude; linear ordering relation; partially ordered set.

Thus, based on the application of the above interactive methods to the educational process, it is possible to increase the effectiveness of education and a technological approach to the educational process.

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