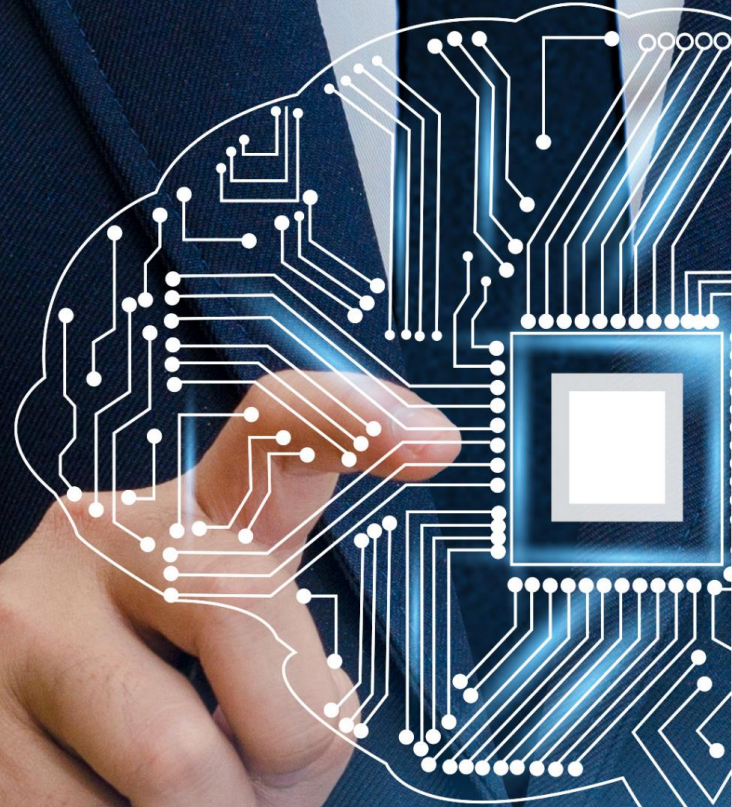


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dihadapi siswa di rumah pasti akan berdampak bagi konsentrasinya dalam belajar di sekolah.

Dengan memahami pentingnya kebutuhan dasar siswa, seorang guru juga harus memastikan tidak terjadinya *bulying* di sekolah, karena dapat meneror mental, sekaligus mengancam tidak terpenuhinya kebutuhan akan rasa aman. Kebutuhan akan kasih sayang juga dapat dipenuhi guru kepada siswa di sekolah dengan menciptakan suasana kelas yang saling menyayangi, saling memiliki, menumbuhkan kepedulian antara satu dan lainnya dengan cara menengok ketika ada yang sakit, memberi semangat ketika ada yang terkena musibah, dll. Kebutuhan akan penghargaan dapat dipenuhi dengan seringnya guru memberikan apresiasi terhadap sekecil apapun prestasi yang ditunjukkan siswanya.

Disamping dapat memenuhi kebutuhan dasar siswa untuk mendapatkan penghargaan, pemberian apresiasi terhadap siswa juga dapat mendorong mereka untuk terus berprestasi. Hal ini sebagaimana teori pertukaran Homans dan Blau yang intinya mengatakan terdapat hubungan signifikan antara tindakan seseorang dengan hadiah yang didapatkan. Misalnya saja, dalam salah satu teori yang kemudian diberi nama preposisi sukses (*the success preposition*), Homans mengatakan:

*Untuk semua tindakan yang dilakukan seseorang, semakin sering tindakan khusus seseorang diberi hadiah, semakin besar kemungkinan orang melakukan tindakan itu* (Homans,1974:23).

Korelasi antara tindakan seseorang dengan hadiah yang didapatkan, lebih lanjut disampaikan Homans melalui teori yang diberi nama preposisi pendorong (*the stimulus preposition*). Preposisi tersebut berbunyi:

*Bila dalam kejadian di masa lalu dorongan tertentu atau sekumpulan dorongan telah menyebabkan seseorang diberi hadiah, maka makin serupa dorongan kini dengan dorongan di masa lalu, makin besar kemungkinan orang melakukan tindakan serupa* (Homans,1974:23).

Dari kedua preposisi Homans diatas, dapat dipahami bahwa semakin sering guru memberikan

penghargaan atas prestasi kecil yang ditunjukkan siswa, maka siswa tersebut akan termotivasi untuk terus menunjukkan prestasinya, bahkan mengembangkannya. Lebih lanjut, Homans dan Blau mengatakan, bahwa hadiah yang dimaksud dapat berupa sesuatu yang intrinsik seperti cinta, kasih sayang dan rasa hormat, atau sesuatu yang ekstrinsik, seperti uang (Ritzer,dkk, 2007:369).

Lebih lanjut, Homans dan Balu mengatakan, bahwa seseorang akan lebih termotivasi untuk meninggalkan tindakan yang dilakukan dengan tidak memberinya hadiah, ketimbang hukuman. Karena menurut mereka, tindakan berulang yang dilakukan, namun tidak kunjung mendatangkan hadiah, maka dengan sendirinya tindakan itu akan ditinggalkan(Ritzer,dkk, 2007:365). Teori pertukaran Homans ini dapat menjadi pertimbangan penting bagi dunia pendidikan, untuk lebih mengutamakan reward, ketimbang punishment.

Selain itu, guru juga harus mampu memberikan kepercayaan diri kepada semua siswa, bahwa semuanya memiliki kesempatan yang sama untuk meraih kesuksesan di masa yang akan datang dengan mengembangkan segala potensi dan kelebihan masing-masing. Hal ini sebagaimana teori multiple Intelligencinya Gardner, bahwa masing-masing individu memiliki potensi yang berbeda antara satu dan lainnya (Gardner,dkk,1989:4-10), sehingga tidak ada klaim, bahwa salah satu siswa kelak akan lebih sukses dibanding siswa lainnya, hanya berdasarkan pada salah satu sudut pandang kelebihan seorang siswa.

Jika 4 kebutuhan dasar yang paling bawah sudah terpenuhi, maka dengan sendirinya, kebutuhan untuk berprestasi atau beraktualisasi, menjadi kebutuhan yang akan dikejar oleh seorang siswa. Pada saat inilah guru akan lebih mudah menerapkan strategi belajar *Hypnoteaching* dan *NLP*, melalui pemberian sugesti yang positif seperti motivasi, pujian, penghargaan, sehingga peserta didik lebih percaya diri terhadap berbagai kemampuan dan kompetensi yang perlu dikembangkan.

Penerapan strategi pembelajaran dengan *hypnoteaching* dan *NLP* berbasis pada pemenuhan kebutuhan dasar siswa sangat berpotensi bagi

terwujudnya suasana pembelajaran yang menyenangkan. Hal ini dikarenakan siswa akan merasa diperhatikan, dihargai, berada pada suasana pembelajaran yang saling menyayangi, serta adanya ruang kebebasan untuk mengekspresikan segala potensi yang dimiliki. Pembelajaran yang menyenangkan sendiri diyakini akan mempermudah proses pembelajaran. Berkaitan dengan hal ini, Indriyani dan Stiawan menyampaikan, bahwa berdasarkan penelitian yang mereka lakukan, perhatian yang tinggi dari seseorang akan menghasilkan hal-hal baru seperti jaringan syaraf baru, jalur listrik baru, asosiasi baru, serta koneksi baru (Indrawati,dkk, 2009:22). Untuk menumbuhkan konsentrasi tersebut, diperlukan suasana pembelajaran yang menyenangkan (Fadli,dkk,2017:30).

Dengan demikian, strategi pembelajaran *hypnoteaching* dan *NLP*, yang dilakukan berbasis pada pemenuhan kebutuhan dasar peserta didik merupakan salah satu strategi pembelajaran yang efektif bagi tercapainya tujuan pembelajaran. Menjadikan siswa yang kritis, independen, memiliki kesadaran social yang tinggi (Susanto,2019:1), sekaligus mengembangkan segala potensi yang dimiliki potensi peserta didik, menuju puncak kemanusiaannya.

## KESIMPULAN

Penggunaan strategi pembelajaran *Hypnoteaching* dan *NLP* layak untuk dikembangkan pada dunia pendidikan Nasional. Langkah-langkah yang dapat dilakukan dalam melakukan *hypnoteaching* adalah dengan memberikan motivasi, *pacing*, *leading*, memberikan kata-kata positif, pujian, melakukan modelling dan penguasaan guru terhadap materi. Adapun *NLP* dapat dilakukan dengan memahami karakteristik peserta didik sehingga mampu mengklasifikasikan mereka kedalam tipe visual, auditori dan kinestetik.

Penerapan strategi pembelajaran *Hypnoteaching* dan *NLP* akan lebih efektif jika terlebih dahulu seorang guru memahami kebutuhan dasar peserta didik sebagaimana yang disampaikan oleh Maslow.

## UCAPAN TERIMA KASIH

Terima kasih kepada para guru dan peserta didik.serta pihak lain yang telah membantu dalam penulisan ini. Semoga tulisan ini dapat memberikan informasi terkait penerapan strategi pembelajaran *Hypnoteaching* melalui *Neuro Linguistik Programming* berbasis pada kebutuhan dasar peserta didik.

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## Interactive Technologies as a Means to Improve the efficiency and Quality of the Educational Process

**Kulieva Shakhnoza,**

*Bukhara State University,*

*Uzbekistan*

Email id: [kuliyevashakhnoza80@gmail.com](mailto:kuliyevashakhnoza80@gmail.com)

**Karimova Makhbuba,**

*Bukhara State University,*

*Uzbekistan*

Email id: [karimovamakhbuba71@gmail.com](mailto:karimovamakhbuba71@gmail.com)

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**Abstract:** The article based on analyzing the efficiency of interactive technologies as a means to improve the quality of the educational process. As we know, today the use of interactive methods in the learning process is widely introduced. This requires the humanization, democratization, and liberalization of the learning process. In short, the center of the learning process should be the learner's personality and needs. The learning process needs to be focused on needs of learners. Personalized education serves as a driving force for the organization of student learning activities that fulfill their interests, needs, and wishes. Interactive methods aim to achieve high results in a short period of time, without exerting considerable and physical effort. Teaching theoretical knowledge to the learner, acquiring skills and competencies in specific activities, developing moral qualities, and controlling and evaluating the student's knowledge requires a great deal of skill and agility. The learner will be given the opportunity to engage in creative thinking through search, finding, and processing of textbooks, information resource centers, the Internet, various other sources, without the knowledge being readily available. It gives the teacher and the student a constant creative search, continuous development and self-

improvement.

**Keywords:** interactive method, self-improvement, educational process, competence, education, activity, learner, skills, interactive teaching.

### Introduction

At present, modern methods of teaching are widely used in the educational process. The use of modern teaching methods can lead to greater effectiveness in teaching. It is advisable to choose these techniques based on the didactic function of each lesson. Enriching the traditional form of teaching with a variety of methods that enhance the learner's performance can lead to an increase in the level of learning. One of the most important requirements for the organization of modern education is to achieve high results in a short period of time without exerting excessive psychological and physical effort. Providing students with theoretical knowledge and skills within a short period of time, as well as monitoring students' performance, assessing their knowledge, skills and abilities requires a new approach to the educational process (Azizkhodjaeva N.N. 2006). Those methods that provide the basis for a great deal of experience in the use of modern pedagogical technologies that guarantee the effectiveness of the educational process are called interactive methods. Interactive teaching methods are among the most widely used in all types of educational institutions. However, there are many types of interactive teaching methods that are available for the purpose of carrying out almost all of the educational process (Sayidahmedov N. 2003).

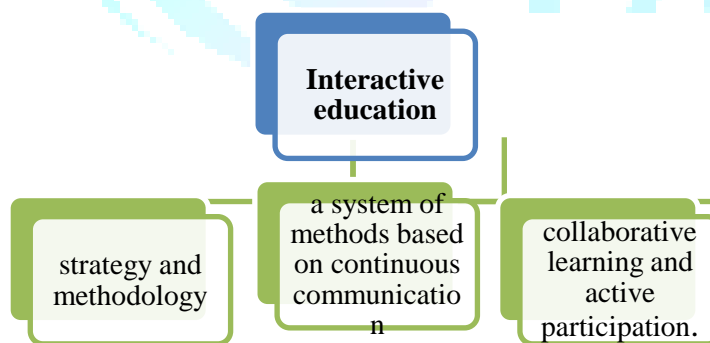


In practice, they can be used appropriately for a specific purpose. This situation has led to the problem of choosing the right methods of interactive learning for a particular purpose.

For this purpose, the organization of the classroom process, the learner's interest in the students, their continued involvement in the learning process, the breakdown of the material into small pieces, and the discovery of their contents use techniques such as attack, working in small groups, discussion, problem-solving, referral text, project, role-playing, and encouraging learners to carry out practical exercises independently.

An interactive method is to work together to solve an activity or problem through dialogue, discussion, or discussion. The advantage of this method is that the whole activity prepares students for independent thinking and prepares students for independent living (Arutyunov Yu.S. et al. 1983).

Selection of interactive teaching methods takes into account educational objectives, number and opportunities of learners, educational facilities of the institution, duration of education, teaching skills of the teacher and many others.



Interactive methods are those that are at the center of the learning process that encourage learners to think and act independently. When these methods are used, the educator encourages the student to actively participate. The learner is involved throughout the process. The benefits of a student-centered approach are:

- better learning outcomes;
- high motivation of the learner;
- the emphasis on previously acquired knowledge;
- alignment of the learning process with the goals and needs of the student;
- support of the student's initiative and responsibility;
- learning through action;
- creation of conditions for bilateral feedback.

Thus, the use of interactive methods in teaching subjects has a distinctive feature. Careful study and application of each interactive method used in educational practice can increase student thinking and have a positive impact on finding the right solution to the problem. Increases student creativity and activity. Analyzing various theoretical and practical problems through interactive methods can help students to broaden and deepen their knowledge, skills and abilities.

From the above, it is necessary to properly analyze and classify the methods of interactive learning. The following is a general overview of this issue.

The classification of these techniques can be subdivided into interactive methods, interactive learning strategies, and interactive graphic organizers.

Currently, the most popular methods of interactive learning are:

Interactive methods: "Case-study", "Blist-questioning", "Modeling", "Creative work", "Problem-based learning" and others.

Strategies for interactive learning: "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Icebreaker", "Rotation", "Round snow", etc. The group approach to interactive learning strategies from the content of interactive learning methods is based on comparisons to the strategic orientation of meaning. In fact, both of these strategies relate to interactive teaching methods, with no differences between them (Galskova N.D. (2001).

Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", Etc. When separating interactive graphic organizers, the main