INTERACTIVE TEACHING METHODS - THE BASIS OF INNOVATIVE EDUCATIONAL TECHNOLOGIES

Nargiza Kamiljonovna Muhammedova

teacher Tashkent State Technical University named after Islam Karimov

Follow this and additional works at: https://uzjournals.edu.uz/namdu

Part of the Education Commons

Recommended Citation
Available at: https://uzjournals.edu.uz/namdu/vol1/iss5/73

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Scientific Bulletin of Namangan State University by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact brownman91@mail.ru.
INTERACTIVE TEACHING METHODS - THE BASIS OF INNOVATIVE EDUCATIONAL TECHNOLOGIES

Cover Page Footnote

Erratum

This article is available in Scientific Bulletin of Namangan State University: https://uzjournals.edu.uz/namdu/vol1/iss5/73
INTERACTIVE TEACHING METHODS - THE BASIS OF INNOVATIVE EDUCATIONAL TECHNOLOGIES
Muhammedova Nargiza Kamiljonovna, teacher
Tashkent State Technical University named after Islam Karimov

Abstract: The article highlights the relevance of interactive learning technologies in modern conditions, the use of the latest educational methods and innovations, as well as the various methods used in the course of classes using interactive technologies and basic ideas.

Keywords: innovations, educational environment, interactive technologies, education, methods.

ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ - ОСНОВА ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ
Мухаммедова Наргиза Камилжоновна, преподаватель
Ташкентский государственный технический университет

Аннотация: В статье освещено актуальность интерактивных технологий обучения в современных условиях, использования новейших образовательных методов и инноваций, а также различные методы и основные идеи применяемые в ходе занятий с использованием интерактивных технологий.

Ключевые слова: инновации, образовательная среда, интерактивные технологии, образования, методы.

INTERAKTIV TA'LIM METODLARI - INNOVATSION PEDAGOGIK TEXNOLOGIYALAR ASOSI
Muhammedova Nargiza Kamiljonovna, o'qituvchi
Islom Karimov nomidagi Toshkent davlat texnika universiteti

Annotatsiya: Maqolada interaktiv ta'lim texnologiyalarining zamonaviy sharoida dolzarbligi, zamonaviy ta'lim metodlari va innovatsiyalardan foydalanish, shuningdek interfaol metodlar va uning asosiy g'oyalaridan foydalangan holda darslar davomida ishlatiladigan turlari ushlab yoritib berilgan.

Kalit so'zlar: innovatsiya, ta'lim vositalari, interfaol texnologiyalar, ta'lim, metodlar.

Recently, advances in scientific and technological progress have been accompanied by fundamental changes in various fields, including education. Today, the reserves of growth in the effectiveness and quality of training of students, based on the use of verbal-book methods of influencing students on the basis of traditional teaching aids, have been exhausted. Higher education in our country is currently characterized, on the one hand, by continued improvement, rethinking and revision of conceptual foundations, and on the other, by intensified competition in the educational services market, increased
requirements for the innovative potential of teachers, and increased requirements for the quality of the educational process.

The purpose of the interactive forms of training is to organize the activities of students in the joint search for knowledge. The processes of student interaction should contribute not only to a more interesting way of mastering educational information, but also to every student constantly understand the characteristics of their knowledge system, their thinking patterns, etc. One of the most interesting interactive forms of training is the analysis of specific situations that received the name abroad case study. In essence, this is training for collective problem-situational analysis and decision making in the context of their future professional activity. Situation analysis meets the requirements of the modern educational paradigm - “teach to learn”, since any student must process significant amounts of information, delve into the situation, delve into the smallest details, evaluate alternatives and risks, understand other participants, “reconfigure thinking”, etc.

Thus, to address a number of problematic issues facing the education system, it is proposed to create an innovative educational environment based on the most advanced technologies and means of education. The basis of this approach includes a positive experience in the implementation of professional educational programs using interactive technologies. The universities are already actively implementing them. However, this process is fragmentary, so it should be stated that the capabilities of interactive technologies are used inefficiently. Before proceeding to possible solutions to this problem, let us dwell on the terminological apparatus.

Interactive technologies are focused on a wider interaction of students with each other, and with the teacher, on the subject-subject relations. Thus, the interactive method can be considered as the most modern form of active methods. “Interactivity is the ability of an information and communication system to respond differently to any user actions in active mode. Interactive technologies are an indispensable condition for the functioning of a highly efficient learning model, the main goal of which is the active involvement of each student in the educational and research processes. The use of new technologies in training increases visibility, facilitates the perception of the material. This has a positive effect on the motivation of students and the overall effectiveness of the educational process”[1]. The use of interactive technologies allows us to significantly expand the range of types of cognitive activity used and the skills and abilities obtained by the students. Now it has become possible to include active forms of education in their independent work, the maintenance of automated control and self-control of the level of knowledge. This is true for higher education institutions due to the fact that the main form of education here is independent work.

Therefore, the formation of an innovative educational environment in universities with the support of interactive technologies is becoming one of the defining trends in the development of the education system. It should be noted that an important feature of the construction of classes with the use of interactive technologies is that “interactive learning is learning through practical activities.
The central part of the interactive lesson is the exercise itself (role-playing, discussion, discussion in a small group, etc.), but no less significant, especially when learning practical skills, the final part of the lesson - summing up, analysis, self-assessment and commenting on the participants' actions" [2]. Taking into account the work and present the main methods that are used in the course of employment with the use of interactive technologies and clarify the features of their implementation (Table 1).

Let us consider in more detail the "case method" ("case method"). Its essence is that students are offered to comprehend the real life situation, the description of which simultaneously reflects not only a practical problem, but also actualizes a certain set of knowledge that needs to be learned when solving this problem. At the same time, the problem itself does not have unambiguous solutions. According to the Russian researcher of the case-method A.M.Dolgorukova [3], this method was first applied in the Harvard University School of Law in 1870; although its introduction to the learning process at Harvard University began in 1920. The first collections of cases were published in 1925 in the reports of Harvard University.

Methods used in the classroom using interactive technologies

<table>
<thead>
<tr>
<th>Method</th>
<th>Method content</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive performance</td>
<td>Traditional public speaking is presented as a monologue of a speaker, decorated with the colors of his eloquence. The speeches of the best speakers at all times were recognized as works of art.</td>
<td>It is necessary to replace the verbal transmission of information with visual images and thus involves several channels of information perception.</td>
</tr>
<tr>
<td>Use of visual aids</td>
<td>The scheme, drawing, table, diagram, drawing, photograph, video recording, any items related to the subject of the speech are used as such aids. Audio recordings can also be used as visual aids.</td>
<td>It is necessary that the presentation plan, key theses, fragments of documents, individual concepts should be constantly in front of the students' eyes.</td>
</tr>
<tr>
<td>Use of videos</td>
<td>Video films serve as a kind of visual aids, providing ample opportunities for the use of educational films.</td>
<td>Demonstration of some films with stops (freeze-frame) and discussions along the way to be an independent occupation.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Brainstorming allows you to engage all students in the analysis of a particular issue. Therefore, works very well at the very beginning of the process of resolving the problem or if this process is stalled.</td>
<td>The teacher asks the whole group a question and asks the trainees to offer their answers. It is important to correctly formulate the problem in the form of a question, so that participants generate their suggestions in response to this question.</td>
</tr>
<tr>
<td>Work in small groups</td>
<td>Work in small groups provides all participants with the opportunity</td>
<td>It should be used when you need to solve a problem that is difficult</td>
</tr>
<tr>
<td><strong>Role playing technology</strong></td>
<td><strong>Case-method</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>to act, practice their skills of cooperation, interpersonal communication (in particular, possession of active listening techniques, developing common solutions, resolving disagreements that arise).</td>
<td>to deal with individually, when you have information, experience, resources for mutual exchange, when one of the expected learning outcomes is the acquisition of teamwork skills. It is worth starting with small groups of two or three participants.</td>
<td></td>
</tr>
<tr>
<td>Role playing is an effective method of learning practical skills, because it is based on the principle of learning in practice.</td>
<td>It is necessary to perform according to the following algorithm: motivation - coordination of results - presentation of a plan - distribution of roles - preparation for a role-playing game - role-playing game - business feedback</td>
<td></td>
</tr>
<tr>
<td>It is a set of logically related situations of professional activity that require analysis and decision. When studying, such tasks are especially good, which are designed to form the students' approximate bases of the functional blocks of activity.</td>
<td>An individual project differs from a group one in that the complex project task is divided into 3-5 parts, each performs its part, then the students exchange information about what and how was done, coordinate their parts and submit it to the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

Highlight the main ideas of interactive technologies.

First, the technology is not intended to gain knowledge in the exact sciences, but for those academic disciplines, the truth in which has the property of multiplicity. The task of teaching here immediately deviates from the classical scheme and is focused on obtaining not one, but many truths and orientation in their problem field.

Secondly, when using interactive technologies, the emphasis is shifted not to the mastery of ready-made knowledge, but to its development, to the co-creation of students and the teacher. Therefore, in academic disciplines of the mathematical and natural sciences cycle, as well as the professional cycle, there is a place for situational training - a creative re-arrangement of the material allows the use of the principle of “rediscovery of discoveries” [4].

Thirdly, the result of the use of interactive learning technologies is not only knowledge, but also professional skills.

Fourth, the technology itself is quite simple. According to certain rules, a model of a specific situation that has occurred in real life is developed, and that complex of knowledge and practical skills that students need to get is reflected. This model is a text of several to several dozen pages, which is called a “case” (case). Students pre-read and study the case, involving the lecture course materials and other various sources of information. After that there is a detailed discussion of the content. In this case, the teacher
acts as a moderator, generating questions, fixing answers, supporting the discussion, that is, as a manager of the process of co-creation.

Fifth, the undoubted advantage of interactive technologies is not only the acquisition of knowledge and the formation of practical skills, but also the development of a system of values for students, professional positions, attitudes, a kind of professional world view.

Thus, it should be noted the relevance of interactive teaching methods in modern conditions. The need to introduce interactive learning into the practice of learning is due to two trends. The first follows from the general orientation of the development of education, its focus not so much on obtaining specific knowledge, as on the formation of skills and abilities of mental activity, the ability to learn, the ability to process vast amounts of information. The second follows from the development of requirements for the personality traits of the graduate himself, who must also possess the ability of optimal behavior in various situations in the professional sphere.

References: