

## IMPORTANCE OF INTERACTIVE TEACHING METHODS IN PROFESSIONAL EDUCATION

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### ABSTRACT

In this article, the author describes interactive learning, its content and essence. The article also provides an overview of interactive methods such as carousel, dialogue, and many others. special attention is paid to the issue of freedom of choice of the type of educational activity in interactive training.

**Keywords:** 3D learning, reflectivity, self-activation, creativity, positive, interactive, brainstorming”, “case analysis”.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Pedagogical innovations in the international community open up wide opportunities for humanity in global educational processes. In particular, the introduction of innovative developments in search of theoretical and practical solutions to the problems of creating promising mega portals in the most famous universities and innovative training centers is the world's most popular virtualization, modeling, software optimization and modern professional education paradigms in Internet (3D learning; e-learning platforms: Moodle, Ilias, Dokeos, etc.). The Strategy of action for the Further Development of the Republic of Uzbekistan noted the task of “Promoting research and innovation and the creation of effective mechanisms for the implementation of scientific and innovative achievements”, as well as the priority areas of the Ministry of Innovative Development, such as ensuring the development of innovations in the education system, indicate that teachers in educational institutions need to organize innovative activities. From the point of view of full compliance of professional education with international standards and the introduction of new pedagogical technologies in the system of training qualified personnel on a social order and the implementation of innovative activities will contribute to the improvement of the educational process. In accordance with world pedagogical experience in preparing teachers of professional education for innovative activities, the development of personal and professional qualities (reflectivity, self-activation, creativity, a positive “I-concept” and professional mobility, research and development of relevant information) is required, as the solution to these problems implemented through the introduction of variable educational technologies aimed at the formation of self-development skills, self-manifestations and self-control, critical analysis and innovative thinking, making optimal decisions, the constant search for new ideas, technologies and putting them into practice.

The introduction of interactive teaching methods is one of the most important areas for improving the training of students in a modern professional educational institution. The main methodological innovations are associated today with the use of interactive teaching methods. The concept of “interactive” comes from the English “interact” (“inter” - “mutual”, “act” - “act”). Interactive learning is a special form of organization of cognitive activity. It implies very specific and predictable goals. One of these goals is to create a comfortable learning

environment in which the student feels his success, his intellectual viability, which makes the learning process productive.

Interactive learning is a special form of organization of the educational process, the essence of which is the joint activity of students on the development of educational material, the exchange of knowledge, ideas, ways of activity. Interactive activity in the lessons involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, to joint solution of common, but significant for each participant tasks.

The main goals of interactive learning are:

- stimulation of educational and cognitive motivation;
- development of independence and activity;
- fostering analytical and critical thinking;
- formation of communication skills;
- self-development of students.

In interactive learning, the needs of the student are taken into account, his personal experience is involved, targeted adjustment of knowledge is carried out, the optimal result is achieved through cooperation, co-creation, independence and freedom of choice, the student analyzes his own activity. The scheme of the relationship between the participants in the educational process is fundamentally changing; in contact with the teacher and peer, the student feels more comfortable. While preserving the ultimate goal and the main content of the educational process, interactive learning changes the usual broadcasting forms into dialogue based on mutual understanding and interaction.

In pedagogy, several learning models are distinguished:

- passive - the student acts as the "object" of learning (listening and looking);
- active - the student acts as the "subject" of training (independent work, creative tasks);
- interactive - interaction. The use of an interactive learning model includes modeling life situations, the use of role-playing games, joint problem solving. The dominance of any participant in the educational process or any idea is excluded. A student of a professional college becomes the subject of interaction from the object of influence, he actively participates in the learning process, following his individual route.

The educational process, based on the use of interactive teaching methods, is organized taking into account the inclusion of all students in the group without exception. Joint activity means that everyone makes his own special individual contribution, in the course of work there is an exchange of knowledge, ideas, ways of activity. Individual, pair and group work is organized, project work, role-playing games are used, work is done with documents and various sources of information.

Interactive methods are based on the principles of interaction, student activity, reliance on group experience, and mandatory feedback. An environment of educational communication is created, which is characterized by openness, interaction of participants, equality of their arguments, the accumulation of joint knowledge, the possibility of mutual assessment and control. The leader (teacher, trainer), along with new knowledge, leads the participants in the study to an independent search. The activity of the teacher gives way to the activity of students, his task is to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes educational information through himself, and serves as an assistant in the work, one of the sources of information. Therefore, interactive training is intended to be initially used in intensive training of sufficiently adult students. Interactive methods can be used when the curator organizes the following activities with students:

- organization of thematic classes;
- organization of temporary creative teams when working on a training project;
- student portfolio formation;
- organization of discussions and discussions of controversial issues that arose in the team;
- to create educational resources.

Modern pedagogy is rich in a whole arsenal of interactive approaches, among which the followings can be highlighted:

- creative assignments;
- work in small groups;
- educational games (role-playing games, imitations, business games);
- use of public resources (invitation of a specialist, excursions);
- social projects and other extracurricular teaching methods (competitions, interviews, films, performances, exhibitions);
- study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, “learning as a teacher”, “everyone teaches everyone”, mosaic (openwork saw), use of questions, Socratic dialogue);
- testing;
- warming up;
- feedback;
- distance learning;
- discussion of complex and debatable issues and problems (take a position, scale of opinions);
- problem solving (“decision tree”, “brainstorming”, “case analysis”, “stairs and snakes”);
- trainings.

The following interactive forms are most common for the curator to solve educational and training problems:

“Microphone”. Students are invited to express their point of view on the question or problem. An audience mimicking a microphone is let into the audience. Everyone who has received such a “microphone” is obliged to clearly and concisely state their thoughts and draw conclusions.

“Brainstorm”. To solve a problem, students are encouraged to find as many paths, ideas, suggestions as possible, each of which is fixed on a blackboard or piece of paper. After the creation of such a “Bank of Ideas,” analysis and negotiation are carried out.

“By teaching - I study”. The lesson material is divided into separate blocks according to the number of students in the group. Students work out and exchange information, creating temporary pairs, after which there is a collective discussion and consolidation of educational material.

“Carousel”. Students are placed in two circles facing each other. For a while, each couple exchanges information, their thoughts; after that, the students of the outer circle move in a circle to the next partner. You can preliminarily invite students to prepare questions on the topic and conduct a survey in a circle.

“Two, four – together”. Students are offered a problem or information that they first work out on their own, then negotiate in pairs, then combine into fours. After a joint decision is made in the four, there is a general discussion of the issue.

“Choose the position”. A problematic question is proposed, two opposing points of view and three positions: “Yes” (for the first sentence), “No” (for the second sentence), “I don’t know, I didn’t determine my own position”. Group students choose a certain position, form three groups, discuss the correctness of their position. One or several members of each group

argue their position, after which there is a collective discussion of the problem and making the right decision.

“A joint project”. Groups are working on different tasks on the same topic. After completion of work, each group presents its research, as a result of which all students get acquainted with the topic as a whole.

It would be a mistake to stick to any one model. It is reasonable to combine these learning models to achieve the effectiveness and quality of the learning process. The modern system of vocational education in the conditions of market relations is one of the priorities for the successful solution of the problems of training qualified personnel singles out the principle of taking into account the interests of the student. In this regard, VET teachers are faced with the task of developing and introducing such methods and teaching methods that would be aimed at activating the student’s creative potential and his desire to study. In this case, the pedagogical task of forming the citizen's personality and his value orientations should be solved, since the learning process in open source software is the main component of the educational process in the life of every person. And therefore, the level of his education and intelligence in all senses of the word will ultimately depend on how much each individual student is involved in the learning process.

Interactive learning is a special form of organizing cognitive activities of college students. It implies quite specific and predictable goals: the development of students' intellectual abilities, independent thinking, critical minds; the achievement of speed and durability of learning material, deep penetration into the essence of the studied phenomena; development of creative potential - the ability to "see" the problem; originality, flexibility, dialectic, creative imagination, ease of generating ideas, the ability to conduct independent search activities; the effectiveness of the application of professional knowledge and skills in real production practice.

The leading features of interactive interaction are:

- Polyphony. This is an opportunity for each participant in the pedagogical process to have their own individual point of view on any problem under consideration.
- Dialogue. The dialogue between the teacher and the students implies their ability to listen and hear each other, to be attentive to each other, to help shape their vision of the problem, their own way of solving the problem.
- Thought activities. It consists in organizing the active mental activity of the teacher and students. Not the translation by the teacher of ready knowledge into the students' consciousness, but the organization of their independent cognitive activity.
- Meaning. This is the process of conscious creation by students and the teacher of new meanings for themselves on the problem being studied. This is an expression of his individual attitude to phenomena and objects of life.
- Freedom of choice.
- Creating a situation of success. Leading conditions for creating a success situation - positive and optimistic assessment of students.
- Reflection. This is introspection, self-esteem by participants of the pedagogical process of their activity, interaction.

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