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Use Of Interactive Methods In Activating Students' Cognitive Activity In The Conditions Of The Credit Module System Of Higher Education

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ABSTRACT

This article extensively discusses the introduction of the credit-module system in the higher education system of Uzbekistan and its impact on the educational process, methods of activating students' cognitive activity, and theoretical and practical aspects of using interactive teaching methods. Since the credit-module system requires the development of students' independent learning skills, interactive methods are becoming an integral part of the educational process.

Keywords:

Independent learning, competence, interactive methods, credit module, cognitive activity, activation.

Introduction. In recent years, large-scale reforms in the education system of Uzbekistan are aimed at radically improving the quality of higher education, one of the most important of which is the rapid introduction of the credit-module system. This system enhances the active participation of the student in the educational process, forms his ability to independently master knowledge, and takes the interaction between the teacher and the student to a new level [5]. The credit-module system is closely related to the democratization of modern education, transparent assessment criteria, and a competency-based approach, with student activity as the main criterion. Traditional teaching methods in Zalvor are being revised based on the requirements of this system.

Literature review. The essence and theoretical foundations of the credit-module system. The credit-module system is a pedagogical system aimed at adapting the educational process to international standards, calculating education

by credits, improving the mechanisms for providing knowledge and assessing it on a module basis. Each module is distinguished by its specific purpose, learning outcomes, competencies, and assessment tools. In the credit-module system, the share of independent work by the student increases, which requires raising his cognitive activity to a new level. According to UNESCO reports, in countries that have switched to the credit-module system, students' independent work skills have increased by 35–60 percent [6].

Research Methodology. The need to activate students' cognitive activity. Cognitive activity is a concept that encompasses the psychological, mental, emotional and social activity of a student in the process of mastering and is a key component of modern education. In the context of the credit-module system, the student is forced to independently study, research, search for information and analyze it. Therefore, activating cognitive activity becomes the main

task of the educational process. As Jalolov [2] noted, interactive methods are the most effective tool for developing students' skills such as logical thinking, teamwork, and problem-solving.

Analysis and results. The content of interactive methods and the opportunities they provide. Interactive methods are methods aimed at organizing teaching based on active dialogue between the teacher and the student, which strengthen the role of the student in the learning process. The main feature of such methods is their reliance on the active participation of all participants in the learning process. According to Ziyomammedov [3], interactive methods strengthen the position of students as "active subjects", form skills such as substantiating their own opinions, discussing, and drawing conclusions. Among interactive methods, methods such as "Brainstorming", "Debate", "Case-study", "Cluster", "Insert", "Fish skeleton", "Working with small groups", "Role-play" are recognized as highly effective in the educational process.

Analysis of the most effective interactive methods for a credit-module system. The main goal of the credit-module system is to increase the student's activity in the learning process, form independent learning skills, and develop competencies relevant to real life. Interactive methods are considered one of the most effective pedagogical tools that ensure this process. The content of the credit-module system, the distribution of the educational load, and the assessment criteria create favorable didactic conditions for the use of interactive methods.

The effectiveness of the "Case-study" method. Case-study provides students with the opportunity to analyze, make decisions, justify, and develop solutions to real-life problems. This method is especially suitable in the context of the credit-module system, since at the end of each module, the student must apply skills and competencies in a practical situation.

For instance: In the "Educational Management" module, students are given real statistical data on the decline in student attendance at the institute. Students are divided into groups, identify the reasons, develop proposals and

defend them in front of the team. Assessment is carried out according to the rating system.

In the credit-module system, it is required to measure the student's competencies at the end of each module. Therefore, interactive methods help to fully reveal the content of the module.

The case-study method allows for the analysis of real-life problems. The project (Project-based learning) strengthens the student's independent research.

The role of the "Debate" and "Discussion" methods. Debate forms students' critical thinking, reasoning, presenting evidence, and speaking skills in front of an audience. In the credit-module system, the student goes through the debate turn several times during the semester.

For example: In the "Pedagogical Psychology" module, the question "Is strict control a guarantee of discipline or a source of stress?" A debate is held between two groups on the topic. In the debate method, students learn to logically defend their opinions. According to research by Hasanboev [1], knowledge acquisition was 20–30% higher in groups where interactive methods were used.

Integration of interactive methods into the educational process. The integration of interactive methods into the credit-module system requires several stages: analyzing the content of the module, selecting the optimal method for each lesson, developing assessment criteria, creating active dialogue with students. The teacher now plays the role of not only a teacher, but also a facilitator, guide, and consultant. In the assessment process, the rating system, monitoring, portfolios, and collective assessment are increasingly used.

The share of independent learning in the credit-module system is 40–60%. Interactive methods stimulate independent work.

For example:

- Case-study assignments are prepared independently;
- Literature analysis based on the insert table;
- A presentation is made at the end of the project work;
- Online discussion on electronic platforms (Moodle, Google Classroom).

Integration of information technologies. In the modern educational process, multimedia, online tests, virtual simulations are used in conjunction with interactive methods. For example: in the "Pedagogical Technology" module, the student defends his project in the form of a multimedia presentation.

According to UNESCO [6] recommendations, it has been proven that the level of mastery using interactive methods increases significantly.

Conclusion/Recommendations. The above analysis shows that in the credit-module system, the activation of student cognitive activity is one of the main factors in increasing the effectiveness of teaching. Interactive methods teach students to think independently, analyze, communicate, work in a team, and solve problems. Their use enlivens the learning process, strengthens the student's position as a subject, and improves the quality of education. Therefore, each teacher needs to improve their skills in the effective use of interactive methods.

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