



Use Of Interactive Educational Methods in The University.

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ABSTRACT

This article discusses the difference between passive and active interactive teaching methods. The university offers various methods of interactive learning, which are used in lectures, seminars and laboratory exercises.

Keywords:

interactive teaching method, passive form of education, interactivity, brainstorming, Case method, competitive partnership, student, teacher

The task of the teacher has always been to impart knowledge and skills to students, to educate and develop the individual, to socialize him in society. A certain traditional approach to education has been formed in our country, in which information is transmitted from the teacher to the student without any interaction between them, it is called a passive form of education. Information received in this way is poorly received by the audience and soon forgotten. It should be taken into account that independent search and study of material in the information space that surrounds us is not difficult. With the help of the Internet, you can access a large amount of information at any time. We can get qualified answers to questions in any field of knowledge in various social networks and forums.

The main goal of education in the modern information society is not the acquisition of knowledge, but the primary acquisition of the skills of analysis and decision-making based on this analysis. The role of the student is changing: from a passive listener to an active participant

in the learning process. The first task for a teacher is to teach students to find the necessary information, analyze it, create new ideas, and find solutions to practical problems. The teacher will have a new function - a coach-observer who is ready to suggest the best educational strategy. There is a two-way communication process - an active form of learning. The best results in the educational process are achieved not only by the active cooperation of the teacher and the student, but also by the students themselves - an interactive form of education.

"Interactive education is a learning method implemented in the forms of joint activity of students: all participants of the educational process interact with each other, exchange information, solve problems together, simulate situations do, evaluate the actions of colleagues and their own behavior. , enter a business collaborative environment to solve problems" [one]. Interactive learning can improve communication skills, acquire teamwork skills, strengthen learning motivation, helps self-improvement to achieve the goals set by the

teacher. All interactive sessions should be based on democratic principles: equality of participants, the right to have their own point of view; held in a friendly environment Each participant contributes to the overall learning process based on personal opinion and personal experience.

The teacher should become an organizer and colleague in the group training of students, try to find a psychological approach to each student, create an atmosphere of goodwill and mutual respect in the audience.

Important stages of the lesson: preparation for it by all participants: teacher and students; establishing goals, methods, principles and rules of conduct binding on all; the main part depends on the type of interactive lesson; individual and group briefing.

Currently, pedagogy has developed many methods of conducting the educational process in an interactive form. Let's look at some of them.

1. During lecture sessions.

► brainstorming - students propose a solution to the problem set by the teacher in any way, including the most trivial ones. It is important that the proposed ideas are critically evaluated, not immediately, but only after brainstorming during the group discussion. At the first stage, the process of generating ideas, a multifaceted approach to problem solving is important. A group of people produces higher quality ideas than individuals. Group discussion allows them to be polished and perfected.

► presentations, demonstrations with the help of auxiliary means (slides, videos, experimental devices, etc.) can be included in interactive teaching methods if the results of what they saw and heard are summarized with the participation of all the audience. Modern multimedia technologies make it possible to conduct virtual tours, during which students can visit production enterprises and participate virtually in the latest technical experiments.

► feedback - in the traditional case of giving a lecture, it is useful to ask the audience pre-prepared questions at the end of it, to try to involve as many students as possible in their discussion. Answers to questions should not be

given in the text of the lecture, its content should only activate the thinking process.

► lectures with planned mistakes - students are informed in advance that a certain number of mistakes will be made by the teacher. It is recommended to divide students into small groups, in which they analyze the material told by the teacher in a specially allocated time. And then, at the end of the session, a general discussion.

► a lecture is a discussion between two teachers in which students are told two different points of view. Two different views of the problem ensure activation of the audience's thinking process, help to increase interest. Interactivity is ensured by involving students in discussing the issue. Also, students can observe the discussion culture, analyze the teachers' strategies.

2. Workshops.

► Discourse (from Latin discio - reasoning, research) is a public discussion or free verbal exchange of knowledge, reasoning, opinion or opinion on any controversial issue, problem. Its important features are the harmony of complementary dialogue and discussion-conflicts, conflict of different points of view and positions. In order to conduct an academic discussion, students must be prepared in advance for the issue to be discussed, and the teacher must be fully qualified to direct the discussion to the correct scientific conclusions. if necessary, give full reasons for them.

► Case method - analysis of specific situations taken from imaginary or real life. The work should contain all the information necessary to solve the tasks, but at the same time, its solution should not lie on the surface. The material collected in the case is the description of the organization, the terms of reference, any critical conditions that exist. Students should study the received information, identify the main problems and tasks and propose ways to solve them. It is important that the work is not a simplified schematic model, but a situation reflected in real life. This allows students to try to apply their knowledge and skills in order to avoid making mistakes.

► Incident method - students are offered an unfavorable situation (lack of time, technical

means, information, emergency situations). In such a situation, it is necessary to propose and develop an action plan and justify it theoretically.

3. Independent work of students.

► Competitive partnership is a type of independent work of students in pairs determined by the teacher. Tasks can be set by the teacher or prepared by partners for each other. The spirit of competition motivates students in the learning process. It should be remembered that at the same time it is necessary to maintain a friendly atmosphere and make sure to summarize the results of the "competition" where students can analyze their actions and determine ways to correct mistakes.

► method of projects carried out in small groups of students. Students are invited to independently create a real object or a theoretical product - the result of the project must be "clear" and ready for use. At the first stage, a task is set. It should be relevant and interesting to the audience. Project progress includes data collection, data analysis, case studies, and summary of results. The final stage should include the presentation and defense of the work. This could be a conference or review competition with reports from small groups.

4. Laboratory training.

► must include work in mini-groups to carry out practical work. This allows students, in addition to applying theoretical knowledge, to come to a common opinion, to solve controversial situations constructively, to be able to argue their positions.

The above are just a few of the interactive learning methods. They also include business and role-playing games, trainings, conferences and videoconferences, master classes, conversations in the field of interest with a teacher or invited specialist, modeling of situations, exhibitions, extracurricular activities at conferences. A teacher can combine several methods in one lesson or develop his own that best meets his goals.

It should be remembered that the principle of interactivity is ensured only by the interaction of all participants. Everyone should be involved in the educational process and be able to form their own attitude to the issues. This allows

students to feel their intellectual success and increase motivation for further education.

In addition, the form of interactive education is not entertainment for students, but a tool that allows solving the following tasks: mastering theoretical material more effectively than passive form of education; students' ability to form their own position and defend it rationally; formation of practical skills and competencies; activation of creative processes among students: formation of ideas, search for different ways to solve problems; acquire communication skills, teamwork skills; development of interpersonal communication culture; increase students' motivation for the learning process and self-development.

Based on this, it is necessary to use interactive methods in a systematic and meaningful way, combining them with traditional lessons and analyzing the obtained results.

References

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