



Shukrullaeva Nilufar Khurshidjonovna

1st Year Student, National University of Uzbekistan Named After Mirzo Ulugbek

Abstract

As the world enters a new phase, it has become clear that it is important to fundamentally change education. This also applies to the work of the educational audience: students and pupils need to reach a different level in their studies and become more active. The introduction of AI into the educational process will help to increase the activity of young people, introducing and effectively using new pedagogical technologies and interactive teaching methods.

Keywords: Interactive methods, education, educational process.

Introduction

The political, social and economic changes taking place in the country require not only the development of new educational standards when introducing new subjects, but also changes in teaching methods. Since our state has chosen a democratic path of development, now more than ever it is necessary to involve society in decision-making. This also applies to the work of the educational audience: students and pupils should be more active in their studies. The introduction and effective use of new pedagogical technologies and interactive teaching methods in the educational process will help increase the activity of young people. The National Program for Personnel Training provides for “Intensification of student education using new pedagogical and information technologies”. It is known that for skilled teachers who have mastered pedagogical technology, this method is more effective than the traditional method. This indicates the need to master and apply pedagogical technology in improving the quality of training for teachers and professors. One of these technologies is non-traditional, that is, interactive training methods. The purpose of using interactive methods is to organize and intensify educational activities in various forms, interesting, meaningful, and most importantly, effective. In this way, the student's thinking activity is activated, knowledge increases, strengthens, communication develops, personality is formed, and the productivity of the educational process increases. As you know, in order to master the material well, it is not enough to just listen and write, but you need to actively work on this material, think, discuss, and use auxiliary tasks. Currently, one of the main tasks of educators is to form in the student the skills of free thinking, initiative, independent study, independent learning, and development. If students engage in activities in a timely manner and there is a high level of interaction between students and the teacher, such teaching is considered a type of interactive teaching.

Such interaction usually takes the form of discussing how to solve a particular problem and the suitability of the proposed solution. Interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. One of the reasons for this is that while in traditional education students were taught only to acquire ready-made knowledge, modern technologies teach them to search for the knowledge they acquire themselves, to study and analyze it independently, and even to draw conclusions on their own. In this process, the

teacher creates conditions for the development, formation, acquisition of knowledge and upbringing of the individual, and at the same time performs the function of management and guidance. In the educational process, the student becomes the main figure. The great Confucius said: "I hear, I forget.

I see, I remember.

I do, I understand"

The purpose of interactive methods: To simultaneously activate both the teacher and the student during the training. To achieve high results in a short time. The use of the Assessment method by teachers in assessing students is very effective. The "Assessment" technique (from the English "assessment") means a method aimed at self-examination and evaluation. The history of this method dates back to the 30s-40s of the last century. The English and German military developed this method to select literate and enterprising officers, qualified soldiers who could manage military situations and take adequate action. Later, this method was also applied to the world of entrepreneurship. Manufacturing and trading companies began to use this method to identify qualified top managers. By the 1950s, this method was used by business psychologists, and a service was established to provide enterprises and organizations with qualified specialists. It was called "The Assessment Centre".

Today, this method has also been introduced into the education system and serves to assess the level of knowledge, skills and abilities of students. The teacher gives students a task to complete a table of tasks in a short time, and after completing the task, the answers are announced by the teacher, and students perform self-examination based on the answers and evaluate them based on previously announced criteria. In this case, students draw conclusions about the extent to which they have mastered the content of the subject through self-examination and assessment. The purpose of this assessment technique is to assess the level of knowledge of students, control, mastery indicators and check practical skills. Through this technique, the cognitive activity of students is diagnosed and assessed in various areas (tests, practical skills, problem-solving exercises, comparative analysis, symptom identification). To implement this method, it is recommended to use it individually to study the existing level of knowledge of students, present new information, assess the level of mastery of the topic or information, as well as for self-assessment of students. Also, based on the teacher's creative approach and educational goals, it is possible to include additional tasks in the assessment.

Improving the use of Information and Communication Technologies (ICT) in education involves aligning hardware access with strategic pedagogical integration. This requires targeted teacher training, curriculum-specific software, and interactive learning environments that shift instruction from passive lecturing to student-centered, personalized learning

Key strategies to improve ICT utilization include:

Professional Development: Teachers need ongoing, practical training to confidently integrate ICT into their lesson plans rather than just using it as an administrative tool.

Interactive & Gamified Learning: Using multimedia and platforms (like Kahoot or Classcraft) increases student engagement, motivation, and critical thinking.

Personalized Pacing: Digital tools allow students to learn at their own speed through adaptive modules, providing tailored challenges for advanced students and extra practice for those who struggle.

It is necessary to make certain changes to the principles of organizing the educational process on the basis of electronic learning, including by improving the explanation of educational materials. In this

regard, the most effective way to achieve the goal is to modernize and use modern information technologies in the educational process.

The use of audio and video textbooks, online lessons, electronic boxes, multimedia (3D) in increasing the effectiveness of the educational process has provided results. Improving the quality of the use of information and communication technologies in education and the wide use of world resources provide information tools.

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