FEATURES OF THE USE OF INTERACTIVE LEARNING TECHNOLOGIES

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Abstract

One of the most pressing tasks of the modern university is the implementation of a competency-based approach in the field of education. This approach involves the formation of key competencies, skills to adapt to the reality around us, a world in which globalization trends are rapidly developing, implying the international division of labor and the dominance of information technology. The problem of enhancing students' learning is one of the most pressing issues of pedagogical science and practice. This article discusses about the implementation of the principle of activity in learning which has great importance, because learning and development are activity-based in nature and the results of training and education of the students directly depend on the quality of learning as an activity.

Keywords: exchange of information, strategy development, coordination, joint actions, adequate perception, knowledge, skills, abilities, creation.

Introduction

The manuals for teachers published today in Uzbekistan allow, subject to certain training, to design a lesson in such a way that students develop thinking, attention and other types of cognitive activity. A truly effective lesson should develop not only deep and lasting knowledge, but also the ability to apply it in various situations, independently find the necessary information, and develop experience in solving various kinds of problems. That is why the problem of targeted work on the development of intellectual, physical, emotional-volitional, and cognitive skills of students has acquired particular relevance. When solving this problem, maximum results can be achieved only if there is an active position of students in the educational process [1].

The principle of student activity in the learning process was considered by all leading representatives of world pedagogical thought as one of the main ones in didactics, and it remains so today. It is interpreted as a quality of activity that is characterized by a high level of motivation, a conscious need to acquire knowledge and skills, effectiveness and compliance with social norms. Such activity in itself does not occur particularly often: in most cases it is the result of purposeful interaction and organization of the pedagogical environment, that is, the use of pedagogical technology (this term should be understood as a certain system of the teacher's work). Nowadays, the arsenal of world pedagogical practice includes the latest technologies designed to solve the problem of intensifying the educational activities of students, as well as a number of particular tasks facing the teacher. Such technologies include, for example: technology of humane-personal education (S.A.

Amonashvili); technology of intensive developmental training (L.V. Zankov); technology of problem-based learning (A.M. Matyushkin) [2].

How should the learning process be structured so that the acquisition of new knowledge is interesting and meaningful for students (and for the teacher himself)?

Modern pedagogical science offers various ways leading to the maximum realization of the intellectual potential of students during educational activities: instilling responsibility, developing motivation, adapting educational material to the educational capabilities of students, etc. In order to successfully advance in these areas, it is necessary to find and introduce new ones into university practice forms of interaction between participants in the learning process. Particular attention should be paid to the fact that many methodological innovations are associated with the use of interactive (interaction - interaction) teaching methods.

Interactive learning is considered as "learning immersed in communication." When using interactive learning technologies, broadcasting forms are transformed into dialogue forms (including the exchange of information based on mutual understanding and interaction) [3]. Communication is a complex, multifaceted process of establishing and developing contacts between people. Traditionally, there are three sides of communication: informative (exchange of information); interactive (strategy development and coordination of joint actions of individuals); perceptual (adequate perception and understanding of each other). Communication can be considered complete when all three of the above aspects are present. Communication can take place both at the verbal and non-verbal level. Researchers have found that in conditions of educational communication, there is an increase in the accuracy of perception and an increase in memory performance. In the course of communication that occurs in the educational process, students more intensively develop such intellectual and emotional personality traits as [4]:

- stability of attention, ability to distribute it;
- observation in perception; the ability to analyze the activities of a partner, determine what motives he is guided by, what goals he achieves;
- imagination (in this case we mean the ability to put oneself in the place of others).

In conditions of communication, students' self-control processes are activated, i.e., "failures" and "doubtful places" (i.e., those fragments of material that neither of the partners can properly assimilate) are more clearly recognized. In the process of communication, a culture of feelings and emotions is fostered, students' ability to sympathize and empathize is developed, and students' ability to manage their behavior is improved.

Interaction between students during the educational process is possible only if cooperative relations arise between them. Cooperation is interpreted by psychologists as a special form of human interaction that requires taking into account many factors (the level of team cohesion, the presence of effective feedback, reaction to conflict situations, readiness for mutual exchange, mutual assistance, etc.). The mental mechanisms of joint activity are based on the individual's need for self-expression, self-affirmation, and self-determination. Interactivity is understood by psychologists as the ability to interact or be in a conversation mode, dialogue with something (for example, a computer) or someone (a person) [4]. Thus,

interactive learning is primarily dialogical learning, during which interaction takes place. Many practicing teachers consider such an approach to the learning process to be one of the most promising ways to ensure positive motivation for students to study certain disciplines, to develop students' sustainable interest in the content of the course, to improve the quality of knowledge, and to create optimal conditions for the development of students' abilities [7].

Interactive learning is considered as a special form of organizing cognitive activity. Its meaning of interactive learning lies in such an organization of the educational process in which almost all students are involved in the cognitive process and have the opportunity, by assessing their knowledge and thoughts, to develop their competencies. The goals of interactive learning include:

- creating comfortable learning conditions, that is, conditions under which the student feels his success, his intellectual significance (this makes the learning process more effective);
- formation of knowledge, skills and abilities, creation of a basis for work on solving problems after training is completed. The use of interactive teaching methods in institutions of higher professional education. Unlike active methods, interactive ones are focused on broader interaction of students not only with the teacher, but also with each other and on the predominant role of student activity. The teacher's place in interactive classes comes down to directing the students' activities to achieve the goals of the lesson. The teacher also develops a lesson plan (usually these are interactive exercises and assignments during which students learn the material) [5].

During the joint activities of students in the process of mastering the educational process, each student makes his own contribution to this process. This means that during classes there is an exchange of knowledge, ideas, and methods of activity. It is carried out in an atmosphere of goodwill and mutual support. This circumstance not only allows students to develop their competencies to the maximum extent, but also transfers the cognitive activity of students to more "advanced" levels of cooperation.

Interactive activities in the classroom involve the organization and development of dialogue communication, which leads to mutual understanding, interaction, and the joint solution of common but significant tasks for each individual student. It excludes the dominance of either one speaker or one opinion over others. During dialogue learning, students learn to think critically, solve complex problems based on analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, and communicate with other people. For this purpose, individual, pair and group work, research projects, role-playing games, work with documents and various sources of information, creative work, etc. are organized in the lessons.

In the process of interactive learning, the following tasks are simultaneously solved [6]:

- awakening students' interest in educational material;
- strong mastery of educational material;

- independent search by students for ways to solve the assigned educational task. They can choose one of the proposed options or offer their own option with justification for the decision;
- establishing positively colored emotional contacts between students;
- establishing productive cooperation between students and improving teamwork skills;
- formation of students' own opinion and value attitude towards the material being studied;
- formation of general cultural and professional competencies.

It should be noted that interactive learning reduces the severity of the problem of relaxation (rest), as it helps relieve nervous stress, switch attention, change forms of activity, etc.

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