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**THE USE OF INTERACTIVE TECHNOLOGIES IN TEACHING PHILOSOPHY IN  
THE HIGHER EDUCATION SYSTEM**

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**Annotation**

The article highlights the use of pedagogical technologies based on an innovative approach to the problem of developing a culture of independent thinking of future specialists when teaching philosophy in higher education. That is, it is designed to show the possibilities of developing a culture of independent thinking with the help of interactive educational technologies and at the same time improve the mechanisms of students' work on themselves.

**Keywords:** interactivity, independent thinking, culture of thinking, creativity, innovativeness, interactive learning, innovative activity, environment, logical thinking, education, pedagogical technology, interactive technology, creative process

**Introduction**

The rapid introduction of innovative pedagogical technologies at the level of education is explained by the fact that fast information technologies of the XXI century cover all spheres. Currently, when this technique is developing, the consciousness of students is also changing and developing in such a way that it would be more interesting and understandable for students if the teaching method was also implemented with the help of new pedagogical technologies. [1] Thus, passing each subject is encouraging students to think more mentally, creating a way of explanation. Innovative ideas are rapidly being introduced into today's educational practice. Through innovative pedagogical technologies, students are expected to develop the ability to create, create, think independently, achieve educational goals through their own research, conscious creative attitude. "Innovation" is a Latin word meaning renewal, "innovation". Innovation involves the creation of new ideas that serve to improve the form and content of the educational process.

The main task of a subject teacher is to lead the processes of learning, education, the formation of skills and abilities, to direct not learning, but learning; not education, but guidance of the process of education. Due to this, along with their professional qualities in the training of specialist teachers, the formation of a culture of independent thinking among future teachers becomes crucial. Because it is natural that a teacher cannot form such a feature in his students if he himself does not have a culture of independent thinking. [2] "I think, so I exist," said the French philosopher Descartes, who put thought on a leading place in human life, putting forward thinking as a sign of human existence. In his opinion, nothing can justify the existence of man as a thought process. Thus, independent discussion, analysis, creative and logical thinking are singled out as the main human qualities. Thinking is one of the main signs of



human existence and mental health. Today, developed countries have accumulated vast experience in the use of pedagogical technologies that increase the educational and creative activity of students, guaranteeing the effectiveness of the educational process, which is based on interactive methods. The use of an interactive method when taking a philosophical subject in higher education will help to further awaken students' interest in this subject and work on themselves. In modern conditions, the most optimal way to increase the effectiveness of training is considered to be the organization of training using interactive methods.[3]

The development of students' abilities through interactive learning in teaching the subject of philosophy to independent, self-control, self-control, conducting productive conversations, working with peers, listening to and understanding their opinions, independent and critical thinking, putting forward alternative proposals, freely expressing their opinions, defending their own point of view, solving problematic issues. he manages to form such qualities as the desire to find a solution, the ability to get out of difficult situations. [4] More importantly, using interactive methods, the teacher gets the opportunity to objectively evaluate the actions of students based on interaction, through organization, direction, control, control and analysis, in order to achieve a specific educational goal. In particular, evaluating a student using this method is a convenient and effective method for a teacher. The main features of interactive learning are the following: multitasking, thinking-based activities, the possibility of choice (dialogue) for the formation of successful situations, which allows students to master the chosen topic independently, showing their abilities and choosing the most optimal idea in it. In the end, students form a culture of independent thinking, because argumentation is independent thinking, thinking in a new way is the product of a healthy discussion.[5] Often in the classroom, we witness young people arguing about some issue. Then, if each of the disputants is patient, respectful of the opinions expressed by each other, then a positive result will surely come out of such discussions. If everyone talks to each other disdainfully, without queues, then it is natural that these specific thoughts will be market-oriented and fruitless. Moreover, the participant in such a discussion is getting more and more used to the fact that in front of a crowd he does not express the thought formed in his brain, keeps it secret and eventually forgets. Thus, the use of the interactive method of philosophical science has a great effect and is a method that provides favorable positive benefits for both the student and the teacher.[6]

In the process of interactive learning, students can: - work in collaboration with a group or a team, - freely express their ideas among peers, demonstrate their knowledge without any mental barriers; - creatively approach the solution of the problem; to achieve spiritual intimacy with group or team mates; to be able to fully reveal their inner capabilities and abilities; to generalize thoughts and select the most important ones among them, to control and independently evaluate their activities; to be confident in their abilities and capabilities; he will have such opportunities as the ability to navigate in various situations and the ability to get out of difficult situations. Interactive learning is based on the following principles: Lesson 1 is not a lecture, but the general work of the team. 2. The experience of the group is more than the experience of the teacher (educator). 3. Students are equal in their social status and experience. 4. Each student has the right to express his opinion on the problem being studied 5. The student's personality is not criticized in class (the opinion can be criticized) 6. The ideas expressed serve not only as



a guide to the activities of students, but also informative (informative) for deciding on an interactive approach to the organization of training, since the teacher (educator) complies with a number of conditions.[7] so what are interactive methods? What didactic capabilities do they have? What results are guaranteed by the expedient, purposeful use of interactive methods during the educational process? A short answer can be found to the following questions. The most correct step in finding answers to the above questions is to get acquainted with the basic concept - the lexical meaning of the term "interactive".

The concept of "Interactive", expressed in English as "Interactive" ("interactive" on a PC), from a linguistic point of view means "inter" - mutual, bilateral, "act" - to act, to build a business. From a logical point of view, interactivity expresses, first of all, the behavior, activity of social subjects based on conversation (dialogue), interaction. Every specialist working in the field of education knows well that traditional education is also based on dialogue, and this dialogue is organized in the following forms of interaction. Even in traditional education, it is natural that information is at the heart of the conversation. But the main source of information transmission is the teacher's experience, during which he assumes leadership, dominance, i.e. seeks to transfer knowledge to the student (student) orally during the main lesson time. [8] The manifestation of activity is inherent only to the teacher, the student (student) in this situation becomes a sluggish listener. Their main task is to listen to the teacher, write where necessary, answer questions when they are asked, speak only when it is allowed in rare cases. In accordance with this, interactive learning "is organized on the basis of cooperation arising between the main participants of the educational process - a teacher, a pupil and a group of pupils, the availability of opportunities for intensive discussions, an exchange of opinions in which to think freely, to express their personal views without hesitation, to jointly seek solutions in problem situations, to generate mutual closeness of students during assimilation educational material" "mutual respect, understanding and support" teacher - student - group of students- they are characterized by support, sincere attitude, achievement of spiritual unity." Innovative ideas are rapidly being introduced into today's educational practice. Through innovative pedagogical technologies, students are expected to develop the ability to create, create, think independently, achieve educational goals through their own research, conscious creative attitude. "Innovation" is a Latin word meaning renewal, "innovation". Innovation involves the creation of new ideas that serve to improve the form and content of the educational process.[9] The main task of a teacher is to lead the processes of training, education, formation of qualifications, to direct not training, but training; not education, but guidance of the process of education in this regard, in the training of specialist teachers, along with their professional qualities, the formation of a culture of independent thinking among future teachers becomes crucial. Because, naturally, the teacher himself cannot form such a feature in his students if he does not have a culture of independent thinking. Today, developed countries have accumulated vast experience in the use of pedagogical technologies that increase the educational and creative activity of students, guaranteeing the effectiveness of the educational process, which is based on interactive methods. The use of an interactive method when taking a philosophical subject in higher education will help to further awaken students' interest in this subject and work on themselves.



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In modern conditions, the most optimal way to increase the effectiveness of training is considered to be the organization of training using interactive methods. Even in traditional education, it is natural that information is at the heart of the conversation. But the main source of information transmission is the teacher's experience, in the process of which he assumes leadership, dominance, that is, he seeks to convey knowledge orally to the student (student) during the main lesson time. The manifestation of activity is inherent only to the teacher, the student (student) in this situation becomes a sluggish listener. Their main task is to listen to the



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### Conclusion

In conclusion, an independent work on the formation of work skills in the process of working on interactive methods is given. In independent work, students think creatively, form skills and abilities that they use in educational activities. As can be seen from the above points, social security for the development of a culture of independent thinking is an integrative pedagogical and socio-cultural component of a student's personality.

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