AMERICAN JOURNAL OF SOCIAL AND HUMANITARIAN RESEARCH

ISSN: 2690-9626
Vol.3, No 6, 2022

Use of Interactive Learning Technologies in the Modern System of Higher Education

Isroilova Sanobarkhon Mamedzhanovna
Ferghana Polytechnic Institute, Uzbekistan

ABSTRACT: The article discusses the role and importance of innovative forms and technologies of education, which are aimed at improving the educational process. The use of modern educational technologies in the classroom, in this case, interactive learning technologies, can make the lesson more meaningful, and the teacher easily involves students in the learning process.

KEYWORD: interactive methods; interactive learning; education; interactive approach; the term "technology"; business and role-playing games; case technologies.

At present, the term "technology" is intensively used in the pedagogical literature. The concept was borrowed by pedagogy from industry and provides for the process of practical interaction between the student and the teacher with precise goal setting, systematization and algorithmization of teaching methods. It should be noted the variety of approaches to the definition of educational technologies, however, one of the characteristic features at the present stage is their innovative nature. Recently, in many countries much attention has been paid to the problem of information of education. The role and importance of innovative forms and technologies of education, which are focused on improving the educational process, is growing. Classical forms of education have given way to innovative teaching aids, which include interactive technologies.

The main task of the modern education system is the ability of the teacher not only to give the student fundamental knowledge, but also to provide him with all the necessary conditions that would contribute to his self-education.

Interactive learning enables the teacher to use the class time wisely, allows the student to show himself during independent work. Therefore, the use of modern educational technologies in the classroom, in this case, interactive learning technologies, can make the lesson more meaningful, and the teacher can easily involve students in the learning process.

Currently, the term "interactive technologies" has a fairly broad concept, which includes, on the one hand, business and role-playing games, group work, brainstorming and discussions; on the other hand, computer games, interactive tools and virtual reality technologies (Matlab, Electronics Workbench, Model ChemLab, etc.), and on the third hand, technical teaching aids (multimedia equipment, interactive whiteboard, etc.), distance learning, computer testing. Interactive learning is, first of all, interactive learning, during which interaction is carried out between the student and the teacher, between the students themselves. The main tasks of interactive forms of education are: awakening students' enthusiasm; effective assimilation of educational material; students' independent

ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 6 in Jun-2022 https://grnjournals.us/index.php/AJSHR

search for ways and options for solving the set educational task (choosing one of the proposed options or finding their own option and justifying the solution); establishing influence between students, learning to work in a team, to be tolerant of any point of view, to respect the right of everyone to freedom of speech, to respect his dignity; formation of students' opinions and attitudes; formation of life and professional skills; reaching the level of the student's conscious competence.

The essence of interactive learning is to organize the learning process in such a way that almost all students are involved in cognitive activities. In interactive learning, the process of feedback between teachers and students is well organized, in which there is a two-way exchange of information.

Various interactive forms can be used to implement the competency-based approach: - round table (discussion, debate) - brainstorming (brainstorm, brainstorming) - business and role-playing games - case-study (case study, situational analysis) - master class, - group work with illustrative material, discussion of video films, etc.

One of the effective methods can be called a case method (case study). This is a teaching technique that uses a description of real economic, social, domestic or other problem situations (from the English case - "case"). In the case method, the problem and ways of solving it are formed on the basis of a package of materials (case) with a diverse description of the situation from various sources: scientific, special literature, popular scientific journals. Case method - a method of discussing business situations or tasks. These cases, usually prepared in writing and based on real facts, are read, studied and discussed by students. Case studies form the basis of a teacher-led audience conversation. When working with a case, students search and analyze additional information from various fields of knowledge, including those related to their future profession. Such a case is both a task and a source of information for understanding options for effective actions. Fundamentally denied the existence of a single correct solution. With this method of teaching, the student is independently forced to make decisions and justify it.

The introduction of case technologies into the education system has the following positive aspects:

- this approach contributes to the development of abstract thinking;
- makes it possible to apply various knowledge to solve problems, starting with standard ones, ending with the design of innovations.

The case method is a teaching technique that uses a description of social or technical (technological) situations (from the English case - "case").

A situation (case) is understood as a written description of a specific real situation. Students are asked to analyze the situation, understand the essence of the problems, propose possible solutions and choose the best one.

Case technologies are a variant of interactive learning technology based on real or simulated ("desk cases") situations, aimed not only at mastering new material, but, above all, at the formation of new qualities and skills.

Their main purpose is to develop the ability to work through various problems and find their solution, to learn how to work with information.

Case sources - practice from the life of the organization, real situations, analysis of scientific articles, reports, acts of inspections of organizations, analysis of shortcomings identified during these inspections.

The most common types of cases:

ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 6 in Jun-2022 https://grnjournals.us/index.php/AJSHR

1. **Practical cases**. These cases should reflect the situation or case being introduced as realistically as possible. This is a case of modeling a technical and technological problem that needs to be solved. The purpose of this case is to prepare the student to apply the theoretical knowledge that he has in practice in a real environment.

2. **Teaching cases**. They work out the automatism of skills and ways of finding solutions. In these processes, it is important to develop the skills of synthesis, combining particular cases into typical, regular ones, highlighting common characteristic elements, causes and factors, and possible consequences.

3. **Research cases**. They are focused on research activities, the formation of larger tasks. Covering sometimes entire areas of research, they require more careful study and prepared students with the necessary knowledge base.

Interactive technologies help relieve the nervous load of the student, switch his attention, and also during the lesson there is a constant change in the forms of learning.

Interactive learning implies a logic of the educational process that is different from traditional education, in which learning does not proceed from the study of theoretical material to practice, but from the formation of a new information base to its theoretical understanding. The experience and knowledge of all participants in interactive learning serves as a source of their mutual learning. When participants in interactive learning share their knowledge and experience, they take on some of the functions of the teacher, which increases their motivation in learning and contributes to its greater effectiveness.

References:

1. Verbitsky, A.A. Active learning in higher education / A.A. Verbitsky. – M.: Velby, 2007, - 58 p.
2. Badmaev, B.Ts. Psychology and methods of accelerated learning / B.Ts. Badmaev - M.: GEOTAR Media, 2007. - 82 p.
3. Tikhobaev, A.G. Interactive computer learning technologies / A.G. Tikhobaev // Bulletin of the Tomsk State Pedagogical University. - 2012. - No. 8. S.81-84.
4. Yantykova, A. M. Case method of collective analysis of the situation: methodical seminar / A. M. Yantykova. -M.: Higher school, 2010. - 195 p.
5. Alekseeva V.V., Rozhnina M.A., LEARNING PROCESS USING INTERACTIVE LEARNING METHODS FOR THE IMPLEMENTATION OF THE COMPETENCE-BASED APPROACHInnovative technologies in the educational process XII International Scientific and Methodological Conference Russia 2015-16 p.
6. Исроилова С. М., Мадумарова М. Д. ПОИСК НАИБОЛЕЕ ОПТИМАЛЬНЫХ СПОСОБОВ ИНТЕНСИФИКАЦИИ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ //Вопросы науки и образования. – 2022. – №. 1 (157). – С. 8-14.
7. Мадумарова М. Д., Исроилова С. М. Некоторые аспекты обучения русскому языку в национальных группах //Достижения науки и образования. – 2018. – №. 16 (38). – С. 54-55.
8. Исроилова С. М. Понимание" интерактивность" и" интерактивное обучение" в образовательной среде //Вопросы науки и образования. – 2018. – №. 3 (15). – С. 122-124.

ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 6 in Jun-2022 https://grnjournals.us/index.php/AJSHR

9. Парпиева М. М., Исраилова С. М., Мадумарова М. Д. Преимущества применения ИКТ (информационно-коммуникационных технологий) на уроках русского языка //Наука, техника и образование. – 2019. – №. 5 (58). – С. 90-92.
10. Мадумарова М. Д. Рекомендации по внедрению активных методов в учебный процесс //Вопросы науки и образования. – 2018. – №. 2 (14). – С. 53-55.
11. Sultonali Hoshimjon O'G'Li Fozilov, Abduqaxxor Isaqovich Mamatov, Ne'Matillo Ubaydullo O'G'Li Karimov Gaz bilan ishlaydigan avtomobillarning ta'minlash tizimi // Science and Education. 2021. №7.
12. Ugli N. S. D. Types of transformer overload protection //ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH. – 2021. – Т. 10. – №. 4. – С. 552-556
13. Muminjon N., Valievichmaster R. F. The availability of natural gas and the cost of building power plants //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 1769-1771.
14. Nabiyev M. Moisture Accumulation and Durability of Panel Walls in Aggressive Environment //Eurasian Journal of Engineering and Technology. – 2022. – Т. 5. – С. 40-44.
15. Nabievna K. B. The study of quantitatively in linguistics //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 1848-1854.
16. Nabievna K. B. MANIFESTATION OF QUANTITATIVELY AT THE LEXICAL LEVEL. – 2022.
17. Кучкарова Д. Т. Анализ энергосберегающих режимов перекачивающих машин и агрегатов на промышленных предприятиях //Проблемы современной науки и образования. – 2020. – №. 1 (146).
18. Кучкарова Д. Т. ЭНЕРГОСБЕРЕГАЮЩИЕ СИСТЕМЫ УПРАВЛЕНИЯ МАШИН И АГРЕГАТОВ ШЕЛКОМОТАНИЯ //ББК 1 Р76. – 2021. – С. 92.
19. Mukhlisa B. AN INNOVATIVE AND ENVIRONMENTALLY FRIENDLY SOLUTION FOR EXTENDING THE RESERVE RANGE OF ELECTRIC VEHICLES //Gospodarka i Innowacje. – 2022. – Т. 23. – С. 457-560.
20. Urinboyeva U. S. et al. Using fairytales in English lessons for motivating students //Science and Education. – 2022. – Т. 3. – №. 5. – С. 1039-1042.
21. Sharabiddinovna O. U. INNOVATIVE WAYS OF IMPROVING WRITING SKILLS //Gospodarka i Innowacje. – 2022. – Т. 23. – С. 125-129.
22. Satvoldievna U. D., Sharabidinovna O. U. Conceptual problems of simultaneous interpretation //Проблемы современной науки и образования. – 2020. – №. 2 (147).
23. Usmonova D. S., Orunbaeva U. S. Conceptual problems of simultaneous interpretation //Проблемы современной науки и образования. – 2020. – №. 2. – С. 36-38.
24. Парпиева М. М. Информационно-коммуникационные технологии в процессе обучения русскому языку как неродному //Вопросы науки и образования. – 2018. – №. 7 (19). – С. 151-152.
25. Парпиева М. М., Мадумарова М. Д., Мавлонов У. О. У. Развитие мотивации у студентов к изучению языка //Достижения науки и образования. – 2018. – Т. 1. – №. 8 (30). – С. 56-57.

ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 6 in Jun-2022 https://grnjournals.us/index.php/AJSHR