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THE EFFECTIVENESS OF USING INNOVATIVE INTERACTIVE METHODS IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract

Today, some of the most urgent issues of the educational policy of the Republic of Uzbekistan are   improving the professional training of specialists, fundamentally updating the scientific and methodological system of education, improving the forms and methods of training, reducing the gap between the actual level of training of specialists and the requirements of employers, ensuring the continuity of education, analysis of foreign experience in education and its application to the education system.

Keywords: innovative interactive methods, creative educator, activation of the educational process, interactive methods, interactive teaching.

Worldwide socio-economic changes and informational development of the whole world community require a revision of the established traditional education system. This trend is manifested in the form of contradictions between the need to develop new areas of human knowledge and the difficulties in fully mastering them. In this regard, the development of internal education, development of creative thinking, implementation of scientific achievements in accordance with their needs, creation of an opportunity to turn the student into a subject of their own activities are becoming urgent in the context of integration into the world educational space. After all, only a specialist with high-quality education can

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become an active participant in the economic, social and cultural development of society.

Therefore, one of the complex and important issues of higher education pedagogy is to optimize the process of training future specialists, develop professional skills, create a new professional orientation system, and train qualified specialists. In order to train such personnel, it is necessary to activate the educational process, develop new forms and methods of training.

Activating the educational process means organizing the educational process on a scientific basis, creative thinking, creating conditions for students' scientific work, building such an education, which includes the formation of interest in the future specialty of learners.

Using information technologies in the formation of the competencies of future specialists is one of the main requirements for educational institutions in the context of the development of the information society. The information society requires specialists who can quickly adapt to changes in the structure of work, acquire new knowledge, and acquire new skills in a short time.

The improvement of the educational process is related to the informatization of education and the effective introduction of special methods and techniques to the educational process. An important element of the formation of the student's professional competences is the information technology tool. Information technology means modern equipment and systems that allow managing information processes. The authors consider the effective use of various teaching methods, including interactive methods.

Training in accordance with new requirements for training future specialists requires the use of interactive methods. The entire learning process should be based on the independent implementation of active actions by the students themselves. Adoption of the principles of the Bologna process by the higher

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school requires making interactive learning the main principle of the educational process.

In the era of information technologies, a specialist should be a creative person who has thoroughly mastered the basics of computer technology, freely uses the possibilities of new technologies, independently conducts scientific research and can perform diagnostic analysis of his work. Therefore, it is especially important for the modern education system to use pedagogical innovations, effective and correct use of interactive methods in the educational process. Pedagogical innovations, interactive methods to ensure the seriousness of the development of the student as a person are based on the advantages within the standards.

In this regard, among the requirements for a university teacher, the ability to work in new conditions, effectively use interactive methods, convey one's opinion correctly, and prove one's point of view should be distinguished.

For the successful implementation of the educational process, students should be provided with:

– interactive methods;
– cooperative and collaborative relationships between teachers and students.

Taking these characteristics into account, preparing future teachers for modern requirements is an urgent issue today. The world-class educational paradigm requires result-oriented education, student-centered learning, and interpersonal teaching methods.

Since our country has chosen the path of democratic development, the role of society in decision-making is increasing. Methods of increasing students' activity in this direction are called interactive. These seemingly simple methods have their own characteristics and difficulties.

The term "interactive" consists of two words: "Inter", which in translation from English means "together", "between", "among"; "act" – "movement". Thus, interactive methods are based on the relationship between the teacher and the student, as well as methods that create conditions for joint activity.

In other words, the word "interactive" is understood as joint activity, setting up a dialogue. "Interactive education" means education based on joint communication, learning through dialogue, "independent learning" relationships in the following formats: conversation, dialogue, discussion, collaborative actions.

Thus, interactive teaching methods based on interpersonal relationships satisfy the modern educational paradigm focused on "personal development". At the same time, interactive methods not only form cognitive activity and the importance of personal opinion in learning, but also develop them.

The difference between interactive teaching methods and traditional teaching methods is to open personal and professional skills through the use of life experience, data analysis and systematization.

Through interactive methods, students acquire the following knowledge, skills, and abilities:

- development of critical thinking, reflection skills;
- analyzing and evaluating their ideas and actions;
- the ability to independently understand, comprehensively analyze and select information;
- independent formation of new knowledge;
- participating in discussions, defending his/her opinion;
- decision making and solving complex problems.

Therefore, in the process of interactive learning, students should be ready for the following activities:

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- working in collaboration;

- cognitive, communicative and social activities.

In the process of interactive education, the student learns to form his own opinion, to convey his opinion correctly, to justify his opinion, to conduct a discussion, to listen to others, to respect and to calculate with other opinions and views.

Types of activities in interactive teaching:

- working in collaboration (in pairs, groups and teams);

- role and business games, discussions;

- work with various sources of information (books, lectures, Internet, documents, museums);

- presentations;

- trainings;

- interview;

- inquiries etc.

Today, there are various classifications of interactive methods. Teachers use interactive methods such as "brainstorming", cinquain, Cluster, IREG (idea, reason, example, generalization) technology, etc.

Thus, many types of interactive methods can be noted. I considered it necessary to single out the case study method.

Case study is an effective way to form choice and decision-making skills.

The method is based on practical analysis of specific situations and repeating them as realistically as possible. Therefore, the case-study method is sometimes called the "real learning situations" method.

Translated from English, it means "practical work". In other words, the word "case" describes a certain situation, describes the development history and

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results of a certain entity (for example, a firm, enterprise, institution, organization, etc.).

Case-study is a form of teaching that is carried out through the use of cases.

The purpose of the work is to direct students to the following activities:

– any theoretical data and data analysis;

– identifying key issues;

– finding alternative ways to solve problems (situation-situation with different solutions and alternatives);

– choosing the most effective solution through comparison, analysis;

– planning your actions.

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