

Innovative Methods of Teaching

Khamrakulov Utkirbek

Fardu is a teacher at the Faculty of Military Education

Yusupov Arabboy Bahadirjon oglu

Mexmonalioev Shoxmuxammad

Xakimov Paxlavonjon

Students of Fardu Military Education Faculty

Annotation: This article discusses modern teaching technologies and their role in the educational process.

Keywords: Interactive teaching, cognitive communication, cognitive activity, cognitive independence, logical activity, creative activity.

The word "interactive" comes from the English words ("inter" - "mutual", "act" - "to act").

Interactive learning is a special form of organizing the learning process. It implies clearly stated goals. One such goal is to create a conducive learning environment that allows the student or listener to feel their own success, their intellectual potential, which will further enhance the effectiveness of the learning process.

There are several types of teaching in pedagogy:

1. Passive - in which the student or listener comes as an object of study (hears and sees);
2. active - the student or listener comes as a subject of teaching (independent work, creative tasks, etc.);
3. interactive - mutual cooperation. The use of an interactive method of teaching involves the creation of life situations, figurative games, problem-solving, and so on. It denies the dominance of any participant or idea.

The student or listener becomes the subject of interaction from the object of influence, he actively participates in the learning process in his individual direction. This can be explained by:

- if you read something - you remember it 10%;
- if you hear something - you remember it 20%;
- if you see something - you remember it 30%;
- if you see and hear something - you remember it 50%;
- if you do something yourself - you will remember it 90%.

An optimal teaching situation arises when learners have the opportunity to demonstrate activism and interaction.

The main distinguishing feature of interactive sessions is that they are interrelated with so-called effective, creative activities in psychology.

It also has other symptoms:

- Independent search for options and ways for students to solve the set learning tasks (choose one of the proposed options or their own version and prove the decision);
- unusual working conditions;
- Active restoration of previously acquired knowledge in unfamiliar conditions.

The introduction of interactive forms of teaching is one of the main directions in the development of the system of training in modern universities. The main methodological innovations today are related to the use of interactive methods of teaching.

However, "interactive teaching" has different meanings. This is because the idea of such training emerged in the mid-1990s during the development of the Internet. That is why a number of experts accept this concept as training using the Internet.

The learning process, which is based on the use of interactive teaching methods, implies the active participation of all students in the group in the learning process. Each student makes his or her own contribution to the process of collaborative activity, sharing knowledge, ideas, and ways of acting throughout the activity.

In the process of such training, individual, pair and group activities are organized, project work, figurative games, working with documents and various sources of information are carried out.

Interactive teaching methods are based on interaction, student engagement, and learning group experience. In such education, conditions are created, such as the interaction of participants, the equality of their arguments and proofs, the accumulation of shared knowledge, the ability to evaluate and control each other, as well as the dialogue of knowledge.

The teacher encourages learners to explore independently with new knowledge. The activity of the teacher takes place in the activity of the students, whose task is to create conditions for their initiatives. The teacher relinquishes his or her specific task, such as analyzing the learning material, and serves as a source of information to support the student's activities. That is why interactive training is already designed to quickly train older learners.

The emergence and development of active methods of teaching is characterized by the following new tasks of education:

- It is necessary not only to provide students with knowledge, but also to ensure that they develop an interest and ability to learn, creative thinking, skills and abilities of independent mental work.

The emergence of new tasks is associated with the rapid development of the information network. If the knowledge previously acquired in schools or universities has served man for a long time, sometimes throughout his career, in the current age of development of the information field, it is necessary to constantly update it. This, in turn, is achieved through independent learning and requires activity and independence from the individual.

Cognitive activity refers to the mental response to the learning process, the desire of learners to read, to perform individual and general tasks, to take an interest in the activities of teachers and other learners.

- Independence of knowledge - is the ability to think and strive for it independently, the ability to adapt to new situations, a unique approach to solving problems, understanding not only the learning material, but also ways to acquire knowledge;

To be critical of the opinions of others, to have one's own independent opinion.

Cognitive activity and cognitive independence are qualities that characterize learners' mental abilities to read. Like other skills, they appear and develop throughout the activity.

There are three levels of activity:

1. Recovery activity - is characterized by the learner's desire to understand, remember and recover knowledge, to master the methods of application of patterns.

2. Logical activity (interpretation) - is associated with the student's understanding of the meaning of the acquired knowledge, the acquisition of ways to apply the acquired knowledge in different situations.

3. Creative activity - is explained by the desire of the learner to think theoretically, to solve problems independently, to actively demonstrate positive interests.

The main types of interactive learning technologies:

1. Working in small groups (teams) is a collaborative activity aimed at solving a common task in a way that divides the tasks and responsibilities of team members under the leadership of the leader, including the results of their individual work.

2. Design technology - an activity of selection, systematization and division of materials on a particular topic, individually or collectively, as a result of which the project is created.

3. Analysis of specific situations - analysis of specific problem situations encountered in the field of professional activity and the search for effective solutions.

4. Figurative games - figurative (role) performance by students of the tasks of specialists in specific professional activities in different workplaces.

5. Modular learning - use of knowledge as follows:

- a) on separate modules added to other parts of science;
- b) on interconnected science blocks that can be studied independently of other science blocks;
6. Contextual teaching - directing students to acquire knowledge by identifying the connections between specific disciplines and their application;
7. Development of critical thinking is an educational activity aimed at developing students' ability to think logically, to come up with new ideas and to see new opportunities.
8. Problem-based learning - directing students to the independent acquisition of knowledge necessary to solve specific problems;
9. Individual teaching - the development of the student's individual educational direction based on the individual educational program, taking into account the interests of the student;
10. Rapid independent work - students learn a new learning material before studying it in the classroom;
11. Interdisciplinary teaching - grouping and accumulation of knowledge in different fields on the basis of the tasks to be solved;
12. Experience-based learning - activation of a student's educational activity at the expense of his personal experience, which connects it with the subject of education;
13. Information and communication technologies - teaching in an e-learning environment (unlimited volume and speed), strengthening cooperation with the teacher, developing a direction of personal training of the student and objective assessment and control of his knowledge in order to attract more educational resources. The organization and conduct of the educational process on the basis of the above-mentioned innovative technologies, in turn, will increase the effectiveness of education, positively address the tasks. The task of the teacher is to study in depth the methods of organizing the learning process on the basis of these technologies, to be able to predict and see the results of the learning process organized on the basis of each technology. Only then can he achieve the educational goals he has set for himself.

References:

1. Osin A.V. Multimedia in education: context informatizatsii. - M: Agency "Idealnyy servis", 2004 - 320s.
2. Martynov D.V., Smolnikova I.A. Mnogotselevoe ispolzovanie
1. электронных презентаций и требования к ним. / 15-ya Mejdunarodnaya
2. conference-exhibition "Application of new pedagogical technologies" -
3. M.: Troitsk, 2004. - p.164-166.
4. Ishmukhammedov R., Mirsolieva M. Innovative technologies in the educational process (methodical manual). - Tashkent-2014 ..
5. Bepalko V.P. «Pedagogy and progressive technologies of teaching» M.: Pedagogika, 1995
6. Khudoykulov X.J. Pedagogical technology is the basis of educational effectiveness. - T.: Navruz, 2012.