

DIAGNOSTIC ACTIVITIES OF THE FORMATION OF THE MAIN COMPETENCIES OF STUDENTS ON INTERACTIVE RESOURCES.

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Annotation: Currently, the educational process makes extensive use of contemporary teaching techniques. High efficiency in the teaching process is achieved through the use of contemporary teaching techniques. It is best to select these methods in accordance with the didactic task of each lesson. While preserving the traditional format of the course, enhancing it with various strategies that encourage teacher participation raises the degree of educator assimilation. This article provides feedback and feedback on the diagnostic activities of the formation of the main components of students on interactive resources.

Keywords: *interactive resources, students, competence, formation, diagnostic activity, education, process, efficiency, methods, creativity, oedagogic technologies.*

The term "interactive methods" is still used today in a number of industrialized nations to refer to techniques that have a long history of successful use of contemporary pedagogical technologies to ensure the quality of education and the educational process. One of the most popular and widely applied learning methods today in all kinds of educational institutions is interactive learning. At the same time, there are many types of interactive learning techniques, and there are currently suitable ones for the purposes of implementing all the tasks of the educational process. In practice, they can be applied appropriately, separating suitable ones for specific purposes. This situation has now led to the problem of the correct choice of interactive learning techniques for the implementation of certain goals.

This calls for the course to be organized logically, students' interest in the learning process to be increased, their involvement in the learning process to be constantly stimulated, the educational material to be broken down into manageable chunks, brainstorming to open their content, working in small groups, discussions, problem situations, reference texts, projects, role-playing games, and motivating teachers to independently complete practical exercises.

Classes that use interactive teaching techniques help students to think critically, solve problems based on shared knowledge, openly voice their opinions, take initiative, solve problems in groups, cooperate, communicate, and logically elucidate their ideas in writing. Maintaining work in interactive methods does not imply giving up on conventional approaches. It can imply being able to resolve the training's material through cooperative effort.

An interactive method is the solution of an activity or problem in mutual communication, in the context of mutual discussion, in the context of thinking, with solidarity. The advantage of this method is that the whole activity prepares the student-student for an independent life, teaching him to think independently. When choosing interactive teaching methods, attention is paid to the purpose of education, the number and capabilities of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc.

Interactive methods are understood as those that activate and motivate educators to think independently, at the heart of the educational process they become educators. When these techniques are used, the educator encourages the recipient of the education to take an active part. The educator is involved throughout the process. The useful aspects of the approach that the educational center has are manifested in:

- reading-learning with a higher educational effect;

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- high level of motivation of the recipient of Education;
- consideration of previously acquired knowledge as well;
- coordination of the educational process to the goals and objectives of the educational institution;
- support for the initiative and responsibility of the educator;
- learning by doing in practice;
- creation of conditions for bilateral feedback.

The employment of interactive methods while imparting knowledge has its own peculiarities. Each interactive technique utilized in educational practice, when carefully studied and put into practice, broadens students' thinking and helps them find the best answer to the issue at hand. Student interaction boosts pupils' creativity and activity. The analysis of diverse theoretical and practical issues through interactive methodologies results in the growth and development of students' knowledge, skills, and competences. From the foregoing, it is clear that interactive learning strategies need to be thoroughly examined and categorized. We shall provide general commentary on this matter below. These methods can be categorized as interactive methods, interactive learning strategies, and interactive graphic organizers.

In conclusion, the process of professional education in higher educational institutions is carried out within the framework of a multifaceted holistic system, which is organized in accordance with modern forms and methods of teaching. In this, each form performs the tasks that it sets for itself, but the set of forms and methods forms a single didactic complex. The implementation of this didactic complex is determined by the psychological and pedagogical laws of the educational process. Further articles provide information on some of the interactive learning techniques that are now widely used in practice.

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