

## STUDENT'S ROLE AS ACTIVE LEARNER.

**Usmanova Guzal Tulkinovna**  
**Senior Teacher of English Language**  
**Department of Applied English.**  
**Tashkent State Technical University**

**Annotation:** From this article we know active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures, but instructor guidance is still crucial in the active learning classroom. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

**Keywords:** through discussions, problem solving, case studies, role plays.

Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion.

Active learning methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion. Timely feedback, from either the instructor or fellow students, is critical to this learning process. Education research shows that incorporating active learning strategies into university courses significantly enhances student learning experiences.

## Benefits of dynamic learning

- openings to prepare course fabric through considering, composing, talking, and issue fathoming deliver understudies different roads for learning.
- applying modern information makes a difference understudies encode data, concepts, and abilities in their recollections by interfacing it with earlier data, organizing information, and reinforcing neural pathways
- getting visit and prompt input makes a difference understudies rectify misinterpretations and create a more profound understanding of course fabric
- working on exercises makes a difference make individual associations with the fabric, which increments students' inspiration to memorize
- customary interaction with the teachers and peers around shared exercises and objectives makes a difference make a sense of community within the classroom
- educates may pick up more knowledge into understudy considering by watching and talking with understudies as they work
- knowing how understudies get it the fabric makes a difference teaches target their instructing in future lessons.

Numerous understudies are starting to anticipate their classes ought to incorporate a few interactions and openings to hone, examine, or apply what they are learning. perfect way">The

<https://conferencea.org>

most perfect way to guarantee simply and your understudies have a positive encounter with dynamic learning is to be straightforward approximately how you may utilize it and why.

On the primary day of lesson:

- let understudies know that your course employments dynamic learning which they will be anticipated to take an interest, include this to your course depiction and syllabus as well.
- clarify why you're utilizing dynamic learning and how it'll offer assistance them succeed in your course, interface it to aptitudes they will require past
- point them to the most recent inquire about on learning demonstrating that understudies learn more and win higher grades with dynamic learning
- utilize a speedy icebreaker or two to assist understudies ended up comfortable working with one another
- present an dynamic learning action to set the desire for an intuitively course

Active learning refers to a broad range of teaching strategies which engage students as active participants in their learning during class time with their instructor. Typically, these strategies involve some amount of students working together during class, but may also involve individual work and/or reflection. These teaching approaches range from short, simple activities like journal writing, problem solving and paired discussions, to longer, involved activities or pedagogical frameworks like case studies, role plays, and structured team-based learning.



The term active learning encompasses a wide variety of classroom activities. But what does it mean? It's important to start with an active learning definition that offers you a clear sense of the process. One easy way to understand active learning is to compare it to its opposite: passive learning. If you've ever sat through a lecture, then you're familiar with this approach. In passive learning, teachers are seen as the source of knowledge and understanding. By contrast, in an active learning classroom, teachers guide students as they construct their own knowledge and understanding. Here, the focus is centered on students as they take an active and engaged role in learning.

<https://conferencea.org>

April 10<sup>th</sup> 2023

Students learn more when learning is active. In fact, education research is full of studies that compare active learning strategies to traditional, passive, lecture-focused learning. Despite the fact that the active strategies in these studies vary greatly from one another, they all have one thing in common. Students in classrooms with an active learning approach outperform students receiving traditional (passive) instruction.

The whole idea of a flipped classroom is based on active learning. At home, video lectures and readings introduce the basic facts. In the classroom, students can then assemble those basic facts into real understanding with the guidance of their teacher. Since students learn more when learning is active, flipped classrooms reserve class time for the projects, inquiries, discussions, and other activities that actively engage students.

#### Literature:

1. Хакимов М. Р. роль инновационных технологий в развитии современной системы высшего образования //editor coordinator. – 2020. – с. 189.  
<https://scholar.google.com/scholar?cluster=9829601091139027111&hl=en&oi=scholar>
2. Хакимова Л. и др. результаты оценки знаний и навыков слушателей последипломного медицинского образования посредством использования тестов множественного выбора //медицинское образование сегодня. – 2018. – с. 116.  
<http://elib.kirovma.ru/sites/default/files/3-2-pb.pdf#page=116>
3. Mukhamedov I.M., Makhkamova D.E., Mukhamedov B.I. Microecology of the vagina violations and ways to correct them. T., 2004
4. Ибрагимов К. У., Садыков А. И., Мухамедов Б. И. Состояние микросомальной и митохондриальной фракций печени при экспериментальной ишемии мозга у крыс //Дерматовенерология ва дерматоонкопатологиядаги диагностика ва даволашда янги технологияларнинг ривожланиши. – 2022. – С. 57-58.
5. R.B., A. ., & L.I., M. . (2021). Assessment Of Clinical And Psychological Status And Quality Of Life Of Patients In Different Forms Of Irritable Bowel Syndrome. The American Journal of Medical Sciences and Pharmaceutical Research, 3(02), 127–134.  
<https://doi.org/10.37547/TAJMSPR/Volume03Issue02-19>
6. Abdullayev R. B., Makhmudova L. I. (2021). Features of Chemical Elements in Various Forms of Irritable Bowel Syndrome. Annals of the Romanian Society for Cell Biology, 25(2), 2993–3000. Retrieved from  
<https://www.annalsofrscb.ro/index.php/journal/article/view/1276>
7. Abdullayev R. B., Makhmudova L.I. Features of Chemical Elements in Various Forms of Irritable Bowel Syndrome // Annals of R.S.C.B., ISSN:1583-6258, Vol. 25, Issue 2, 2021, Pages. 2993 –30006.
8. Abdullayev R.B., Makhmudova L.I. Micro elemental imbalance in irritable bowel syndrome and its correction. Academics. Vol. 11, Issue 5, May 2021:655-662
9. Abdullayev R.B., Makhmudova L.I., (2021). Assessment Of Clinical And Psychological Status And Quality Of Life Of Patients In Different Forms Of Irritable Bowel Syndrome. The American Journal of Medical Sciences and Pharmaceutical Research, 3(02), 127-134
10. Abdullaev R. B. Clinico-immunologic effect of immunomodulin and bactim in duodenal ulcer under environmental pollution conditions //Eksperimental'naia i Klinicheskaia Gastroenterologija= Experimental & Clinical Gastroenterology. – 2002. – №. 5. – С. 42-4, 127.

<https://conferencea.org>

11. Amanova Nodirabegim Furkatovna. (2022). Effective method of teaching. conference zone, 53–55. retrieved from <http://www.conferencezone.org/index.php/cz/article/view/124>
12. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/110>
13. Amanova N.F Amanova F.F .innovative activity in the field of tourism. euro-asia conferences, <http://papers.euroasiaconference.com/index.php/eac/article/view/9718>
14. Furkatovna A. N.(2022). effective method of teaching. Conference Zone, 53–55. Retrieved from <http://conferencezone.org/index.php/cz/article/view/1245>.
15. .Saydullayevna N. N., FurkatovnaA. N. teaching english language for medical purposes in higher school. [https://eprajournals.com/jpanel/upload/1206am\\_41.EPRA%20JOURNALS-2147.pdf](https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf)
16. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism: essence and specificity //zbiór artykułów naukowych recenzowanych. [http://xn--e1aaifpcds8ay4h.com.ua/files/95\\_01\\_s.pdf#page=97](http://xn--e1aaifpcds8ay4h.com.ua/files/95_01_s.pdf#page=97)
17. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism. Euro-Asia Conferences, 1(1). Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/97> .
18. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/1101>
19. Amanova N, and Amanova F. "problems of quality of distance learning online." ta'lim va rivojlanish tahlili onlayn ilmiy jurnali (2022): 89-91. <http://sciencebox.uz/index.php/ajed/article/view/1515/140320>
20. Amanova N.F. "active teaching strategies in higher education." academia: an international multidisciplinary Research Journal <https://doi.org/10.5958/2249-7137.2021.02068.1> .
21. Хакимов Мухаммадали Рафикович развитие инновационных технологий в системе высшего образования республики узбекистан // re-health journal. 2020. №2-2 (6). URL: <https://cyberleninka.ru/article/n/razvitie-innovatsionnyh-tehnologiy-v-sisteme-vysshego-obrazovaniya-respubliki-uzbekistan>
22. Хакимов, М. (2020). роль инновационных технологий в развитии современной системы высшего образования. interconf, (16). вилучено із <https://ojs.ukrlogos.in.ua/index.php/interconf/article/view/2581>
23. Хакимов, М. 2021. Дистанционное изучение иностранных языков: современные тенденции и перспективы развития. Общество и инновации. 2, 8/S (сен. 2021), 252–257. DOI: <https://doi.org/10.47689/2181-1415-vol2-iss8/S-pp252-257> .
24. Rafikovich H. M. the classification of teaching methods in higher education //journal of positive school psychology. – 2022. – с. 1582–1587-1582–1587 . <https://www.journalppw.com/index.php/jpsp/article/view/6098>  
<https://www.journalppw.com/index.php/jpsp/article/view/6098/4019>
25. Amanova N.F Amanova F.F . innovative activity in the field of tourism. euro-asia conferences, 1(1), 308–309. retrieved from activity <http://papers.euroasiaconference.com/index.php/eac/article/view/97>
26. Amanova N.F Amanova F.F (2022) Malum bir maqsadga <https://conf.iscience.uz/index.php/yumti/article/view/118/110>
27. Amanova N, and Amanova F. "problems of quality of <http://sciencebox.uz/index.php/ajed/article/view/1515/1403>

<https://conferencea.org>

28. Normuradova N, and Amanova N. "teaching  
[https://eprajournals.com/jpanel/upload/1206am\\_41.EPRA%20JOURNALS-2147.pdf](https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf)
29. Amanova N.F. "active teaching strategies <https://doi.org/10.5958/2249-7137.2021.02068.1>
30. Григорий Борисович Пягай. (2023). клинико-дерматоскопическая корреляция в диагностике различных форм актинического кератоза. research and education, 2(3), 57–63. <https://doi.org/10.5281/zenodo.7764665>
31. Furkatovna, A.N. and Furkatovna, A.F. 2023. Stylistics Devices and Literature. Web of Scholars : Multidimensional Research Journal. 2, 3 (Mar. 2023), 9–14. DOI: <https://doi.org/10.17605/OSF.IO/KM9GY> .