EFFECTIVE USE OF INTERACTIVE METHODS IN LEARNING AT SEMINARS

To`laganova Sayyera Nazarkulovna - assistant, methodologist in the department of magistracy, Tashkent Institute of Textile and Light Industry

Abstract. *The article analyzes the advantages of using interactive methods in the organization of pedagogical processes. The process of teaching students proceeds under the guidance of a teacher. The teacher sets students tasks, gradually complicating them and thereby ensuring the forward movement of the student's thoughts along the path of knowledge.*

Keywords: pedagogical process, training, activity, knowledge, educational function.

Reflecting all the essential properties of the pedagogical process (two-sidedness, focus on the harmonious development of the personality, the unity of the content and procedural sides), training at the same time has specific qualitative differences [1, p.23]. Cognitive activity is the unity of sensory perception, theoretical thinking and practical activity. It is carried out at every step in life, in all types of activities and social relationships of students (productive and socially useful work, value-oriented and artistic and aesthetic activities, communication), as well as by performing various subject-practical actions in the educational process (experimenting, designing , solving research problems, etc.). Education should be understood as the mastery of a certain system of scientific knowledge, practical skills and abilities, and the associated level of development of its mental-cognitive and creative activity, as well as moral and aesthetic culture, which in their totality determine its social character and individual originality.

Teaching methods in themselves can be neither good nor bad, their system is necessary. “No pedagogical means, even generally accepted, as we usually consider suggestion, explanation, conversation, and social influence, can always be recognized as absolutely useful. The best remedy in some cases will necessarily be the worst” [1, p 85]. Teaching methods, with the help of which the expected results are achieved, while remaining fundamentally the same, infinitely vary depending on the many circumstances and conditions of the learning process [2, p.276].

The whole variety of motives of students' educational activity can be represented by three interrelated groups: direct-motivating motives based on the emotional manifestations of the personality, on positive or negative emotions: brightness, novelty, entertaining, external attractive attributes of the student; interesting teaching, attractive personality of the teacher; desire to receive praise, reward (directly as the task is completed), fear of getting a negative mark, being punished, fear of the teacher, unwillingness to be the object of discussion in the class, etc .; perspective-motivating motives based on understanding the significance of knowledge in general and the subject in particular: awareness of the worldview, social, practical and applied significance of the subject, certain specific knowledge and skills; linking a subject with a future independent life (entering an institute, choosing a profession, starting a family, etc.); expectation in the future of receiving awards, recognition, honors; developed sense of duty, responsibility; intellectually motivating motives based on obtaining satisfaction from the process of cognition itself: interest in knowledge, curiosity, the desire to expand one's cultural level, master certain skills, etc [3, pp.254-256].

In modern times, approaches to the theory and practice of education and upbringing are noticeably changing under the influence of the processes of globalization, integration, computerization, the introduction and use of the Internet, media, distance, student-centered learning. All this leads to the use of innovative educational technologies [3, p. 67]. Innovation in education is understood as the process of improving pedagogical technologies, a set of methods, techniques and

teaching aids. At present, innovative pedagogical activity is one of the essential components of the educational activity of any educational institution.

One of the current innovations was the use of an interactive whiteboard as a means of increasing the intensification of the learning process. The use of an interactive whiteboard is an effective means of involving students in an active learning process based on the use of interactive teaching methods, which allows you to create conditions conducive to the formation and development of various competencies of students. Interactive whiteboards have appeared in many educational institutions and the relevance of their use is very high.

An interactive whiteboard is a touch screen connected to a computer, from which a projector transmits an image to the board. In order for an interactive whiteboard to fully function, 4 components are required: a computer, a multimedia projector, appropriate software, and the interactive whiteboard itself. The advantages of using an interactive whiteboard over other teaching aids are determined by a number of factors:

Interaction factor. Working with an interactive whiteboard, the teacher faces the students, while getting the opportunity to maintain constant contact with the class. With a wireless tablet, the teacher is not tied to the board at all and can move freely around the classroom, which contributes to closer interaction with students and monitoring their activities in the field.

Physiological factor. Unlike simple projection on a screen, an interactive whiteboard does not just reproduce an image from a computer, but allows you to use visual, auditory, as well as kinesthetic channels of perception and assimilation of information. Tasks related to moving, changing and creating various objects (illustrations, drawings, geometric shapes, symbols, etc.) allow you to activate various senses involved in the perception of the material. Increases concentration, improves understanding and memorization of the material in the lesson. And, as a result, the level of cognitive interest of students also increases [4, pp. 8-10].

Corrective factor. The capabilities of the interactive whiteboard allow you to qualitatively change the process of demonstrating material in the classroom. Students do not just contemplate the material that appears on the screen (which is typical when using the duet "projector - screen"), but have the opportunity to take an active part in the process of demonstrating it, making their own adjustments, making notes and textual comments on any demonstrated material, moving and creating objects.

Reflection factor. The unique ability to save all moves and changes in the computer memory allows the teacher to edit the developed materials in the future. Today, the most popular interactive whiteboard software is the Smart Notebook software. This software allows you to simultaneously work with text, graphics, video and audio materials, controlling the process of work on the touch surface of the board using a stylus. Among the features of this software, the following can be distinguished: working with color, recording on the screen, audio and video attachments, drag and drop, selection of individual parts of the screen, splitting the screen, rotating an object, and others [5, p.45].

In conclusion, we can say that teaching methods and methodological techniques are closely related to each other, they can make mutual transitions, replace each other in specific pedagogical situations. In some circumstances, the method acts as an independent way of solving a pedagogical problem, in others - as a technique that has a private purpose.

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