

References on the Interface Methods of Professional Training in the Higher and Secondary Profile

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Abstract:

this article describes the use of interactive methods in the educational system and its effectiveness. Today, the interest in the use of pedagogical and information technologies in the educational process is growing day by day. Pedagogical technologies teach students to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw conclusions by themselves.

Keywords: Interactive, educational system, efficiency, modern methods, types of education, pedagogical technologies.

The Cabinet of Ministers of the Republic of Uzbekistan focuses on the prospects of socio-economic development of the country, the organization of retraining of personnel in educational institutions. In the state requirements, it is defined as "retraining of pedagogical staff as the improvement of the requirements for the quality of teaching and acquisition of new professional knowledge and skills according to the educational programs developed taking into account the needs of the labor market." Today, the interest in the use of pedagogical and information technologies in the educational process is growing day by day. Pedagogical technologies teach students to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw conclusions by themselves. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and along with it, he performs the role of manager and guide. The center of the educational process is the student. Knowledge, experience, and interactive methods of pedagogical technology and pedagogical skills ensure that students acquire knowledgeable, mature skills.

We will limit ourselves to the use of interactive methods - the "Case" method in the retraining of personnel of the secondary special vocational education system. The student should have the ability to find the main problem in each area, to determine the goal. This requires in-depth acquisition of practical experience along with theoretical knowledge. The case method can meet these requirements.

The case method is mainly a method of analyzing and solving production issues, and occupies an important place among modern educational methods.

The case method, as mentioned above, is aimed at solving production-based issues and includes processes such as students' analysis of problem situations and the creation of a mutual exchange of ideas.

This method is implemented as follows: students are divided into four groups, and each group is assigned separate tasks. A discussion will follow. Here, of course, students do practical work using theoretical knowledge. A representative of each group will present the completed works. The teacher concludes and evaluates.

The main goal of the teacher and the lesson is not only to find optimal solutions to the clearly given task, but also to organize a wide-scale exchange of ideas during obtaining, collecting, analyzing situations and solving problems. On this basis, the lesson can be divided into three stages.

Stage 1. Referral by the teacher to the skills of analyzing the initial information related to the issue.

Stage 2. At this stage, the teacher tells students the basics of using theoretical knowledge.

Stage 3. At this stage, the teacher should identify and evaluate complete solutions.

Advantage of case method:

- the possibility of applying theoretical knowledge in practice;
- leads to better mastering of teaching content;
- improves communication skills;
- there is an opportunity to save time;
- all students are involved;
- the possibility of analyzing problematic situations.

Disadvantage of case method:

- due to the presence of weak students, there is a possibility that strong students will also receive low marks;
- the ability to control all students will be low;
- intergroup rivalries may emerge;
- conflicts may arise in small groups.

Based on the above, it is possible to make sure that the use of interactive methods in the educational system is highly effective and enables students to be active, creative, and independently develop the skills to find solutions to problems even in emergency situations.

interactive method - by increasing the activity between students and the teacher in the educational process, it serves to activate the learning of students and to develop their personal qualities. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education: conducting informal debates, the opportunity to freely describe and express the educational material, the number of lectures is small, but the number of seminars is large, the creation of opportunities for students to take initiative, small group, large group, class team assignment, written works and other methods, which are of special importance in increasing the effectiveness of educational work.

Effectiveness factors of interactive training

Currently, one of the main directions in the field of improving educational methods is the introduction of interactive education and training methods. Teachers of all subjects are increasingly using interactive methods in the course of lessons. As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it based on reasons, healthy communication, discussion, debate are formed and developed.

In this matter, the American psychologist and pedagogue B. Bloom created a taxonomy of pedagogical goals in cognitive and emotional spheres. It is called Bloom's Taxonomy. (Taxonomy-

the theory of classification and systematization of complex structured spheres of existence). He divided thinking into six levels according to the development of cognitive abilities. According to him, the development of thinking is at the levels of knowledge, understanding, application, analysis, generalization, and evaluation. Each of these levels is represented by the following symbols and examples of verbs corresponding to each level, including:

Knowledge is the initial level of thinking in which the student can pronounce terms, know specific rules, concepts, facts, and so on. Examples of verbs according to this level of thinking: to be able to return, to be able to strengthen, to be able to convey information, to be able to tell, to be able to write, to be able to express, to distinguish, to be able to recognize, to tell, to repeat.

When he has comprehension level thinking, the student understands facts, rules, schemes, and tables. Based on the available information, he can predict future consequences. Examples of verbs according to this level of thinking: justify, replace, clarify, define, explain, translate, rearrange, illuminate, interpret, clarify.

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