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# The Role of Interactive Teaching Methods in the Formation of Students' Professional Competence

## Kalinina Olga Nikolaevna

Senior Lecturer, National University of Uzbekistan. Tashkent, Uzbekistan

#### Shakarova Feruza Dolievna

Senior Lecturer, National University of Uzbekistan. Tashkent, Uzbekistan

## Yadgarova Guzal Isanbayevna

Senior Lecturer, National University of Uzbekistan. Tashkent, Uzbekistan

**Abstract**—This article is devoted to the topical topic of the application of interactive methods. Interactive teaching methods provide the solution to educational problems in various aspects. The interest in interactive methods is caused by the need to improve the modern system. The possession of interactive learning technology and its use in the educational process, including in Russian language lessons, will undoubtedly contribute to the development of students ' qualities that correspond to the processes taking place in life today. The paper also presents the technologies of conducting Russian language lessons using interactive methods and their significance.

**Keywords**---active methods, creative, didactic games, educational process, interactive method, productive.

#### Introduction

Currently, a new education system is being formed in Uzbekistan, focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. The content of education is enriched with new procedural skills, the development of the ability to operate with information, creatively solve pedagogical problems with an emphasis on the individualization of educational programs. Traditional methods of information - oral and written speech, telephone, and radio communications are giving way to computer-based learning tools, the use of telecommunications networks on a global scale (Slastenin et al., 2002; Starodubtseva, 2014). Further integration of educational factors is planned:

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Corresponding author: Isanbayevna, Y. G.; Email: yadgarovaguzal@gmail.com

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schools, institutes, families, micro-and macro-society. The most important component of the pedagogical process is the personality-oriented interaction of the teacher and the student. A special role is assigned to the spiritual education of the individual, the formation of the moral image of a person. The educational system is based on a humanistic worldview as a general idea, which provides for the formation of such personality qualities as awareness of nature and man in their unity, rejection of authoritarian, mythological style of thinking, tolerance, a tendency to compromise, respect for other people's opinions, other cultures, values and beliefs. In accordance with the National Program of the Republic of Uzbekistan on personnel training, the main task of higher education at the present stage is to provide highly effective training based on the information and pedagogical technologies (Yakovleva & Yakovlev, 2014; Yinger, 1986; Kane, 2020).

#### **Material and Methods**

In order to activate the educational process, to introduce students to creative search, to form communicative skills of free, logical and research thinking, pedagogical innovations should be used (interactive forms of learning: dialogue, discussion, brainstorming); game technologies (educational, training, controlling, cognitive, entertaining, educational, communicative, etc.); business games aimed at forming the skills to apply a certain strategy, tactics and methods at certain stages of creative activity. A modern highly effective learning technology is problem-based learning, the essence of which is the search for a way to assimilate knowledge. The creation of new educational technologies in the field of vocational education and training complexes provides for the widespread use of computer programs and electronic technical means of training (Galskova & Gez, 2007; Panfilova, 2009; Ersoy, 2014).

In the process of teaching the Russian language, it is recommended to use modern pedagogical and information and communication technologies:

- to present the theoretical material of the course using computer and electronic-didactic technologies;
- when fixing lexical and grammatical material, use visual material, sounding text, slides, tables, diagrams, videos, etc.
- use such teaching methods as lecture, story, demonstration;
- forms of cooperation (individual, group, frontal, collective; conversation, discussion).

The main purpose of using the above methods is to teach students to express their point of view, to argue, to exchange views, to make collective decisions. Developing themselves as "thinkers", students activate their abilities to put forward ideas, proposals and improve their versatility in the correctness of the chosen path. These are methods of active learning - methods that stimulate the cognitive activity of students (Milligan, 1998; Golitsyna, 2017; Tuma, 2021; Jia et al., 2017). They are based mainly on dialogue, which presupposes a free exchange of views on ways to resolve a particular problem.

Students creative activity develops in the process of activities that have a creative nature, which makes students learn and wonder, find solutions in non-standard

situations. Therefore, today in pedagogical science and practice there is an intensive search for new, non-standard forms, methods and techniques of teaching. Non-traditional types of lessons, problem-based teaching methods, interactive teaching methods, collective creative activities that contribute to the development of students ' creative activity are widely used. Active teaching methods are such teaching methods in which the student's activity is productive, creative, and exploratory. The most common and characteristic methods of active learning are: brainstorming, conversation, discussion, educational game, the method of problem tasks and situations (Alcivar et al., 2020; Widana et al., 2020).

The positions were taken by the subjects of training in the implementation of this group of methods:

- Teacher: reports only part of the knowledge, attracts students to perform individual search steps, organizes a variety of problem situations, mandatory self-and mutual analysis of their activities by students, its discussion;
- students: independently, under the supervision of a teacher, compare, generalize, draw conclusions, evaluate and analyze, solve problematic situations and solve non-standard tasks, perform practical actions in complicated conditions.

Different authors classify active learning methods (ALM) on different grounds, distinguishing a different number of ALM groups.

For example, Golubkova O. A. and Prilepo A. Yu. classify interactive teaching methods based on their communicative functions, dividing them into three groups:

- discussion methods:
  - dialogue;
  - group discussion;
  - analysis and analysis of life situations.
- game methods:
  - didactic games;
  - creative games, including business, role-playing games;
  - organizational and activity games;
  - counterplay.
- psychological group of interactive methods:
  - sensitive and communicative training;
  - empathy. (Privalova, 2014)

According to experts, interactive methods used in the educational process should meet the following requirements:

• active, creative, proactive participation of students in the process of obtaining knowledge;

- formation, accumulation and development of skills in the process of group and individual classes;
- maximum approximation of the results of training to the field of practical activity;
- cooperation of students and teachers in the planning and implementation of all stages of the learning process. (Privalova, 2014)

According to the nature of the educational and cognitive activity, the methods of active learning are divided into: imitation methods based on imitation of professional activity, and non-imitation ones. The peculiarity of simulation methods is their division into game and non — game ones. The methods in the implementation of which the trainees must play certain roles belong to the game. At the same time, non-game ones include analysis of specific situations (ACS), actions according to instructions, etc. The peculiarity of non-simulation methods is the absence of a model of the process or activity being studied (Tsai et al., 2018; Liubarets et al., 2021).

According to the type of activity of participants in the search for solutions to problems, methods based on:

- ranking by various attributes of objects or actions;
- optimization of processes and structures;
- design and construction of objects;
- choosing tactics of actions in management, communication and conflict situations;
- solving a research, managerial or socio-psychological problem;
- demonstrations and training of attention skills, invention, originality, quick thinking, and others. (Akhmedova M. H. 2017)

According to the number of participants, there are: individual, group, collective methods.

Voronova A. A. identifies three main types of active learning methods:

A method for analyzing specific situations. Situations can be different in didactic orientation and are used in accordance with the task that the presenter sets for the group: a situation is an illustration, a specific case proposed by the presenter to demonstrate theoretical material; a situation is an exercise where participants must highlight and remember some elements; a situation is an assessment in which the proposed problem has already been solved, and participants are invited to evaluate it; a situation is a problem, a number of questions are put before the group that need to be analyzed and solved.

Game simulation or simulation games. Games (simulation) are divided into business games, where a simulation model is set in advance, and organizational games, where participants themselves choose a system of solutions. There is also a classification of AMO, which involves dividing them into four groups, combining group and individual forms of classes, with the former being the main one. Discussion methods (free and directed discussions, meetings of specialists, discussion of life and professional incidents, etc.), built on live and direct

communication of participants, with a passively detached position of the host performing the function of organizing interaction, exchanging opinions, if necessary, managing the processes of developing and making a group decision (Suvorova, 2001).

Game methods (organizational and activity, imitation, role-playing games, psychodrama, sociadram, etc.) that use all or several of the most important elements of the game (game situations, roles, active playback, reconstruction of real events, etc.) and are aimed at gaining a new experience that is inaccessible to a person for one reason or another. Rating methods (performance ratings, popularity ratings) that activate the activity of students due to the effect of competition. Each ALM group assumes a specific organization of interaction of participants who are in the position of students and has its own specific features. Thus, at present there is no single view on the problem of classification of teaching methods, and any of the classifications considered has both advantages and disadvantages. In modern society, the question of improving educational methods is becoming more acute. Modern children need a different approach to learning. Today's time requires a new level of education of students. Students should become, first of all, socially adapted individuals, and all the knowledge gained at school should have a practical outlet into adulthood. Therefore, it is now correct to talk about improving education (Mukaddas & Nilufar, 2021; Bravo & Gámez, 2021).

One of the ways of such improvement is the introduction of the Singapore methodology of education. Thanks to this method, we can:

- increase the level of assimilation of knowledge by students;
- to introduce students to a new form of presentation of the material;
- increase students 'interest in the subject.

New things are always perceived by students with special attention. The Singapore method is no exception. Its essence consists in group training (Cooperative learning). For students, working in groups is interesting. Everyone feels the support of the team, and at the same time, everyone is assigned individual responsibility. Students have more opportunities to show themselves, express their opinion, make their own choice. They may be feeling the importance of their point of view for the first time. In the Singapore education system, students have more independence, and the teacher is no longer the center of the lesson. He should only be able to direct and organize the activities of students (Zimnyaya, 1991; Igor et al., 2015; Tudor, 2013).

### Conclusion

In the conditions of interactive learning, students experience an increase in the accuracy of perception, mental performance, there is an intensive development of intellectual and emotional properties of the individual: stability of attention, observation, the ability to analyze and summarize. In order for our students to really become successful, we need to teach them the skills of effective communication, cooperation and teamwork. They also need to master the skills of critical and creative thinking to find solutions to the problems that they will have

to face in a world unlike ours. The lessons should be aimed at this. When working in groups, when they move around, everyone is involved in this process, they are interested and the information is easily remembered.

The combination of active methods, means and forms of training allows us to optimize the educational process, improve the quality of education, provide conditions for self-education of students, organize joint activities of a student and a teacher aimed at self-realization of a student. Active learning, which is carried out with the help of active methods, contributes to the formation of cognitive interest in the acquisition of knowledge and educational activities. Interactive learning contributes to the formation of communicative competence, enhances the motivation of students and optimizes the learning process. The use of interactive technologies for teaching the Russian language makes the practical lesson attractive and truly modern. It can be concluded that such an organization of educational activities plays an important role in the development of students' communicative and professional competence.

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