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ВЛИЯНИЕ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ НА ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ

TALABALARNING KASBIY KOMPETENSIYALARINI RIVOJLANTIRISHGA INTERAKTIV TEXNOLOGIYALARNING TA'SIRI

THE INFLUENCE OF INTERACTIVE TECHNOLOGIES ON THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS

Аннотация. *В данной статье рассматривается роль инновационных технологий в повышении качества преподавания* ***Включение педагога в инновационную деятельность влияет на повышение уровня его профессиональной компетентности, активизирует его стремление к получению новых знаний, к самовыражению, самореализации при решении педагогических задач, к развитию творческого потенциала, и как следствие формирование профессиональных компетенций студентов.***

Ключевые слова: *интерактивные технологии, инновационная деятельность, качество преподавания креативность; профессиональная компетентность; социальная активность будущих специалистов.*

Annotatsiya. *Ushbu maqolada o'qitish sifatini oshirishda interaktiv texnologiyalarning o'rni ko'rib chiqiladi, o'qituvchining innovatsion faoliyatga qo'shilishi uning kasbiy kompetentsiyasi darajasining oshishiga ta'sir qiladi, uning yangi bilim olishga, o'zini namoyon qilishga intilishini faollashtiradi. pedagogik muammolarni hal etishda, ijodiy salohiyatini rivojlantirish va natijada talabalarning kasbiy kompetentsiyalarini shakllantirish*

Kalit so'zlar: *interaktiv texnologiyalar, innovatsion faoliyat, o'qitish sifati, ijodkorlik; kasbiy kompetentsiya; kelajakdagi mutaxassislarning ijtimoiy faolligi.*

Abstract. *This article considers the role of innovative technologies in improving the quality of teaching. The inclusion of a teacher in innovative activities affects the increase in the level of his professional competence, activates his desire to acquire new knowledge, to self-expression, self-realization in solving pedagogical problems, to the development of creative potential, and as a consequence the formation of professional competence of students.*

Keywords: *interactive technologies, innovative activity, quality of teaching; creativity; professional competence; social activity of future specialists.*

INTRODUCTION

In order to form the field of competencies in students of all levels within the framework of the modern educational system, new educational standards are being developed that use the competency approach as a basis for the formation of a competitive teacher with specific qualities that meet the requirements of the modern economy, i.e. professional competencies, defined as the ability to make decisions effectively and act using one's own experience, practical skills and knowledge in order to solve professional problems.

MAIN PART

Currently, educational theorists classify all teaching methods into the following categories:

1. Teacher-centered.
2. interactive.
3. individualized.
4. Experience-based.

Let us consider each of these categories. The first category centered on the instructor, who is the predominant source and transmitter of much information.

Instructor → student.

This is what is called "chalk, lesson and monologue" ("talk and chalk") in the traditional lecture hall. The method is effective when a teacher wants to convey a large amount of information synthesized from a variety of sources outside of textbooks. It can also be used successfully to motivate and emotionally affect students. Examples of instructor-centered learning include:

- A lecture lasting 50-75 minutes with no opportunity for questions.
- A short lecture (10-20 minutes), with a break for prepared questions, usually using other teaching methods as well.

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- A full or abbreviated lecture with a guest speaker as the "highlight." (In this case, it is important to ask the guest speaker to ask questions of the audience and encourage them to ask questions of him/her.)

- A demonstration given before or after a short lecture. When conducting a demonstration, students should be prepared in advance to make and record their observations.

This predominantly one-way communication with the student nevertheless allows the most important content to be emphasized.

The methods of individualized learning can be expressed by a model: Student ↔ student

Teaching strategies are chosen here to maximize student interaction to solve problems together and formulate solutions. The teacher sets the ground rules, introduces constraints. This category of methods includes:

- *Programmed task* - Executed usually in the form of a text, it sets the task of developing specific skills, such as the correct use of terminology or solving situational problems. The text of a programmed assignment is divided into a sequence of specific steps or segments, the completion of which requires the student to provide a written response. The student can immediately know if he/she has answered correctly. Such a programmed task can be used in out-of-class or supplemental learning activities.

- *Teaching and learning module* - A separate module of a learning course or training, based on specially organized performance of tasks, providing student control while performing various actions with a variety of learning materials. It can be used both in self-preparation for and during classroom instruction.

- *Self-Testing* - Self-tests are given to students to help them determine which skills and abilities they need to improve. Each block of tests includes a series of verification activities to be completed. Based on the correctness of their answers to the tests, students decide what to study. The tests can be administered at any time during the course.

- *Computer-assisted instruction* - All instructional materials (print, graphics, audio, etc.) are converted to electronic format and placed in a computer. The student answers a series of questions and, if he/she gives an incorrect answer, is "collapsed" into an alternative sequence. The method is used in out-of-class independent work to develop a variety of skills, as well as additional learning activities to the course as a whole.

- Experiential learning methods are based on the involvement of real practical experience or its modeling. They may include all aspects of the previous three methods. Experience-based learning methods include:

- *Role-playing* - Students are given a description of a situation and the characteristics of the actors in it. The student chooses the role of one of the actors and tries to behave as that person would behave in the given situation. This method allows students to try on the attitudes and behaviors of others and see how others react to these behaviors.

- *Simulation games* - Simulation of real situations taken from practice in a simplified form. This method places more importance on the modeling of the situation, which is used as a real learning experience, than on the outcome. Specific "rules of the game" are used to guide the participants' actions independently of the instructor. The method is an excellent technique for developing planning and decision-making skills and can have a strong influence on attitudes and values.

The terms "interactive methods" and "interactive learning" come to us from the English language (interactive: inter - between; active from act). The phrase "interactive methods" can be translated as "methods that allow students to interact with each other", and the term "interactive learning" means learning based on interaction. In other words, interactive teaching methods are a special form of organizing cognitive and communicative activities, in which students are involved in the process of learning, have the opportunity to understand and reflect on what they know and think.

This is the essence of interactive methods: learning takes place in the interaction of all learners, including the teacher. Joint activity of the teacher and students in the process of learning the educational material means that everyone makes an individual contribution; there is an exchange of knowledge, ideas, and ways of activity. An important component of active learning methods is the creation of comfortable conditions in which students feel their success, intellectual well-being, which makes the learning process productive. Classes are held in a game form, in a

relaxed atmosphere, in the mode of recreation and entertainment in a pleasant company.

Nowadays there is a lot of talk about the need to use interactive teaching methods.

These methods are most consistent with the person-centered approach to learning. They involve co-learning, and both the learner and the teacher are subjects of the learning process. The teacher often acts only as an organizer of the learning process, a group leader, a creator of conditions for students' initiative. In addition, interactive learning is based on the direct interaction of the student with his/her own experience and the experience of his/her friends, as most interactive exercises refer to the experience of the learner himself/herself. New knowledge, skills are formed based on and in connection with such experience. Often tasks do not imply a single correct answer, and then the process of finding a solution is important, which is always based on the student's experience. Interactive activities in the classroom are based on five basic elements:

- positive interdependence;
- personal responsibility;
- facilitative interaction;
- collaborative and group work skills.

Interactivity eliminates the dominance of both one speaker and one opinion over another. In the course of dialogical learning, students learn to think critically, solve important problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, and communicate with others. For this purpose, individual, pair and group work is organized, research projects applied, role-playing games, work with documents and various sources of information, and creative works are used.

It should be noted the importance of the application of interactive teaching methods from the point of view of modernity, as these methods develop the qualities required by employers and social skills necessary for the general development of a person, i.e. allow to socialize the personality, adapt it to modern social conditions.

Interactive teaching methods allow to activate and use the huge educational potential of students, to introduce elements of competition into the educational process and to use all the properties inherent in positively functioning systems: the intellectual power of a group of students is greater than the sum of powers of its members (i.e. the group result is always higher than the sum of individual results).

The use of interactive teaching methods facilitates communication both between the instructor and the students and between the students themselves in the classroom or outside the classroom - in remote classrooms and other locations. Which interactive method should be chosen and how it should be used is determined by the learning objectives. Examples of interactive teaching methods include the following forms of classes:

- *group discussion* involves a group of two to thirty or forty people working together, exchanging information and ideas in order to solve a problem or better understand a particular task or situation. Discussion is characterized by free and open communication, focus, familiarity with facts; thoroughness and depth of exploration, substantive level of consensus reached, and group responsibility. It can be used for:
  - Problem solving;
  - Training;
  - Appreciative research;
  - Persuasion;
  - Opinion change;
  - Group therapy;
  - Case studies;
  - Multilateral negotiations;
  - Group projects.

Used in a classroom environment, these forms and methods should be well structured and limited to a clear time frame. Any of these methods should be accompanied by a short lecture to provide the group with initial basic information and to respond to clarifying questions. In case of case studies, multi-stakeholder negotiations, group projects or evaluation studies, it may be advisable to give assignments and instructions before the interactive session in order to elaborate on the information to be used during the interactive session. During the discussion, the instructor can provide comments and guidance to direct the discussion. Sufficient time should be allowed for each of the participating micro groups to communicate their recommendations and solutions to the group as a whole.

Group projects require a great deal of research and work outside the classroom. Once study groups are formed, each group receives a project from the

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instructor or develops its own project approved by the instructor. Each group then reports on the background and results of their project. Some instructors find it helpful to provide each student with a brief project plan to follow during the presentation. Each project presentation should take as little time as possible. Each student should have the opportunity to ask questions.

Brainstorming the task of which is to generate a large number of creative ideas-solutions in a short period of time. Students are presented with a problem or described some opportunity. They are told that they have 2-5 minutes of time to express their ideas, no matter how acceptable they think they are. Discussion is forbidden. Assumptions should be expressed in single words or short phrases. Someone writes down all the ideas expressed on the board or in front of the camera. At the end of the session, this recording is edited and brought up for discussion by the instructor or even better by one of the students. The discussion should have a clear direction so that everyone understands what all participants are doing. If there are no suggestions and comments from the students, the instructor or facilitator should make an effort to get them to participate more actively.

The case study method (case method) uses some real story or an eyewitness description of an event, which is always authentic and usually interesting. As a rule, "case study" is characterized by a combination of a significant share of student interactivity with active comments from the instructor. Finding a solution to a problem in a general case can take a long time. Several case methods have been described (Segall, Vanderchmidt, Burglass and Frostman, 1975) that can be used for the classroom:

-*Descriptive cases* - A problem requiring immediate solution or action is described schematically. Students are given background information and told about the development of events up to the decisive moment. Then questions are posed to them: what are the possible alternatives, what should be done and why.

- *Case-incidents* - Students are given a short (100-200 word), incomplete description of a problem situation. They get the missing data if they ask the right questions. The group can be divided into teams defending their positions. In the end, the whole group should come to a common, mutually agreed solution to the problem.

- *Cases that stimulate inductive/deductive thinking* - More importance is placed on the decision-making process rather than on the solution itself. The student reads a description of the situation under study and analyzes it by asking and answering a series of questions. Sessions may be taped and accompanied by a commentary by the instructor describing the analytical techniques used by other participants.

- *Expert discussion* - A group of experts is allocated, with three to eight participants, including the presenter (moderator). The experts discuss the proposed topic from different perspectives. The moderator may make a general comment when the topic has been exhausted and then give a new topic. It is important to plan and allocate time so that there is enough time for students' questions. The group of experts can be specialists in the topic under discussion or a group of students who have recently studied the topic.

- *Interviewing a guest expert.* - Both students and the instructor ask a series of pre-prepared questions of the invited guest. The interview should focus on a special topic of interest. A group of students in and out of the studio is asked to study the guest's publications and prepare a series of questions in advance, which are then sent to other students and the guest specialist. The group that prepared the introductory questions is the first to ask them. The other students are then encouraged to ask a question on the topic of the interview. Regardless of which method is chosen, the students' actions should be consistent with the learning objectives.

Currently, methodologists and practicing teachers have developed many forms of group work. The most well-known interactive methods are "big circle", "aquarium", "brainstorming", "debates". These forms are effective if the class discusses a problem in general, about which students have initial ideas, received earlier in the classroom or in life experience. The valuable thing about these forms is that they allow students not only to express their opinions, views and assessments, but also, after hearing the arguments of the partner in the game, sometimes to abandon their point of view or significantly change it.

Interactive teaching methods provide a real opportunity to create an atmosphere of partnership in the classroom. The teacher, who receives

technology based on interactive methods, rather than ready-made recipes for good lessons, is trained to work in the mode of creative co-authorship, in readiness for reasonable changes and making non-standard and responsible decisions. Interactive teaching methods allow the teacher to:

- ensure the interest of students in the topic of the lesson,
- to achieve a more solid assimilation of educational material,
- develop analytical thinking,
- form communicative skills,
- create conditions for the involvement of all students in active learning activities,
- provide a favorable psychological microclimate in the study group.

CONCLUSION

Thus, the realization of the competence approach in higher education must necessarily be accompanied by the use of modern innovative tools to support the conduct of the educational process, which provides the development of personal qualities in the value sphere, without which it is impossible to form a competitive teacher.

It should be noted that the most important condition for interactive teaching is personal experience of participation in training sessions on interactivity. In other words, the teacher's mastering of active methods and techniques of teaching is simply impossible without direct inclusion in one form or another. This allows to coordinate the learning process, informally manage it and contribute to the achievement of goals and objectives.

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