

PRACTICAL APPLICATION OF TEACHING METHODS AND FORMS

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Abstract. This study provides information on the use of innovative teaching methods and the practical application of educational forms. It also discusses the advantages of collaborative learning and interactive learning methods in modern educational methods. The effectiveness of education can be increased by using forms of educational methods based on modern pedagogical research in the formation of teaching techniques.

Keywords Teaching methods, forms of education, interactive methods, teaching technologies, pedagogical methods, collaborative learning, pedagogical skills.

TA'LIM METODLARI VA SHAKLLARINI AMALIYOTDA QO'LLANILISHI

Annotatsiya. Ushbu tadqiqotda ta'limning innovatsion o'qitish metodlaridan foydalanish va ta'lim shakllarini amaliyotda qo'llash bo'yicha ma'lumotlar keltirib o'tiladi. Shuningdek ta'limning zamonaviy metodlarida kolloborativ ta'lim va interaktiv ta'lim metodlarining afzalliklari haqida aytib o'tilgan. Ta'lim metodlarining hozirgi kunga kelib o'qitish texnikasini shakllantirishda zamonaviy pedagogik tadqiqotlarga asoslangan shakllaridan foydalanish orqali ta'lim samaradorligini oshirish mumkin.

Kalit so'zlar: Ta'lim usullari, ta'lim shakllari, interfaol usullar, o'qitish texnologiyalari, pedagogik usullar, hamkorlikda o'qitish, pedagogik mahorat.

Introduction

Today, in modern educational methods based on interactive learning strategies, teaching forms are increasing their adequacy, so the student is not just a recipient of information, but an active participant, a problem solver and a creative thinker. Therefore, the theory and practice of modern pedagogy considers the widespread introduction of interactive strategies and innovative teaching methods into the educational process to be an urgent issue. Pedagogical methods based on interactive approaches in the education system are a set of strategies that organize the process of acquiring knowledge based on the interaction of students (cooperative learning), active communication with the teacher. An analysis of the results of modern pedagogical research shows that interactive methods based on modern educational programs help to strengthen students' motivation, independent learning skills, and critical thinking. The main goal of the interactive teaching strategy is to enhance the student's cognitive process and ensure his active participation from a passive listener. It is based on modern educational approaches, the main task is to gradually implement the educational process in areas aimed at the formation of communicative, social and analytical competencies through the organization of pedagogical methods.

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The use of such methods in education requires high creativity, pedagogical skills, and psychological preparation from the teacher. Based on research conducted by international scientists on interactive methods of modern education, a basic analysis of the interactive form of education shows that the level of knowledge acquisition directly depends on the indicators of increasing the student's activity in the educational process. That is why today, many universities and schools around the world are widely using such educational methods as, collaborative Learning. For information, we can say that currently, interactive strategies and pedagogical methods in modern education serve to increase student interest, broaden their worldview, increase their ability to think freely, acquire new knowledge, learn in a team, develop an educational model based on communication and reflection. The program of using methods based on multi-vector pedagogical approaches in education is widely used in educational activities in higher educational institutions, which increases the level of student participation in the educational process.

Collaborative learning is a proven methodological method that helps students master the content of the curriculum, accelerates the learning process in terms of developing diverse thinking and collaborative skills. These pedagogical strategies are widely used in the development of a relatively high level of interaction between students. It is advisable to organize the effectiveness of cooperative learning by ensuring participation in the context of a combination of socio-psychological factors (quality of interpersonal relationships, psychological adaptation, positive attitude to education) and types of education. The above characteristics of cooperative learning allow us to conclude that cooperative learning has great educational potential in multi-vector areas of education. This study provides an in-depth analysis of the theoretical foundations of pedagogical approaches based on these interactive learning methods, international experience, their application through tools based on modern educational methods, and the possibilities of their implementation in the education system of the Republic of Uzbekistan. Analysis of modern education in strategic stages is not just a model of a system that provides knowledge, but a process that develops a person, prepares him for social life, teaches him to be active in the environment and the global world. Today, the concept of education is based on the principle of "knowledge creation" rather than "knowledge acquisition", and the use of new teaching methods allows achieving good results. From a psychological point of view, interactive teaching methods are a means of ensuring the active participation of the individual, helping to consolidate knowledge in long-term memory. This model makes it possible to move from data to understand pedagogical phenomena and the laws of their change in order to choose appropriate methods of organization and management of pedagogical processes. It should be noted that mandatory submission to management does not mean superiority. In modern sciences, the functions of organized systems that ensure the preservation of their unique structure, the maintenance of the mode of operation and the implementation of their programs are considered. The answer to this question is that the collaborative skills of young students are distinctly different from the mechanistic ideas of the educational strategy and the humanitarian strategy. In order to create a model of pedagogical conditions for the development of the phenomenon under study, the teacher should choose among them pedagogically controlled conditions in determining the external conditions that significantly affect the process of the formation of collaborative skills of his students.

In this case, the factor is understood as the internal driving force of the process, and the condition is external, to some extent or consciously developed by the teacher, which offers a situation that has a significant impact on the process, but does not guarantee a certain result. In order to create a factor of the formation process of the phenomenon under investigation, the following research and diagnostic procedures should be performed: it is necessary to choose the components that stand; In accordance with these criteria, the most optimal set (complex) of diagnostic methods is selected for individual components and events in general; In the model based on pedagogical activity, students can be divided into several groups: for research purposes, for daily pedagogical activities, it is appropriate to implement management control. According to the theory of social learning of the experienced educator a person learns new forms of behavior by observing, criticizing and analyzing the actions of others. Therefore, cooperative learning and discussion-based methods enhance the interaction of students in the social environment. Such approaches have formed the concepts of "Differential Education" and "Individual Learning Paths" in education. As a result, the educational process has become person-oriented, flexible and interactive. Thus, the concept and methodology of modern education implies a system built on person-oriented, interactive and collaborative forms of education. It is aimed not at the level of mastery of students, but at developing their thinking, analysis, creativity and problem-solving skills. Consequently, we believe that the Uzbek education system is also on the path of educating a competitive, knowledgeable, creatively thinking generation in the conditions of today's global changes by introducing these concepts in harmony with national traditions. The basic model of the interactive learning system is an analytical system of methods based on active communication, cooperation and exchange of ideas between the teacher and students in the learning process. In this approach, the learning process is divided into two-way activities: the teacher guides the student, but at the same time learns from the student's thoughts and experience. Interactive strategies radically change the quality of the learning process. International pedagogical research shows that as a result of interactive learning methods: the level of students' knowledge retention increases by 50-70%, creativity and critical thinking skills develop. Motivation for learning and interest in learning increase. In addition, interactive methods adapt to the student's educational needs. Each student enters the process in a way that corresponds to his or her abilities, speed and learning style. This approach allows for individualization of education.

Conclusion

In conclusion, it can be said that in order to effectively implement interactive teaching methods, the teacher must be highly prepared. Unfortunately, in some cases, the following problems are observed in the use of interactive teaching methods: Teachers' insufficient knowledge of new pedagogical technologies is a lack of information in using the methods. To solve these problems, it is necessary to update pedagogical training programs, modernize educational infrastructure, and retrain teachers in digital didactics. Interactive teaching strategies are the basis of modern education. Through them, the student becomes a creator of knowledge, not a recipient of knowledge. These pedagogical methods strengthen the connection between the teacher and the student, serve to develop cooperation, creativity, and social responsibility.

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