

THEORY AND PRACTICE OF INTRODUCING ACTIVE AND INTERACTIVE FORMS OF TRAINING IN VOCATIONAL EDUCATION

Khamidov O.A.

teacher / Jizzakh Polytechnic Institute

UZBEKISTAN

xurram_t@mail.ru

ABSTRACT

The article defines a characteristic, an essential feature of active and interactive teaching methods. In the modern education system, active and passive forms are widely used in conducting classes in the educational process, and you can also find a wide variety of interactive forms of conducting training sessions. The essence of interactive learning is to organize the learning process in such a way that almost all students are involved in the cognitive process, they have the opportunity to understand and speak out about what they know and think. Interactive methods used by higher education institutions cannot replace lecture classes, but can contribute to a better assimilation of lecture material, form opinions, attitudes, behavior skills. Interactive forms of conducting classes can be realized differences between the active and passive teaching method. The article mentions the advantages of the active method and the disadvantages of the passive method of training vocational education.

Keywords: Interactive forms of training, passive method, active method, interactive method, features of active teaching methods.

INTRODUCTION, LITERATURE REVIEW, METHODOLOGY

The educational activities of students of higher educational institutions can be understood as one of the types of cognition. This kind of cognition proceeds on the basis of the reflectively transforming activity of the subject. Scientific knowledge is an activity that is aimed at acquiring fundamentally new knowledge. In the context of the competence-activity approach, the psychological and pedagogical basis is the active cognitive activity of the student himself, which helps to form the ability to think creatively, using the knowledge, skills and abilities that are acquired in the process of activity [4,5,6,7]. The main way of transmitting information in the traditional organization of the educational process is a one-way form of communication, the so-called passive method. The essence of this method is that the teacher broadcasts information that the student subsequently reproduces. In this situation, the experience of the teacher is the main source of training, and the student becomes perceiving, i.e. he hears, reads and talks about certain areas of knowledge. Two-way communication may also arise when the student asks for something or clarifies. It happens that a one-sided form of communication occurs at seminars, and not just at lectures, when the student, and not the teacher, broadcasts information in the form of reports or answers to questions. This form of communication has existed for a long time, but today it is unacceptable for many reasons. We list some of the shortcomings.

Firstly, the student is passive during the lesson and his main function is only listening. As I. R. Halperin [3] emphasizes, with such a “passive hearing” attention is paid to understanding the main content of the message, and secondary facts and details slip away. The listener holds

mainly what is highlighted by the speaker himself. American researchers perceive a certain pattern of learning. So F. McElrow and R. Karnikau argue that a person can remember 10% of the information read; 20% - information heard; 30% - information seen; 50% - seen and heard information; 80% - information that he voices himself; 90% - of the information that he himself came to in the activity [10]. The second drawback is that only the teacher himself is the source of information. In this case, one-way communication can be justified only if there is a lack of information or if it is impossible to obtain it in another way, except for the teacher's story. Today, this is usually not the case, because the teacher often uses non-original material. The only original thing is how the teacher presents this material. This of course is of great importance, but it does not help much in constructing knowledge from students, because it is still a foreign construct. The form of multilateral communication in the educational process is a completely different form and is an active method. Multilateral communication involves the activity of each subject of the educational process, and the teacher, and the student, the absence of repressive management measures and authoritarian control by the teacher. The number of intense communicative contacts between students begins to increase. It is necessary to clarify that the essence of multilateral communication involves not just the statements of students, which in itself is significant, but the introduction of their own knowledge into the educational process.

Any attempts by students to designate their own experience or knowledge remain at the level of additional information and cannot change the structure of the subject of discussion or disrupt the usual communicative model of "teacher's opinion - student's complement". In this case, the principle of multilateral communication is violated, because students' knowledge is not fully attracted, merely supplementing the teaching process. The teacher passes knowledge, expression of opinion and assessment of students through a kind of "communicative filter" of understanding and perception. Teaching, which is openly communicative, can be characterized by the following statements: 1) students learn better certain skills if they are allowed to approach the subject through their own experience; 2) the training becomes more effective provided that the teacher takes an active part in maintaining methods and means of mastering knowledge 3) the best perception of the material studied is due to the structuring of this material by the teacher, which facilitates the assimilation, as well as through involvement in the discussion and adoption the views of students, which, in turn, may not coincide with the point of view of the teacher. It must be understood that the form of multilateral communication makes a prerequisite a waiver of the teacher's right to the only possible truth, which will allow students to construct their knowledge.

Communication participants meet the positions of other participants and can move in the process of constructing their knowledge (which is essentially an individual process). In this case, the student himself constructs his knowledge, which is necessary and, depending on the needs, can be further improved - either immediately, or already after the time of studying at the university. In order to implement the current educational requirements, it is necessary to develop previously unused forms of training. It is considered appropriate to conduct classes using interactive teaching methods. They would allow students to interact with the audience and the teacher quite actively. It is believed that the most modern form of active methods are interactive teaching methods. The orientation of the modern approach to teaching should be so that novelty is introduced into the learning process, which is determined by the fact that there are peculiarities in the pace of development of activity and life, the specifics of the educational technologies and the needs of the person, state and society in order to develop socially necessary for students knowledge, beliefs, qualities and traits of character and experience of behavior.

It became clear that it was necessary to manage the process of personality development, and not the personality itself, which means transferring the main role of the teacher's work to the methods of pedagogical influence in an indirect way and rejecting excessive edification and didacticism; instead, dialogue-based communication methods, the search for truth by students and the teacher together, the use of diverse creative activities, and the use of educative situations occupy a key position.

Currently, the use of interactive teaching methods is the basis of methodological innovations. An active teaching method is a method that encourages students to actively think and practice in the process of mastering teaching material. Active learning involves the use of a system of methods aimed mainly not at the teacher's presentation of ready-made knowledge, their memorization and reproduction, but at independent mastery of students by knowledge and skills in the process of active mental and practical activity. With active learning, the student becomes the subject of educational activity, enters into a dialogue with the teacher, actively participates in the cognitive process, performing creative, search, problem tasks [1, p. 5]. Distinctive features of active teaching methods are: 1) targeted activation of thinking (the student is forced to be active regardless of his desire); 2) a long time for students to be involved in the educational process (i.e. throughout the lesson); 3) independent creative decision-making, an increased degree of motivation and emotionality of students; 4) interactive in nature, i.e. constant interaction of subjects of educational activity (students and teachers) through direct and feedback, free exchange of views in the process of finding a solution to problems.

RESULTS, DISCUSSION

Significant aspects of active learning in the vocational education system:

1. Active learning is aimed at learning something. The amount of knowledge taught to students is not decisive in itself; it is relevant what additional opportunities open up as a result of training.
2. With active training, the emphasis is on creation, the ability to predict the consequences of decisions and modeling the result develops. Students learn to look for ways to achieve their goals, to anticipate the possible consequences of their decisions and actions.
3. In active learning, the most significant is the process of knowledge transfer. Active teaching methods in themselves represent the learning process, and do not act only as a means of transferring knowledge or developing work skills and behavior.
4. In the process of active learning, students learn to identify and fix problems. Active teaching methods allow you to create problem situations that are always situational, specific, require students to have certain knowledge, insight, the ability to diagnose problems, their ability to identify and understand the specifics, as well as identify its characteristic features.
5. With active training, the teacher is the organizer and assistant. The task of the teacher is to organize the educational process so that students participate actively in the process of the lesson, while the teacher is an attentive observer and coordinator.

Interactive ("Inter" - mutual, "act" - act) means interacting, being in a mode of conversation, dialogue with someone. In other words, unlike active methods, interactive ones are oriented towards a wider interaction of students not only with the teacher, but also with each other. The teacher, as before, develops the plan and content of the lesson, using interactive methods to present new material in the most interesting and effective form [1].

The educational process using active and interactive methods, in contrast to traditional classes, where the student is a passive student, is built on the basis of the inclusion of all students in the group, without exception, each of them making their own individual contribution to solving the problem through active knowledge sharing, ideas, ways of working. Unfortunately, today

there is no clear distinction between active and interactive teaching methods, the same types of methods are classified as active and interactive, so there is no clear classification of interactive teaching methods.

Interactive methods are based on the principles of interaction, student activity, reliance on group experience and mandatory feedback. The teacher in this lesson serves as an assistant in the research work of students. The activity of the teacher gives way to the activity of students, his task is to create conditions for their initiative. Participants actively enter into communication with each other, jointly solve tasks, overcome conflicts, find common ground, make compromises. The organization of the lesson is carried out by the teacher in advance, tasks and questions are carefully selected for discussion in groups [9]. Interactive learning is a special form of organization of cognitive activity. It implies very specific and predictable goals. The main goal is to create pedagogical conditions for studying at a university, under which a student can become confident in his intellectual viability, which makes the learning process productive. In other words, interactive learning is, first of all, interactive learning, during which there is an interaction between the student and the teacher, as well as between the students themselves [1]. The tasks of interactive forms of learning are: to awaken students' interest in learning; effective assimilation of educational material; students' independent search for ways and options for solving the educational task (choosing one of the proposed options or finding their own options and the rationale for the solution); teamwork training: manifestation of tolerance to various points of view, respect for the rights of everyone; freedom of speech; the formation of students' own opinions based on certain facts; reaching the level of student's conscious competence. The most common among teachers are the following interactive forms: round table (discussion, debate); brainstorming (brainstorm, brainstorming); case-study (analysis of specific situations, situational analysis); master classes; work in small groups; educational games (role-playing, imitation, business, educational, etc.); use of public resources (invitation of a specialist, excursions); social projects and other extracurricular forms of training (competitions, films, performances, exhibitions, etc.); interactive lecture using video and audio materials; Socratic dialogue; discussion of complex and debatable issues and problems (take a position, scale of opinions,); "Decision tree", "case analysis", "negotiations and mediation", "stairs and snakes"; trainings and others [1]. It should be noted that during the preparation of a lesson on the basis of interactive forms of teaching, the teacher faces the question not only of choosing the most effective form of instruction for studying a specific topic, but also of the possibility of combining teaching methods, which undoubtedly contributes to a deeper understanding of the topic. At the same time, one should rely on the following methodological principles: an interactive lesson is not a lecture, but a joint work of students on a specific problem; all participants in the educational process are equal regardless of age, social status, experience, place of work; Each participant has the right to their own opinion on the issue under study. Criticism of the person is unacceptable (only an idea or incorrect information can be criticized). The most popular among educators are such methods as: work in small groups, which gives all students the opportunity to participate in the work of the group, practice the skills of cooperation, interpersonal communication, resolve differences that arise; role-playing game, during which the participants in the group play scenes with pre-distributed roles that reflect certain situations in life; a mini-lecture is one of the effective forms of presenting theoretical material presented in a language accessible to students, and each term must be defined with reference to authoritative authors and sources. At the end of the speech, a discussion of the questions arises, as well as ways to use the information received in practice; project development allows participants to mentally go beyond the audience and draw up a project of actions on the issue under discussion, the main thing is that everyone has the opportunity to protect their project, to prove its advantage over others; "Brainstorming",

“brainstorming” (“dolphi” method) is a method in which any answer of the students to the asked question is accepted, while the assessment of the expressed points of view is not given immediately, but after all the speeches, the main thing is to find out the awareness and / or attitudes of participants to a specific issue; a lecture together allows you to distribute educational material of problematic content in the dialogue dialogue of two teachers, while professional discussions seem to unfold between different specialists, for example, a theorist and practitioner, a proponent and an opponent of a certain concept. This type of lecture makes students actively engage in the thought process, compare different points of view and their choice; a lecture with pre-planned mistakes is aimed at the ability of students to detect errors, put them into the compendium and bring them up for discussion. Such a lecture, as a rule, performs not only a stimulating function, but also a control one; • lecture-visualization helps to transform oral and written information into a visual form when using diagrams, drawings, drawings, etc. Such a lecture contributes to the successful solution of a problem situation, because students’s mental activity is actively included with the wide use of visibility, etc. The study conducted by us showed that under the conditions of interactive learning, students experience an increase in the accuracy of perception, mental performance, an intensive development of the intellectual and emotional properties of the personality: stability of attention, observation, the ability to analyze and summarize. Interactive learning contributes to the development of communicative skills of students, helps to establish emotional contacts between them, activates teamwork, expands the range of educational opportunities.

Thus, the essence of interactive learning is to organize the educational process in such a way that almost all students are involved in the cognitive process, they have the opportunity to understand and speak out about what they know and think. Students jointly participate in the process of mastering and learning educational material. This means that everyone contributes, there is an exchange of ideas, knowledge and methods of activity. This kind of educational process takes place in a friendly atmosphere. This contributes to the development of cognitive activity, its transformation into more developed forms of cooperation, the acquisition of new knowledge. The characteristic of interactive forms is that these forms have a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants. The student takes a full part in the process of perception, where interactive methods are used, and his experience is the main source of educational knowledge. The teacher encourages students to search independently, and does not give ready-made knowledge. The learner and teacher change their interaction in the teaching of an interactive nature. Unlike traditional forms of conducting classes, students become more active than the teacher, and the teacher, in turn, creates the conditions for the manifestation of their initiative. The teacher is no longer acting as a "filter." He becomes an assistant, not just passing information through himself, but turning into another source of information. Very often, interactive learning is at the heart of intensive learning. A teacher who wants to use these methods should undoubtedly be able to use group interaction techniques. Interactive learning provides mutual enrichment, interaction, mutual understanding. It is worth considering the fact that lecture classes cannot be completely replaced by interactive methods, however, these methods require better assimilation of educational material, the formation of attitudes, skills, opinions.

CONCLUSIONS

It should be noted that the most important condition for the implementation of the above goals is the personal experience of the teacher’s participation in interactive training sessions. You can learn it only through personal participation in the game, "brainstorming" or discussion. In addition, to achieve the educational goals that we have reviewed, we outline the basic rules for

organizing the educational process using interactive forms: First, all participants in the educational process should be involved to a lesser or greater extent. To this end, it is better to use technologies that allow all students to be involved in the discussion process. Secondly, it is important to take care of the psychological preparation of the participants, as not everyone who is present at the lesson is psychologically ready to take part in some form of work. In this case, encouragement for active participation in the work, providing opportunities for self-realization and various warm-ups will help create the necessary atmosphere. Thirdly, the number of students using interactive should not be large, because there may be a direct correlation between the number of participants and the quality of training. The optimal number of participants is a group of up to 25 people. Fourthly, the premises where the lesson is held are of great importance. The room should facilitate the work of students in large and small groups. Fifth, there is a definite need to outline the rules for conducting the lesson, which should be agreed upon at the beginning of the lesson. Sixth, attention must be paid to the division of students into groups. It may be better to let students first share in groups themselves, and then, for example, take advantage of random choices. In addition to the rules for organizing the educational process using interactive forms, there are a number of conditions: trusting relationships between the teacher and students are necessary; the teacher and students should cooperate with each other in the process of communication; personal experience of students, their examples and facts should be involved in the educational process; different methods and forms of presenting information are welcomed, as well as a variety of forms of work of students. Thus, interactive forms of training help ensure the strength of knowledge, high motivation for learning and further self-education, imagination and creativity, sociability, an active life position, mutual respect and freedom of expression, and form professional competencies.

REFERENCES

1. Active and interactive educational technologies (forms of conducting classes) in higher education: study guide / comp. T.G. Mukhina. - N. Novgorod: NNGASU. - 2013. -- 97 s.
2. Vysotsky, I.R. Computer in education // Informatics and education. - 2000. - No. 1. - S. 86 - 87.
3. Halperin, P. Ya. Teaching methods and mental development. - M.: Publishing house Mosk.un-ta, 1985.
4. Zimnyaya, I. A. Key competencies as an effective-target basis of the competency-based approach in education. // Proceedings of the methodological seminar "Russia in the Bologna Process: problems, tasks, prospects." - 2004.M., 2004.
5. Zimnaya I. A. Key competencies as an effective and targeted basis of the competency-based approach in education .. - M.: Research Center for Quality Problems of Training Specialists, 2004. - 32 p.
6. Zimnaya I. A. Key competencies - a new paradigm for the result of education // Higher Education Today. - 2003. - No. 5. - S. 34–42.
7. Zimnaya, I. A. General culture and social and professional competence of a person [Electronic resource // Eidos Online Journal. - 2006, May. - Access mode: eidos / journal / 2006 / 0504.html.
8. Pidkasisty, P.I., Tyschenko, O.B. Computer technologies in the distance learning system // Pedagogy. - 2000. - N 5. - S. 8.
9. Solodukhina, O.A. Classification of innovative processes in education // Secondary vocational education. - 2011. - No. 10. - S.12-13.
10. Coorough, C. Multimedia and the Web: creating digital excitement/ Calleen Coorough. – Orlando, FL : Harcourt College Publishers, 2001. – 362 p.