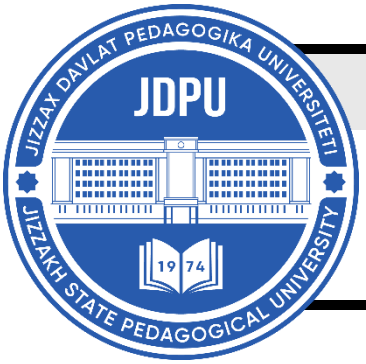
DOI: https://doi.org/10.37547/mesmj-V5-I4-53 Pages: 436-443

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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INTERACTIVE TECHNOLOGIES AS A TOOL FOR PROFESSIONAL PROFESSIONAL IMPROVEMENT OF TEACHERS

Ulugbek Suyunbayevich Khonimkulov
Lecturer
Jizzakh State Pedagogical University
Jizzakh, Uzbekistan
E-mail: xonimqulovulugbek1985@gmail.com

ABOUT ARTICLE

Key words: professional competence, modern information and communication technologies, interactive educational technologies, interactive technologies, module, credit, technology, educational technologies, independent education, digital technologies.

Received: 01.05.24
Accepted: 03.05.24
Published: 05.05.24

Abstract: This article highlights the main issues of improving the professional qualifications of teachers through the active introduction of interactive technologies into the educational process of professional retraining institutions, which allows to move to a qualitatively new stage of pedagogical activity, significantly increase its didactic, informational, methodological and technological capabilities. Also, the article covers the concepts of professional competence, modern information and communication technologies, interactive educational technologies, which means that almost all students should use interactive educational technologies based on dialogue and cooperation of all educational subjects.

INTRODUCTION

The reform of modern education places new demands on pedagogical personnel, therefore, teacher training and professional retraining are becoming more and more important. A teacher who thinks freely and actively, predicts the results of his activities and models the educational process accordingly is a guarantee of solving the tasks. The text of the National Education Initiative directly states: "Modernization and innovative development is the only way to become a competitive society in the world of the 21st century, to lead a decent life for all... citizens. In the context of solving these strategic problems, the most

important qualities of a person are initiative, creative thinking and the ability to find innovative solutions, the ability to choose a professional path and willingness to learn throughout life...".

Therefore, it is necessary to create an educational system that allows a modern teacher to constantly improve his qualifications and professional skills, that is, to be always ready for new changes of the times. Thus, the implementation of the State Educational Standard of Higher Education requires the formation of the pedagogical elite of the university - specialists who are ready to work in new conditions, are able to use modern technologies and take responsibility for the results of education. The goal of teacher training is not to "fill" them with a certain amount of information, but to develop competencies such as working with the subject content of knowledge, designing and modeling their own activities [3].

Perfect professional work is the work of a teacher in which educational activities and pedagogical communication are carried out at a sufficiently high level, personality is realized, and good results are achieved in teaching and educating students.

The development of professional competence is the development of the creative individuality of a teacher who is the owner of the latest knowledge and technologies. Professional skill of a teacher is a unique personal characteristic of a teacher, which implies the presence of a combination of important psychological qualities that ensure his mastery of professional activities and effective solution of professional pedagogical tasks in education and training.

The urgency of the issue of improving the professional qualifications of teachers is related to the acceleration of the process of moral depreciation in the modern world and the obsolescence of the knowledge and skills of specialists. It is as a result of the process of improving the professional qualifications of the teacher that the quality of education for students improves. In recent years, improving the qualifications of teachers has become one of the most urgent topics for the development of education in our country. This is primarily due to the growing demands for professional training of specialists in all areas of human activity in the conditions of the market economy [4].

MATERIALS AND METHODS

The term «interactivity» comes from the English words «Inter” and «act” and means «interaction». Interactivity in learning is understood by modern researchers as being in constant, active interaction, in dialogue mode, the common action of all participants in the learning process [15]. Interactive technologies are based on the direct interaction of students with the learning environment. The learning environment acts as a reality in which the student finds himself as an area of mastered experience, and it is not just about connecting his observations, life experiences as an auxiliary material or illustrative addition. The

learner's experience is the central activator of educational knowledge. The role of the teacher changes dramatically when using interactive forms. The teacher performs in interactive technologies in several main roles. In each of them, he organizes the interaction of students with an area of the information environment. In the role of an expert informant, the teacher sets out textual material, demonstrates a video sequence, answers questions from students, provides competent instruction, monitors the results of the process, etc. In the role of organizer, he establishes the interaction of children with the social and physical environment (breaks down into subgroups, encourages them to independently collect data, coordinates the execution of tasks, preparation of mini-presentations, creates a “communication field”, etc.). The teacher can apply not only the existing interactive forms and methods, but also develop new ones depending on the purpose of the lesson, i.e. actively participate in the process of improvement, modernization of the educational process [14].

However, the analysis of actual practice shows that not all teachers are ready to solve new problems, some teachers do not want to take the position of the subject in teaching, because it requires great responsibility for their educational results. It is easier for the teacher to act in a traditional way, on the basis of familiar stereotypes: to explain all the material himself, without giving students the opportunity to demonstrate their knowledge and experience. But today the main task of the teacher in the content of education is changing: he is turning from a transmitter of information to a manager, where the main thing for him is to manage the educational process. The purpose of the student also changes: from a receiver of information, he becomes a partner, a partner of the teacher, that is, he becomes an active person. Therefore, it is very important for the teacher to learn to use all new technologies based on activity-based forms of learning. Now it can be seen that the main factors of personality development are practical activities related to the subject and interaction between people. In fact, many years of experience in the vocational education system show that if students are open to learning, actively participate in relationships and cooperation with other participants in the educational process, teaching will be effective and better, achieves results.

Almost all of this is achieved by the use of interactive learning technologies based on dialogue, collaboration and cooperation of all learning subjects. Every year, interactive education gains more and more supporters in professional education and is widely used in teacher training. It is related to the specific characteristics of students, the goals of their education, and they are aimed at revising the system of already formed knowledge, abilities, skills, experiences, developing critical, creative thinking integrated with the emotional sphere

of a person. . Pupils are active, independent, self-directed, and play a leading role in the implementation of the educational process and in determining its main parameters. Each of them has their own value system, their own assumptions about the learning process, personal motivation and their own social context. Pupils respond selectively to pedagogical influences, are ready to consciously search for the content and methods of their education and take responsibility for it. At the same time, learning is not the main activity for students, he considers it a means of solving life and professional problems. All the above features indicate that student education is a very complex process, which needs to be organized in a special way as a source of education from the rich experience of students.

This is related to the wide use of interactive educational technologies that ensure maximum independence and activity of students in education.

In teaching through interactive technologies, the method of cooperation and communication between students and teachers prevails. All these features of the educational process help to widely use interactive technologies, forms and methods of teaching. In addition, interactive learning provides an environment that alleviates the tension and anxiety associated with engaging in learning activities. Research shows that adults "hold on" to their values, life and professional stereotypes until they realize the necessity and productivity of giving up some of them at the level of activity. Interactive education helps to activate best practices, to form new professional thinking, to take a constructive position towards innovations, to take a creative approach to using the experience of others, and to form a critical self-evaluation [1, 2].

RESULTS AND DISCUSSION

Interactive technologies provide an educational process that is carried out in the form of joint activities of students:

- ✓ all participants of the educational process exchange information;
- ✓ solve problems together;
- ✓ imitate situations;
- ✓ evaluate the behavior of colleagues and their own behavior and immerse themselves in the real environment.

Interactive education allows you to more fully implement a number of methodological, didactic, pedagogical and psychological principles. This makes the educational process more interesting and a creative learning process.

Because it trains you to work in a team and listen to others, as well as the ability to think independently in the learning process.

The mastering of interactive technologies helps to create a comprehensive understanding of professional competence, its dynamics and its place in real activity, and helps to adapt existing knowledge to new technologies. In the modern educational process, game training, case technologies, active lectures, creative seminars, master classes, round talks, discussions, project seminars, mind maps, information mazes, various types of situation analysis, role-playing and business studies interactive technologies such as games are used.

The most common interactive learning technologies include group work, including small groups. Finding himself in a collective learning environment, the teacher participates in the organized self-development process of his colleagues, helps them analyze their personal professional difficulties and needs. This creates an opportunity for real professional interaction, during which professional self-development is formed as an internal function of social interaction [5].

The use of interactive technologies requires the teacher to reconsider the forms and methods of work. New technologies provide high educational results if they are supported by advanced methodological techniques based on the joint activity of all participants in the educational process, exchange of ideas and methods of action. Special techniques of interactive technologies have been developed in psychology and methodology for individual, pair, group and collective work.

The main forms of interactive education

Today, the following most popular technologies are used in the organization of interactive education:

1. Interactive methods: "Case-study" (or "Educational cases"), "Blitz survey", "Modeling", "Creative work", "Relationship", "Plan", "Conversation", etc.

2. Strategies: "Brainstorm", "Boomerang", "Gallery", "Zig-zag", "Staircase", "Museum", "Rotation", "T-table", "Snowball", etc.

3. Graphic organizers: "Fish skeleton", "BBB", "Concept chart", "Venn diagram", "Insert", "Cluster", "Why?", "How?" and others.

The listed methods help to activate the mental activity of students, their needs are taken into account, and their personal experience is involved. At the same time, purposeful correction of knowledge is carried out and a situation of communication involving everyone is created at work.

Interactive technologies provide a learning process that is carried out in the form of joint activity of students: all participants of the learning process share information, solve

problems together, simulate situations, evaluate the behavior of colleagues and their own behavior and immerse themselves in the real environment.

Interactive education allows for fuller implementation of methodical, didactic, pedagogical and psychological principles, is realized more in the educational process. Mastering interactive technologies provides a comprehensive understanding of professional competence, its dynamics and role in real life. helps create and adapt existing knowledge to new conditions, goals and tasks. This creates an opportunity for real professional interaction, during which professional self-development is formed as an internal function of social interaction.

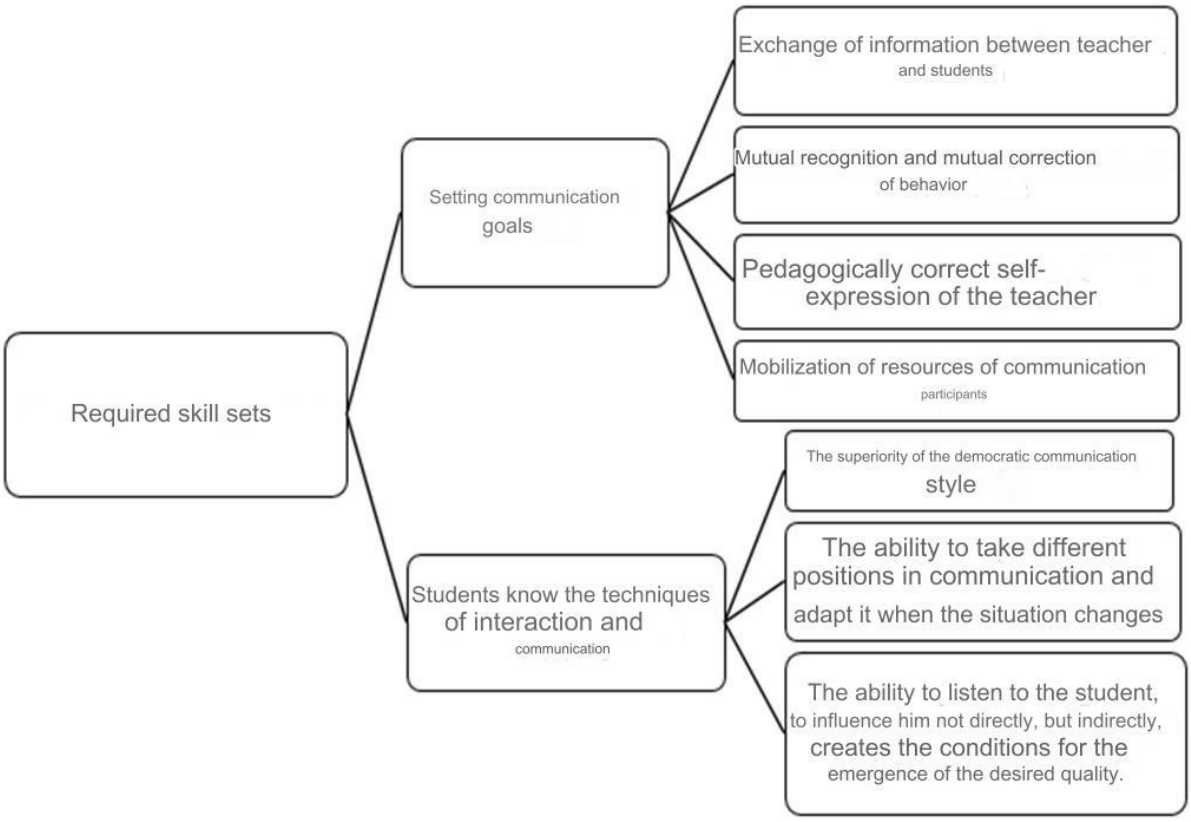

Fig. 1. Skills developed through interactive technologies

The use of interactive technologies requires the teacher to reconsider the forms and methods of work. New technologies provide high educational results if they are supported by advanced methodological techniques based on the joint activity of all participants in the educational process, exchange of ideas and methods of action.

CONCLUSION

In conclusion, I would like to emphasize that the active introduction of interactive technologies into the educational process ensures the transition to a new level of quality in pedagogical activity, significantly increases its didactic, informational, methodological and technological capabilities, and improves the professional skills of teachers.

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