

# THE USAGE OF INTERACTIVE METHODS IN THE ORGANIZATION PROCESS OF INDEPENDENT WORK OF STUDENTS IN HEI'S

**Timirov Aktyam Madatovich**

Associated professor of Foreign languages department  
Samarkand state architecture and civil engineering university

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**Abstract.** *The article translates interactive teaching methods, their essence and features, the role of a teacher and a student when accepting interactive methods in the educational process of a higher educational institution. When using these methods, as well as rational and competent organization of independent activity contributes to the formation of a free, creatively thinking student.*

**Keywords:** *interactive method, case study, independent activity, independent work, self-education, teacher, student.*

**Introduction:** The main task of higher education is the formation of a creative personality of a specialist capable of self-development, self-education, innovation. A student and graduate of a higher educational institution should not only acquire knowledge in the subjects of the program, master the skills and abilities to use this knowledge, research methods, but also be able to independently acquire new scientific knowledge. Knowledge, for the most part, is not transmitted to students in a ready-made form, but is acquired by them in the process of independent cognitive activity in a problematic situation. In this regard, the independent work of students is becoming increasingly important.

When studying national and global trends in the development of higher education, the following trends are clearly manifested: modern socio-cultural conditions dictate the intrinsic value of the idea of continuing education, when students are required to constantly improve their own knowledge; in the conditions of the information society, a fundamental change in the organization of the educational process is necessary: reducing the classroom load, replacing passive listening to lectures with an increase in the proportion of independent work of students; the center of gravity in learning is shifting from teaching to independent activity of students in education. Systematic, teacher-controlled independent activity of a student becomes dominant in modern conditions of transition to multi-stage training of specialists [1].

**Main part:** In the modern world, the main task of a higher educational institution is the formation of a creative personality of a specialist capable of innovation, self-education and self-development. It is impossible to solve this problem only by transferring knowledge in a ready-made form from teacher to student. The student should become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. In this regard, when organizing the educational process, special attention should be paid to the organization of independent work of students. This implies the orientation of the educational process to active methods of mastering knowledge, the development of creative abilities of students and the transition to individualized learning, taking into account the needs and capabilities of each individual [2].

Relatively recently, interactive teaching methods have been used in the practice of university teaching. Interactive method means the ability to interact or is in a conversation mode, a dialogue with someone (a person) or something (for example, a computer). Therefore, interactive learning is, first of all, interactive learning, during which the interaction of the teacher and the student is carried out. The features of this interaction are as follows: stay of the subjects of education in the same semantic space; joint immersion in a single creative space; consistency in the choice of means and methods of implementing the solution of the problem; joint entry into a close emotional state accompanying the adoption and implementation of the solution of tasks. The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation and cooperation. The essence of interactive learning is reflected in the Chinese parable, which says: "Tell me and I will forget; show me and I will remember; let me do it and I'll understand".

When using interactive methods, the learner becomes a full participant in the process of perception, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to search independently. In comparison with traditional methods in interactive learning, the interaction of the teacher and the student is changing: the activity of the teacher gives way to the activity of the trainees, and the task of the teacher becomes to create conditions for their initiative. The teacher refuses the role of a "filter" that passes through educational information, and performs the function of an assistant in the work, one of the sources of information. In order to correctly apply these methods, a modern teacher requires knowledge of various methods of group interaction, since interactive methods provide mutual understanding, interaction, mutual enrichment. Interactive methods do not replace lecture material, but contribute to its better assimilation and form opinions, attitudes, behavioral skills [3]. These methods of organizing independent work of students are widely used in the so-called case technologies. The case technology consists in the fact that at the beginning of training an individual plan is drawn up, each student receives a so-called case containing a package of educational literature, a multimedia video course, a virtual laboratory and training programs on USB flash drive, as well as an electronic workbook. The electronic notebook is a kind of guide to the course and contains recommendations for the study of educational material, control questions for self-examination, tests, creative and practical tasks. While studying the course material, the student can request help by e-mail, send the results of practical tasks, laboratory work. The methods of this group use computer networks and modern communications to conduct consultations, conferences, correspondence and provide students with educational and other information from electronic libraries, databases and electronic administration systems. An important advantage of case methods is the possibility of more operational guidance of the student, his education in the process of communication with the teacher and the group, and this is an undeniable advantage of traditional forms of full-time education. The teaching materials used in this group differ in completeness, integrity, and consistency. Their advantages include: accessibility (the possibility of organizing independent work in an electronic library, and at home); visibility, i.e. colorful illustrations, video

clips, multimedia components, diagrams, text with highlighted important definitions, etc.; audio accompaniment of lectures; the presence of interactive tasks; animated examples of problem solving. Interactive methods of organizing students' independent activities also include presentations using various auxiliary tools: whiteboards, books, videos, slides, computers, etc.

In conclusion, we note that the rational and competent organization of independent activity contributes to the formation of a free-thinking person who feels the joy of learning, is willing and meaningfully involved in the educational process. An innovative approach to the organization of independent work is a qualitative step forward for the entire higher education system, as it promotes the advancement of students from education and knowledge acquisition to self-education skills.

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