ADVANCED FOREIGN EXPERIENCE IN EDUCATION AS A KEY FACTOR IN THE DEVELOPMENT OF EDUCATION IN UZBEKISTAN

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ANNOTATION

Advanced technologies in education are the interactive methods used in today's lessons. Therefore, foreign interactive methods and their promotion in the educational process were chosen as the theoretical object of the article.

Keywords: interactive method, education, cognition, thinking, comprehension, creative approach, analysis, generalization (conclusion), evaluation.

Research on the upbringing of a harmoniously developed generation has been conducted at all times and continues to this day. Today, he has accumulated significant theoretical and practical experience in studying the problem of raising a harmoniously developed generation on the basis of modern educational technologies.

Today the term "modern lesson" is widely used in pedagogy. A modern lesson is a lesson that ensures that the teacher makes skilful use of the student's existing capabilities, using and developing his or her mental abilities. The student, in turn, acquires deeper knowledge and enters a period of spiritual maturity.

What is a modern lesson, what are its features, criteria, forms, style, methods used in the lesson, didactic requirements? Naturally, such questions arise.

Modern course criteria and signs:

- The lesson is student-centered, based on the interaction between teacher and student;
- The learning process is based on stratification and individual skills approach;
- The lesson focuses on the student's high interest, desires, mental activity, achievements;
- The course is based on the content of teaching materials, methods, tools, techniques [10];
- The main focus of the lesson is on the activation of the student's mental activity;
- The mechanism of development of the student's personality, first of all, the student's self-control is fully realized in the classroom, thereby increasing his interest and aspiration to knowledge;
- use of control tools to ensure the quality and effectiveness of the lesson;
- Effective and purposeful use of time in the classroom. Emphasis is placed on overcoming learning difficulties;

In the lesson, theory and practice are explained in an interrelated way.

Didactic requirements for the course:

- clear and fluent definition of learning objectives, ensuring the developmental learning objectives of the process of sequence of lesson stages;
- optimal definition of the content of education, adaptation of curricula, standards, adaptation of students' preparation to the teaching process;
- preparing students to acquire skills by ensuring their knowledge;
-selection of rational methods, techniques, tools in accordance with the content of the lesson
- increase students' interest in learning to work individually and in groups;
- The use of different didactic principles in the teaching process;
- creating conditions for successful study of students.

Curricula make changes to the learning process. These include: mixed classes; lessons on acquisition of new knowledge, lessons on formation of new skills, lessons on systematization of generalized experiences; lessons that systematize and control knowledge and skills; lessons that apply the acquired knowledge and skills in practice.

Depending on the context, there are different lessons that can be visualized. These are:

1. Illustrative and explanatory lessons. The learning process in such classes is based on visual methods. These lessons focus on students 'ability to hear and remember. Correct answers based on what students have heard and remembered will determine the effectiveness of the lesson. Explanatory lessons have a number of advantages over other types of lessons. Such lessons save time, save the energy of the teacher and the student, effectively manage the learning process.

However, these lessons have drawbacks. In these lessons, teaching materials are provided ready-made, the student's independent work, thinking is not allowed. There is no individual approach to education.

2. Problem-based lessons focus on creating a problem situation in its essence and solving it individually or in groups. In such lessons, the student's thinking is focused on the independent acquisition of knowledge on which their interests are based. The technology of the learning process is solved by variability, consistency, complex approaches.

Difficulties also arise in the problem-solving process. The material should be appropriate to the student's readiness, age, and problem-solving ability. At the first stage of the lesson, it is important to explain to them the essence of the problem, the need to find a solution.

The second stage of the lesson is to solve the problem by solving the problem by entering into the essence of the problem. At the end of the lesson, based on the solution, the student concludes that he has mastered it and learned the solution.

Problem solving is solved through the creative independent action of students. There is a growing interest in the learning process.

The teacher's main focus is on problem solving, thinking about solutions, developing students 'ability to draw conclusions.

3. The programmed lesson is carried out mainly on the basis of a special lesson with the help of a computer. Programmed lessons are based on pre-designed projects. This makes it easier to manage the learning process. In this type of course, the final results are planned in advance. The convenience of a programmed lesson is that it allows you to constantly monitor the student's mastery of learning materials. As a result, his interests and aspirations do not fade, the student's aspirations are preserved.

4. Computer lessons - lessons based on the latest technologies of didactics, the learning process is based on new modern, high-level achievements. Such lessons allow you to learn the material quickly and easily. If the computer is equipped with special software, the learning process will be more efficient. Easy to manage, track, correct, manage and collect data.

5. Non-standard lessons. At present, non-standard lessons and their use in pedagogical activities are often discussed. The main purpose of non-standard lessons is to organize the learning process, taking into account the interest of students in the learning process. Such lessons can be named according to the purpose, task, methods of transition.

The interactive method aims to activate students 'learning and develop their personal qualities by increasing activity between students and the teacher in the learning process.

The main criteria of interactive education are: informal discussions, the ability to freely express and express the learning material, the small number of lectures, but the large number of seminars, creating opportunities for student initiative, giving assignments for small-scale work.

Cognition is the initial level of thinking in which a student can say terms, know certain rules, concepts, facts, and so on. Examples of verbs according to this level of thinking are: to be able to repeat, reinforce, convey information, say, write, express, differentiate, recognize, say, repeat.

With a level of understanding, the student understands facts, rules, diagrams, tables. Based on the available data, it can predict future consequences. Examples of verbs that correspond to this level of thinking are: justification, substitution, clarification, identification, explanation, translation, reconstruction, explanation, interpretation, explanation.

In practical thinking, the student is able to apply the acquired knowledge not only in traditional but also in non-traditional situations. Examples of verbs that correspond to this level of thinking are: introduce, calculate, show, use, teach, identify, implement, calculate, apply, solve.

At the level of analysis, the student is able to distinguish parts of the whole and the interrelationships between them, see errors in the logic of thinking, distinguish facts and consequences, evaluate the importance of information. Examples of verbs according to this level of thinking are: derivation, separation, stratification, classification, guessing, predicting, spreading, distributing, checking, grouping.

At the level of generalization, the student works creatively, develops an experimental plan, uses knowledge in several areas. Creatively processes information to create innovation. Examples of verbs according to the level of thinking: create, generalize, combine, plan, develop, systematize, combine, create, design.

At the assessment level, the student is able to distinguish and interpret criteria, see the diversity of criteria, assess the relevance of the conclusions to the available data, distinguish facts and evaluative opinions. Examples of verbs that correspond to this level of thinking are: diagnosis, proof, measurement, control, justification, approval, evaluation, verification, comparison.

Differences between traditional and interactive lessons:

1. The organization of interactive lessons in the teaching of subjects in the curriculum should take into account the relevant topics. This includes the use of interactive or traditional types of activities that ensure the full achievement of learning objectives on a single topic.

2. For interactive learning to be effective, it is important to ensure that students are familiar with the basic concepts and background information on the topic before starting a new activity.

3. It is important to keep in mind that interactive learning takes more time for students to work independently than traditional learning.

The interactive teaching method is implemented by each teacher at the level of available tools and capabilities.

Based on some experience of interactive training, we can identify the factors that affect the quality and effectiveness of these trainings. They can be conditionally called organizational-pedagogical, scientific-methodological and factors related to teachers, students, teaching aids. We need to consider whether they have a positive or negative impact, depending on their nature.

Organizational and pedagogical factors include:

1. Prepare a group of trainers for interactive teacher training;

2.Organization of interactive teaching methods for teachers;

3. Creating the necessary conditions for interactive learning in the classroom;

4. Provide a comfortable workplace for the speaker and participants;

5. Prevention of violations of sanitary and hygienic norms;

6. Ensuring compliance with safety regulations;

7. Attendance and discipline;

8. Organization of control, etc.

Scientific and methodological factors include:

1. Proper selection of appropriate interventions to meet the SST requirements and fully achieve the course objectives;

2. Quality preparation of interactive training;

3. Ensuring that each element of the interactive lesson is relevant to the topic being studied;

4. Determining the topic and content of the course on the basis of the latest scientific and theoretical information;

5. Determining the level of readiness of students in advance and conducting interactive lessons accordingly;

6. Adequate time for interactive lessons, etc. [1, 16].

Interactive sessions have a unique organizational structure, with separate types of activities to organize and conduct, and separate tasks for each. It is assumed that two or three teachers or assistants work together in one session. They are named according to the functions they perform:

1. Moderator - creator of educational content, manufacturer of modules.

1. A trainer is a specially trained professional who performs exercises to improve the skills of students.

2. Tutor - developer and executor of distance learning programs.

3. Facilitator - helper, facilitator, does not react to the process, does not draw conclusions.

4. Mentor - teacher (individually and in groups).

5. Coach - an educator, instructor, coach who helps students master. During the internship, conducts practical training, supervises the work process, monitors (examinations or sports preparation).

6. Consultant - explanatory, additional information.

7. A speaker is a person who describes the introduction to theoretical data.

8. Expert - observation, analysis, verification, conclusion, recommendation, suggestion, opinion.

9. Innovator - an innovator in the content of education and training.

10. Manager - a solver of organizational, pedagogical and economic issues.

11. Spectrum - observation, analysis and drawing conclusions.

12. Assistant - to prepare participants for the practical use of prepared tools for the lesson, to help participants.

13. Secretary - recording the necessary information, drawing up the relevant documents, keeping them in the prescribed manner.

14. Technologist-specialist on pedagogical technology. Addresses issues related to the development and implementation of programs based on modern pedagogical technologies.

15. Methodist-specialist in teaching methods. Addresses methodological issues in the development and implementation of programs.

In short, interactive learning allows you to solve multiple problems at once. The main thing is to develop students' communication skills, help them to establish emotional connections between students, teach them to form a team, listen to the opinion of their peers, perform educational tasks.

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