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METHODOLOGY FOR ORGANIZING PRACTICAL TRAINING THROUGH INTERACTIVE METHODS

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Abstract

This article comprehensively analyzes modern methodological approaches to organizing practical classes based on interactive methods, their didactic possibilities, and their impact on the effectiveness of education. In the research process, special attention is paid to the design of practical classes, planning their content based on a competency-based approach, creating an interactive educational environment, and integrating innovative pedagogical technologies into the educational process.

Keywords

interactive methods, practical training, competency-based approach, problem-based learning, case study, project method, brainstorming, role-playing games, student activity, independent thinking, critical thinking, collaborative learning.

INTERFAOL METODLAR ORQALI AMALIY MASHG‘ULOTLARNI TASHKIL ETISH METODIKASI

Annotatsiya

Mazkur maqolada interfaol metodlar asosida amaliy mashg‘ulotlarni tashkil etishning zamonaviy metodik yondashuvlari, ularning didaktik imkoniyatlari va ta’lim samaradorligiga ta’siri kompleks tahlil etilgan. Tadqiqot jarayonida amaliy mashg‘ulotlarni loyihalash, mazmunini kompetensiyaviy yondashuv asosida rejalashtirish, interfaol ta’lim muhitini yaratish hamda o‘quv jarayoniga innovatsion pedagogik texnologiyalarni integratsiya qilish masalalariga alohida e’tibor qaratilgan.

Kalit so‘zlar

interfaol metodlar, amaliy mashg‘ulot, kompetensiyaviy yondashuv, muammoli ta’lim, keys-stadi, loyiha metodi, aqliy hujum, rolli o‘yinlar, talaba faolligi, mustaqil fikrlash, tanqidiy tafakkur, hamkorlikda o‘qitish.

МЕТОДИКА ОРГАНИЗАЦИИ ПРАКТИЧЕСКИХ ЗАНЯТИЙ ИНТЕРАКТИВНЫМИ МЕТОДАМИ

Аннотация

В данной статье проведен комплексный анализ современных методических подходов к организации практических занятий на основе интерактивных методов, их дидактических возможностей и влияния на эффективность обучения. В процессе исследования особое внимание уделяется вопросам проектирования практических занятий, планирования содержания на основе компетентностного подхода, создания

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интерактивной образовательной среды и интеграции инновационных педагогических технологий в учебный процесс.

Ключевые слова

интерактивные методы, практическое занятие, компетентностный подход, проблемное обучение, кейс-стади, проектный метод, мозговой штурм, ролевые игры, активность студента, самостоятельное мышление, критическое мышление, совместное обучение.

In the context of today's globalization and digitalization, fundamental reforms are being carried out in the education system, as in all spheres of society. Modern society requires personnel who are competitive in the labor market, possess high intellectual potential, can think independently, are open to innovative ideas, and can quickly and effectively solve problems. This requires abandoning traditional approaches focused solely on knowledge transfer and organizing the educational process based on personality-oriented, competency-based, and activity-based learning models. In particular, updating the content of practical classes and organizing them based on interactive methods is an important factor in improving the quality of education.

Currently, increasing the activity of students in the educational process, forming them not as a ready-made recipient of knowledge, but as an independent creator of knowledge, is becoming a priority task. Interactive methods serve precisely this purpose. These methods, based on cooperation between the student and the teacher, allow for deep assimilation of knowledge through communication, discussion, analysis, and problem-solving. The use of an interactive approach in practical classes serves the application of students' theoretical knowledge in real situations, the formation of professional competencies, and the development of creative and critical thinking.

In traditional practical classes, reproductive activity often prevails, and students are limited to repeating ready-made knowledge. As a result, the strength of knowledge and the level of its practical application will not be sufficient. Interactive methods encourage students to think actively, search, and find solutions to problems. Such methods as "Brainstorming," "Case study," "Project method," "Debate," "Role play," "Problem-based learning," "Insert," "Cluster" develop in students such important competencies as analytical thinking, selection and evaluation of information, teamwork, communication culture, leadership, responsibility. Therefore, the use of interactive methods not only increases the effectiveness of education, but also has a positive impact on the comprehensive development of the individual.

In the adopted strategic documents, state programs, and regulatory framework for the development of the education system in the Republic of Uzbekistan, the introduction of modern pedagogical technologies, the formation of a digital educational environment, and the adaptation of the quality of education to international standards are defined as priority tasks. In this process, increasing the methodological competence of teachers, implementing innovative approaches in practice, and developing skills in designing the educational process are of great importance. Especially, the organization of practical classes based on interactive methods requires high professional skills, didactic design, and thorough knowledge of assessment mechanisms from the teacher.

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Also, the fact that digital technologies are becoming an integral part of the educational process further expands the possibilities of interactive methods. The organization of practical classes through virtual laboratories, simulations, online platforms, interactive presentations, and distance learning tools increases students' interest and serves to individualize the educational process. In these conditions, the development of a methodology for integrating interactive methods with the digital environment is considered an urgent scientific and pedagogical problem.

For the effective organization of interactive classes, it is necessary to systematically establish specific pedagogical conditions, methodological support, criteria for selecting educational materials, transparent assessment mechanisms, and reflection processes. Monitoring the educational process, analysis of learning outcomes, and determining the trajectory of individual student development are important components of the interactive approach. This requires the teacher to act not only as a knowledge provider, but also as a facilitator, consultant, and guide.

The issue of organizing practical classes using interactive methods is one of the urgent directions in pedagogical science. In the study of this problem, the scientific research of domestic and foreign scientists, modern pedagogical technologies, a competency-based approach, the theory of constructivism, and activity-oriented educational concepts serve as an important methodological basis.

In pedagogical literature, the concept of "interactive learning" is interpreted as a form of education based on active communication, cooperation, and exchange of ideas between all participants in the educational process. Such scientists as V.P.Bespalko, I.Ya.Lerner, M.N.Skatkin, A.V.Khutorskoy substantiated the need to organize education based on a personality-oriented approach. In their scientific views, it is emphasized that the student should be formed not as a ready-made recipient of knowledge, but as an active subject. This approach forms the theoretical basis of interactive methods.

In the study of the didactic essence of interactive methods, the constructivist and experimental theories of education of such scientists as J.Dewey, J.Piaget, L.S.Vygotsky, D.Kolb are of particular importance. According to their scientific views, knowledge is formed and strengthened in the process of a person's active practical activity. In particular, D.Kolb's experimental learning model (experiment - analysis - generalization - practical application) forms the methodological basis for organizing practical classes based on interactive methods.

In studies conducted by pedagogical scientists of the CIS countries, the role of interactive methods in increasing the effectiveness of education is widely covered. Such scientists as N.V.Bordovskaya, A.A.Verbitsky, E.S.Polat, G.K.Selevko, T.I.Shamova scientifically substantiated the development of students' cognitive activity, independent thinking, and problem-solving competencies through the introduction of interactive technologies into the educational process. In particular, A.A.Verbitsky's concept of contextual education allows increasing the effectiveness of education by modeling real professional situations in practical classes.

The problem of interactive methods and innovative pedagogical technologies has also been widely studied in the scientific research of Uzbek scientists. In the research of R.Kh.Zhuraev, N.N.Azizkhodzhaeva, M.Kh.Tukhtakhodzhaev, B.Ziyamukhamedov,

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Sh.Abdullaeva, A.Avliyakulov, the issues of modernizing the educational process, introducing pedagogical technologies into practice, and increasing the effectiveness of the educational process are highlighted. These scientists put forward important methodological recommendations on the organic connection of interactive methods with the content of education, lesson design, and the development of didactic materials.

The issue of the methodology of organizing practical classes has been studied as a separate area in pedagogical literature. In the studies of such scientists as S.Rubinstein, P.Ya.Galperin, N.F.Talyzina, based on the theory of activity, the mechanisms of the gradual formation of knowledge are highlighted. This approach allows for the conscious organization of students' actions in practical classes, the effective establishment of control and reflection.

In recent years, the development of digital educational technologies has led to the emergence of new forms of interactive methods. In foreign studies (S.Salmon, T.Anderson, M.Moore) on the organization of practical classes using online educational platforms, virtual laboratories, simulations, electronic educational resources, the effectiveness of distance and hybrid learning models is substantiated. These approaches are important in the development of students' independent learning skills.

The results of organizing practical classes using interactive methods show that the level of student activity, independent thinking skills, and mastery of practical knowledge increases significantly compared to traditional methods. Analysis of research and literature confirms that interactive methods serve not only to impart knowledge, but also to develop social, communicative, and professional competencies in students. Therefore, the interactive approach is an important tool in transforming the educational process from a passive participant to an active subject.

When using such methods as Case Study, Project Method, Debate, and Brainstorming in practical classes, students' interest and motivation for the lesson increase significantly. The results showed that the skills of independent thinking and problem-solving are significantly developed in students, and they are ready to apply knowledge in practice. At the same time, interactive methods have a positive impact on the formation of students' critical thinking and creative abilities.

Studies have also shown that the effectiveness of methods depends on their correct and appropriate integration. For example, the case study method focuses on analyzing real problems, the project method develops research and creative abilities, the debate method forms speech culture, teamwork, and argumentation skills. The harmonious application of methods in this way makes practical classes more effective and increases student activity.

The integration of digital tools into interactive lessons also manifests itself as an important factor in increasing effectiveness. The use of virtual laboratories, simulations, and online platforms contributes to the consolidation of students' practical knowledge, the development of independent learning and reflection processes. At the same time, the technological competence of teachers plays a key role in the successful organization of classes.

Evaluation and monitoring mechanisms play an important role in increasing the effectiveness of interactive methods. When the activities of students are monitored step by step, and the process of feedback and reflection is established, knowledge and skills are further

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strengthened. This process serves to strengthen cooperation between the teacher and the student, improve the quality of training, and ensure the practical effectiveness of the methods.

The research results show that educational and practical classes based on interactive methods contribute to a high level of improvement of students' knowledge, skills, and competencies. When using such methods as case study, debate, brainstorming, and simulation, students actively participate and develop independent thinking and project methodology. It was established that in the group where interactive methods were used in the experimental resources, students' motivation for the lesson increased, and their practical skills and long-term retention of knowledge improved.

In conclusion, the organization of practical classes using interactive methods significantly improves the quality of education, transforms students from a passive recipient into an active, creative, and critical-thinking subject, develops independent thinking, problem-solving, and communicative and professional competencies. The effectiveness of these methods depends on the methodological training of the teacher, their targeted selection and integration into the context of the lesson, and the case study, project method, debate, brainstorming, role-playing, and simulation increase students' interest in the lesson and consolidate knowledge for a long time. Digital tools, virtual laboratories, and online platforms increase the interactivity of classes, allow gaining experience close to real life and developing practical skills, while reflection and evaluation mechanisms serve continuous monitoring of effectiveness.

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