



## The Use Of Active Teaching Methods In The Educational Process

**Abdrashitova E. V.**

Chirchik State Pedagogical University

[abdiraschitovaelena@gmail.com](mailto:abdiraschitovaelena@gmail.com)

**Abstract:** the theses consider active ways of teaching and effective use of various programs and applications used in modern devices during classes at universities. Students actively use various kinds of information technologies in their lives, including tablets, phones, smartphones, laptops, etc. These devices have a great potential for providing educational information.

**Keywords:** innovative technologies, tablets, phones, smartphones, gadgets, indicators, statistics, professional technical education, standards, scientific and theoretical knowledge, motivation, information analysis.

The quality of education is one of the main problems of modern schools. This is a process of continuous improvement and the search for new techniques. It is difficult to talk about improving the quality of teaching in a modern secondary school. There are many reasons to prevent this, but we have an effective tool that we must use every day - advanced information technology and active teaching methods. The school has changed and sometimes not for the better, having grown up in the digital world children are less attentive to each other, more cruel and cynical in evaluating their peers, adults, and focused solely on their interests. Bureaucratic control over the school is becoming more difficult, and control over the educational process is weak. It's getting harder to talk to parents. There are often unfounded claims against the teacher by parents and school management. The teacher is losing authority, and needs protection. Most students of the pedagogical university do not associate their future fate with the school. They undergo pedagogical practice in schools, and see all the unpleasant, sometimes shocking moments of attitude towards the teacher. Despite all its shortcomings, secondary school plays a major role in the education of the younger generation. And all children go through this state institution. The educational environment forms social relationships and creates conditions for the upbringing of a person capable of self-development, culture formation,



interpersonal communication, the process of joint creative interaction, understanding the importance of cooperation. Information technology has unlimited potential in education. It is impossible to predict the positive possibilities and negative effects of information competencies. There are many interesting applications that are constantly being updated and improved. The younger generation is rapidly mastering modern technologies. Many moments are hidden from everyday attention. Teenagers communicate little with their peers, they cannot formulate a question or their thoughts simply and clearly, logically correctly, argumentation is low or not at all, speech is illiterate, memory is not developed. The catastrophe is that this process has affected all strata of modern society. And this is our school. We missed the point. I have to answer my own question. What is education? Education is the unity of education and upbringing. It is impossible to replace knowledge with competencies. In education and science, the number of officials has increased dramatically in thirty years. And most of them, to one degree or another, are trying to make their own changes, or in other words, another reform in education and see if it will work or not. You can always cancel it. About scientific bureaucratic structures have proliferated, carry out vigorous activities, and occupy leadership positions. They boldly carry out transformations. The alliance between officials and the greyness of science and education has created a time bomb for the country's future economic development. If you look from the outside, it seems that everything is aimed at thought - less educated people are easy to lead and manipulate. Without a fundamental healthy education, there is no independent, economically developed development of the state. In thirty years, the system of secondary vocational technical education has collapsed. What, the state does not need factories. It is much more difficult to re-create certain departments in the field of education and improve secondary and higher education. It is necessary to build new models on a single object in order to evaluate how they work. It can be a separate school or institute. Suppose the model has given an excellent result, gradually, we spread the creeping method over the entire space. Education is closely related to the personality of the teacher. The skill to read quickly, to be able to absorb a large array of information, pack and stack, is acquired at school. But only a few possess this ability. Students who do not know the school curriculum well. And nowadays, information is compressed time. And time is life itself. Lost time and the opportunity to acquire skills and knowledge cannot be returned. Hence the low level of knowledge of information,



competencies, and knowledge of the school curriculum. With the restructuring of higher education, the shortcomings of secondary education were exposed. The quality and volume of knowledge among applicants is low. We have shortened the period of study, but increased the amount of scientific knowledge and educational information, in the hope that independent work will compensate for these shortcomings. Next, the lecture and practical hours were reduced, but the volume of topics for independent work of students was increased. Who will bring up responsibility and motivation in students. We need constant monitoring of the implementation of the topics of independent work. Low level of information retrieval, processing and independent work skills. We have increased the terms of pedagogical practice at school, which forms professional and social skills for future specialists, however, strict, objective control is also necessary here. The higher pedagogical educational structure of the republic is in the process of forming new standards, and they must comply with modern scientific and technical realities:

1. Educational standards and competencies are changing;
2. Programs and approaches to solving certain competencies in education are changing;
3. The educational and methodological material on the main disciplines is being updated
4. Modern digital technologies are being widely implemented at all levels of education;
5. New approaches and forms of organization of the educational process are being formed at all levels of secondary and higher education.

These transformations make it possible to form new learning models that differ from the traditional one, where the role of the teacher is the main one. The student is assigned a secondary role. The new learning model has a different purpose, and more modern and effective learning tools. The assimilation of a large amount of knowledge and the development of skills and abilities from various fields of science, to form the ability to apply this knowledge. To form interest and activity in the search for professional skills and knowledge that will directly ensure success in professional activities [1]. The solution to many problems can be overcome by applying active learning methods. Active teaching methods will combine the educational, scientific and professional activities of students. These methods have proven to be the most effective, they will help students to master scientific and theoretical knowledge, motivate them to



search and analyze information, hopefully arouse interest in finding information and learning about the technology of human relationships, stimulate them to search in confusing situations with a high level of uncertainty and complexity. Modern higher education is formed on the basis of interdisciplinary sciences, which allows maintaining a close connection with the real life activity of a modern person [2]. Learning based on the active listener model is described using professional and social techniques. This system develops in a person's mind as a result of character formation, upbringing, training, observation and reflection on the world around them [3]. Based on cognitive perception, goals are set and decisions are made on how to act in a given situation, trying to avoid mental discomfort. The cognitive system is based on the interaction of thinking, consciousness, memory and language; the carrier of such a system is the brain (human) [9]. The main result in traditional learning is intuition and knowledge, they remain the main guideline for action in a critical situation. Moreover, scientific knowledge, which is constantly being developed and enriched in traditional education, which was considered the most important result of education, in modern conditions acts only as an indicative basis for action in a conflict situation. The activity of a teacher is complex in nature and very multifaceted and time-consuming. It requires the teacher to be able to respond quickly and correctly to non-standard situations in any team, while taking into account general trends in the development of education [1,2,3]. In this regard, the situation requires the search for the most effective ways of cooperation, more appropriate forms and methods of teaching, the use of active teaching methods, especially in pedagogy, is becoming more in demand. Active teaching methods help to combine theoretical and practical knowledge into a single whole and apply it comprehensively in professional teaching activities. In my opinion, it is necessary to increase the practical and applied training of students in the specialty. To organize a more comprehensive examination of students' fundamental knowledge. The baggage of scientific knowledge is needed in full. Often, when completing their studies, a student does not have the necessary stock of knowledge and skills, most do not work on replenishing new competencies on their own. It is very difficult for them to practically implement advanced techniques. To develop, for example, case technologies for independent work, analysis of issues of interest, tasks and situations; educational and role-playing games; educational projects [7]. In his publications, Y. N. Yemelyanov [5] notes that he uses active methods for socio-psychological



training and is based on the application of a number of socio-psychological effects and phenomena (group effect, presence effect, etc.). Verbitsky A. A. defines active methods as "problematic lectures, seminars, discussions, analysis of specific scientific discussions, controversial situations, methods of mathematical modeling, as well as various forms of research work of students, course and diploma design, field classes [4]. Active methods are those, according to G. P. Shchedrovitsky, which allow students to acquire the necessary knowledge and skills in a shorter time and with the least effort due to the conscious formation of students' motivation to learn. Smolkin A.M. believes that active teaching methods contribute to the activation of educational and cognitive activity of students, which encourage them to actively think and practice in the process of mastering educational material [6]. Panfilova A. P. considers intensive interactive technologies (games, cases, trainings, design and seminars) to be active teaching methods [7,8]. The studies of the above-mentioned scientists [1-8] indicate a stronger interest among students:

1. Activity of thinking throughout the lesson;
2. Interaction of the teacher and the student in the process of an active form of organization of the lesson;
3. High self-organization in the activities of the teacher and students in the educational process. Obviously, if the learning process is based on the use of digital technologies, organizing students to search for information during the educational process will lead to improved quality and in-depth knowledge of subjects. The use of digital tools in the classroom allows you to solve a variety of tasks: noticeably increase the visibility of learning (show a picture, table, structure, even the whole process, video laboratory work), control of students' knowledge (intermediate control), generally increase interest in the subject, broaden the horizons and cognitive activity of students and schoolchildren. The introduction of digital information technologies is carried out in the following areas: creating presentations, watching popular science films; using ready-made training programs; audio lectures; working with Internet resources [1,2].

Thus, in order to improve the quality of education and student academic performance, it is necessary to: use a variety of well-established methods of previous years and modern digital technologies; apply an information and communication approach in the learning process; organize children's participation in sports competitions, contests, Olympiads, and in the public life of the institution. Collaboration and communication are the driving force of



development, a means of education and upbringing. It must be understood that a person develops not only through his own efforts and actions, but also through the enormous influence of his relatives and friends around him, peers, older children and younger ones, outsider adults, and other associates. It must be remembered that a person is shaped by the economic situation and information technology. Admittedly, the Internet has changed modern life, it has become more informative, saturated, and more comfortable. On the other hand, information technology disconnects us from the real world if you are online. Thus, combining traditional and innovative approaches to the presentation of lecture material, practical and laboratory work, it is possible to develop several types of competencies in students at once. Such as: competence of working with information, competence of self-development, understanding, recognition, and description of biological objects and events; including figurative and abstract thinking is formed; correct construction takes place the algorithm of the links of perception of new information; interest in new innovative technologies is aroused.

Thus, in order to improve the quality of education and student academic performance, it is necessary to: use a variety of well-established methods of previous years and modern digital technologies in a complex; apply an information and communication approach in the learning process; organize children's participation in sports competitions, contests, Olympiads, and in the public life of the school. Collaboration and communication are the driving force of development, a means of education and upbringing.

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