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THE IMPORTANCE OF INTERACTIVE METHODS AND TECHNOLOGIES IN IMPROVING EDUCATIONAL EFFICIENCY

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Annotation:
The effective organization of the educational process, the effective use of interactive methods and information opportunities in training, of course, makes it possible to increase the quality of Education.
To do this, the explanation of theoretical knowledge in the course of the lesson on the basis of various interesting methods sets the stage for increasing student activity. The teacher should use such a method in the lesson so that he does not take too much time in the lesson, so that in use both the teacher and the student do not have difficulties.

Keywords: education, innovation, educational efficiency, interactive methods, information technology, pedagogical technologies, pedagogical skills.

INTRODUCTION

Educational methods include various methods and forms of work used in the implementation of tasks that must be completed in order to achieve the intended goals from a particular pedagogical process. On the basis of various methods and forms of implementation of these works, which are formed and used in practice, many educational methods are characteristic, and this process continues. An activity formed by the way, method or appearance of carrying out a character aimed at a particular educational and educational goal is characteristic of a specific educational method that serves to achieve this goal.

Nowadays, interest in the application of interactive methods, innovative technologies, pedagogical and information technologies in the educational process, attention is gaining strength day by day. Also, the demand for the theoretical knowledge and professional training of future specialists, the use of modern information and pedagogical Technologies, is sharply increasing. When introducing innovative methods into the educational process, the following guidelines should be observed:

- to have knowledge of innovative methods, to fully understand their content and application in the educational process;
- application of innovational methods based on the characteristics of each discipline and each subject in it;
- achieving continuity of didactic principles of education in the use of innovative methods in the educational process;
- to take into account the peculiarities of the learners when introducing innovative methods into the educational process.

MAIN PART

In modern conditions, the most optimal way to increase the effectiveness of education is considered to be the organization of training with the help of interactive methods. So what are the interactive methods themselves? What didactic possibilities do they have? What effects does the appropriate, purposeful application of interactive methods in the educational process guarantee?

Interactivity (in the context of an information system) is the ability of an information and communication system to react differently to any user actions in an active mode. IT is an indispensable condition for the functioning of a highly effective learning model, the main purpose of which is the active involvement of each of the students in the educational and research processes.

The use of the latest technologies in teaching increases visibility, facilitates the perception of the material. This has a positive effect on the motivation of students and the overall effectiveness of the educational process.

Interactive learning is characterized by a significant change in comparison with those forms of learning that are commonly called traditional, the nature of the relationship between the teacher and the students: the student becomes the subject of this process, and the teacher becomes its organizer; in the form of educational, business, role–playing games, discussions, there is a development of new experience and new knowledge. As a rule, the implementation of the method involves working in small groups and creating a dialogue environment.

The fundamental difference between interactive learning and the classical form of the educational process is that the participants of group interaction follow the path organized by the teacher from ignorance, misunderstanding, inability to discovery, discussion, comparison, analysis and, as a result, to understanding and ability, and the passage of this path is possible only in the mode of cooperation and constant reflection.

At the same time, a stream of information is entering the social life of the Republic at a violent pace and is covering a wide range. Receiving information at a fast pace, analyzing, processing, theoretically generalizing, concluding and establishing delivery to the student is one of the pressing problems facing the educational system. The implementation of pedagogical technology in the educational process serves to positively solve the above-mentioned urgent problem.

Teaching methods will be based on a certain pedagogical theory in their essence and content. When thinking about their effectiveness, it is necessary to consider how much progress is being achieved by the society on the basis of ensuring the collaborative activities of the teacher and student, who can trace the teaching process and target it.

If each method is used in its place in solving a specified one or another goal, it is undoubtedly active. After all, educational technologies will also focus on achieving a predetermined goal based on ensuring a high level of student activity in the lesson.

Educational methods have different structural structures that include structural elements represented by concepts such as method, path, stage, slice, part, module, algorithm. Among them, methods stand out. Below we give a brief description of them:

The method is the element of the method, the component of which determines the types of actions that will be applied to the implementation of the method.

Step - denotes the sequence of the method implementation process at a certain level in content and time.

The piece is formed by the distribution of the composition of the method at any different size.

The part is formed by the distribution of the composition of the method on a certain logical basis.

Module - denotes the smallest structural fragments that dressing the method.

The algorithm denotes the sum of repeating modules in a particular order in the structural structure of the method, as well as the repeating complex of actions in the process of implementing the method in a particular order.

Educational technology involves the design of the level of optimality and effectiveness of an educational system, from providing evidence for its conceptual foundations, setting goals, shaping results, selecting and structuring educational material, choosing an educational model, to implementing them.

Knowledge, experience and interactive methods of modern educational technologies and pedagogical skills in ensuring students have an educated, mature qualification, 80 percent of the successful course of training depends on the correct design, organization and implementation of the educational process.

The design of the educational process consists of the following three stages:

- setting training goals and results;
- development of control tasks and assessment criteria based on the results;
- development of a technological map of the educational process (lesson development map).

When designing the educational process, it is advisable to correctly determine the content of education, its purpose, the result being passed, correctly select educational methods, forms and tools, pre-develop specific criteria for assessing students ' knowledge, skills and qualifications, correctly implement them in the time allotted to the training and focus on their harmonization with each other. The implementation of the goal and the achievement of a guaranteed result depends on the collaborative activities of both the teacher and the student, as well as the goal, Content, method, form, medium, that is, technology that they set.

Modern educational technology is made up of the following elements:

1. Educator;
2. Educationist;
3. Forms of Education;
4. Educational purpose;
5. Expected result;
6. Educational methods;
7. Educational tools;
8. Control and evaluation.

The most important of the elements are the goal and expected results. So, it is necessary to design the teaching process in advance, in this process, the teacher must take into account the specific side of the subject, the place and conditions, the technical means of training, the main thing, the student's ability and need, and the ability to organize collaborative activities, only then the desired guaranteed result can be achieved. And the result is necessary to be evaluated, the

assessment of the student's knowledge is always called “what to evaluate?", in connection with the question.

It is necessary to answer this as” assessment of the levels of achievement of the goals and objectives of teaching and teaching." In this case, it is more useful that the goal is aimed at the activities of the teacher (teaching, explaining, showing, speaking, etc.), and the tasks (based on English literature) include the results of teaching. If the tasks are identified, then control tasks should be drawn up to determine the results of training. These can be oral, written, control questions, or a test.

When evaluating learners, a form of Criterion assessment is used. This assessment is a form of assessment that consists of comparing and measuring the results obtained by the evaluator in the educational process on the basis of predetermined educational goals of knowledge, skills and qualifications, according to general and the same criteria for everyone. In this form of assessment, those who receive education are assessed sacrilegiously, impartially, and it is possible to better distinguish between strong groups. In short, it is necessary to bring the student to the center of Education.

The teacher should be able to see each lesson in a holistic state, design the upcoming lesson process in order to visualize it. In this, it is important for the teacher to draw up a technological map of the upcoming lesson by him, since the technological map of the lesson is drawn up based on each topic, the subject being taught for each lesson, the nature of the science, the possibility and need of students.

CONCLUSION

In place of the conclusion, it is worth saying that the fact that each lesson is colorful, interesting depends on the projected technological map of the lesson, which was carefully thought out from the beginning. To draw up a technological map of the lesson in what form or form, it depends on the experience, the purpose and discretion of the teacher. Drawing up a technological map will save the teacher from writing an extended synopsis of the lesson, since on such a map there will be a reflection of some facets of the lesson process.

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