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Modernized Continuous Education and Use of Interactive Means in the Course of Training

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ABSTRACT: The rapidly developing information and communication technologies require continuous education to introduce new approaches to learning, ensuring the development of communicative, creative and professional knowledge, and the need for self-education.

KEYWORDS: continuous education, technology, communication, interactive tools, process, training, integration, resources, implementation, approach, teacher, activity.

I. INTRODUCTION

In addition to adapting to changes in various fields of activity, the continuous development of the human personality, knowledge and skills, the ability to form and formulate judgments and take various actions, lifelong education is aimed at the ability of a person to understand himself and the world, to reveal his potential, to fulfill certain social roles in the process labor and society. An integral component of lifelong education is the provision of a continuity chain of interconnected links: elementary school, secondary schools, vocational colleges, academic lyceums, universities, continuing education institutions and postgraduate education. It is in this way that the aspiration for education existing among various peoples is realized, embodied in the popular wisdom "Learn to live forever" or "The desire to be knowledgeable is a great honor" (Mirzo-Ulugbek).

II. RELATED WORK

The current stage of development of the Republic of Uzbekistan is associated with the implementation of processes of reforming the political, economic and social spheres of life, building a civil society, the main value of which is a person and his interests. A significant place in this process is occupied by training, education and upbringing, which provide an unlimited opportunity to most vividly demonstrate a person's creative and intellectual abilities and develop them taking into account the interests and needs of each person. It is as a result of lifelong education that the process of social adaptation of a person takes place and he chooses a field of activity in which he could realize his creative and intellectual potential to the maximum, which seems extremely relevant in modern conditions.

It should be noted that the unified educational complex existing in the republic today, provided for by the "National Program for Personnel Training" and the "Law on Education", covers the entire process of continuing education and upbringing of the young generation. [1] In these fundamental documents, each component of the education system is given a special place and a high degree of responsibility, on the state, level and interconnection of which the achievement of the goals set in them and the tasks of training comprehensively developed highly qualified personnel, capable of not only effectively managing a dynamically changing world, is completely dependent but also successfully compete in the modern labor market.



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III. SIGNIFICANCE OF THE SYSTEM

An extremely important role in the continuing education system is played by primary school. It is primary education that acts as the basic educational stage, on which the general educational basis of the population, as well as the overall achievements of education as a whole, depend. Not a single educational institution can compete with elementary school given its contribution to the integration of new generations into the public community. [2] This is the foundation for the preservation of national culture and an important condition for the formation of personality, the acquisition of not only knowledge, but also certain experience, skills and abilities to learn, with which the person will be able to integrate into all subsequent links of continuing education.

Scientists and teachers believe that the problem of social adaptation of the child to society as a whole is being solved at primary school age, the formation of basic personality characteristics that determine the subsequent development of not only an individual person, but the whole society as a whole.

It is important to preserve the natural openness of the younger schoolchild and develop a personality that is able to reveal itself to society, its abilities, its internal potential. At this age, the child actively masters the environment, creating a unique world of his own, a special culture and gradually moves to the culture of adults, to the space of adult life, absorbing, integrating and transforming it.

It is very important that a person acquired the basic personal characteristics acquired during this period through his whole life without losing his desire to learn, without losing interest in acquiring and accumulating knowledge and skills at all subsequent stages of continuing education, including in higher education.

Today's specialist - a university graduate - should be distinguished not only by high professionalism, ability to analyze their activities and timely correct them in the right direction, but also such determining personal qualities as erudition, unconventional thinking, the ability to make adequate decisions in problem situations. In this regard, in higher education today, the need to create a creative and creative personality that is ready to take an active part in all socio-political processes taking place in society and the state, as well as capable of productive highly professional activity, and the ability to apply the acquired professional knowledge in practice [3]. Therefore, in the process of obtaining education in higher education, it is necessary to develop the best basic personal and social qualities formed in elementary school and fixed at all stages of lifelong learning, interest in the learning process itself, support the desire to obtain, accumulate and make practical use of knowledge, skills.

The main directions of reforming lifelong education today are formed by the world community, are becoming global, but cannot but take into account the national interests and traditions of each state. Modern education, which is traditionally oriented towards humanistic values, is characterized by a desire for universal values, which is traditionally oriented towards humanistic values, is characterized by a desire for universal values, and creative development of a person.

It is important to remember that in modern conditions, a gigantic amount of knowledge in culture, in conditions of man's armament with powerful technical means, expanding some of his cognitive abilities, not cognition in itself is crucial. The main thing is different: the ability to determine not just the border of knowledge and ignorance, but the area of meaningful and insignificant, as well as the development of intuition, emotionality, the ability to feel and experience, the ability to navigate different types of culture and understand the other. "Essentially education can never be completed," S. I. Hessen rightly observes.



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IV. METHODOLOGY

Thus, education is understood not only as a mechanism of inheritance and transmission to new generations of past and existing cultures, but also as a mechanism of preparation for future cultural conditions. Therefore, the purpose of education is to prepare the individual for resolving problem situations that arise in the face of the formation of an information civilization. According to V.M. Rozin, "... an educated person is not only a specialist and not only a person, but a cultured and prepared person for life. Prepared not just for a normal life and smooth production, but for trials, for lifestyle changes, for changes. This is very important to realize, since it cannot be assumed that in the era of a general crisis of culture, global transformations and a shift, we or our children will be able to avoid old problems, painful metamorphoses [1]. Just as the educational requirement related to the ability to learn and retrain has become natural, the requirement for an educated person to be ready for trials, to repeatedly change their ideas, worldview, and world outlook should become natural".

There are three levels of integration of the content of educational material:
inside the subject - integration of concepts, knowledge, skills, etc. inside individual items;
interdisciplinary - a synthesis of facts, concepts, principles, etc. two or more disciplines;
trans subject - the synthesis of components of the main and additional content of education.

The integration process requires the fulfillment of certain conditions: objects of research coincide, or are fairly close; integrable subjects use the same or similar research methods; they are based on general laws and theoretical concepts: 1) allows you to implement one of the most important principles of didactics - the principle of systematic learning; 2) creates optimal conditions for the development of thinking, developing logic, flexibility, criticality; 3) contributes to the development of a systemic worldview, harmonization of the personality of students. Subjectivity decreases a lot, intersubject communications expand and deepen, and it becomes possible to obtain a greater volume of knowledge; 4) is a means of motivating the teachings of students, helps to activate the cognitive activity of students, promotes the development of creativity.

Thus, the modernized continuing education will influence the creation of a new type of culture in Uzbekistan. On the other hand, the development of education depends on the culture that today operates in society. Therefore, the responsibility for preparing present and future generations for life in the 21st century should be divided between institutional education and society as a whole, enriching each other in the process of solving educational and upbringing tasks.

Uzbek education is able to reveal the features of the world of education, its differences from other existing forms of social reality, create projects for the development of education in the future, its reorganization, the school of the future, future generations.

V. EXPERIMENTAL RESULTS

The use of interactive teaching in a certain way changes the requirements for the conditions for the organization of training, as well as for the work of the teacher. The necessary conditions for organizing interactive training are:

- high level of teacher qualifications;
- positive relations between the student and the student;
- cooperation in the process of communication between the student and the students among themselves;
- a variety of forms and methods of presenting information, forms of student activity, their mobility;
- inclusion of motivation of activity, as well as mutual motivation of students;
- application of multimedia technologies;
- trusting, at least, positive relations between the student and the student;



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- democratic style;
- cooperation in the process of communication between the student and the students among themselves;
- reliance on the personal (pedagogical) experience of students, the inclusion of vivid examples, facts, images in the educational process;
- a variety of means, forms and methods of presenting information, forms of student activity, their mobility.

Basic rules for organizing interactive learning.

The first rule. All participants must be involved to some extent in the work. To this end, it is useful to use technologies that enable all participants to be included in the discussion process.

The second rule. It is necessary to take care of the psychological preparation of the participants. The point is that not everyone who comes to the lesson is psychologically ready for direct inclusion in one form or another of the work. In this regard, warm-ups, constant encouragement for active participation in the work, providing opportunities for self-realization are useful.

The third rule. Students in interactive technology should not be many. The number of participants and the quality of training may be directly dependent. The optimal number of participants is 25 people. Only under this condition is possible productive work in small groups.

Rule Four Preparation of premises for work. The room should be prepared in such a way that the participants can easily change to work in large and small groups. For students, physical comfort must be created.

The fifth rule. Clear fixing (fixing) of procedures and regulations. It is necessary to agree on this at the very beginning and try not to violate it.

Rule Six Pay attention to the division of the workshop participants into groups [3]. Initially, it is better to build on the basis of voluntariness. Then it is appropriate to use the principle of random selection.

The place of the teacher when using interactive technologies is reduced to the direction of students' activities towards achieving the objectives of the lesson. The teacher also develops a plan for using interactive methods (usually these are interactive exercises and assignments, during which students learn material).

In addition, the teacher can apply not only the existing interactive methods and techniques, but also develop new ones depending on the purpose of the lesson, that is, actively participate in the process of improving and modernizing the educational process.

It should be noted that during the preparation of a lesson based on interactive technologies, the teacher has the opportunity to combine several teaching methods to solve the problem, which undoubtedly contributes to a better understanding of students.

Principles of working with methods and techniques of interactive learning:

- lesson - common work;
- all participants are equal regardless of age, social status, experience, place of work;
- each participant has the right to his own opinion on any issue;
- there is no place for direct criticism of the personality (only an idea can be criticized).

The teacher must have the following skills:

- organize the research process of the task in such a way that it is perceived by the learner as his own initiative;



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- purposefully organize learning situations for students that encourage them to integrate efforts;
- create an educational atmosphere in the classroom and dose out your help to students.

The organization of interactive training includes:

- finding the problematic wording of the topic of the lesson;
- organization of the learning space, conducive to dialogue;
- the formation of motivational readiness of students and teachers in the learning process;
- development and adoption of the rules of educational cooperation for students and teachers;
- the use of "supportive" communication methods: friendly intonations, the ability to ask constructive questions,

etc .;

- optimization of the evaluation system of the process and the result of joint activities.

So, interactive learning allows you to simultaneously solve several problems, the main one of which is the development of communicative skills, helps to establish emotional contacts between students, provides an educational task, as it accustoms you to work in a team, to listen to the opinion of your comrades [4]. The use of interactive techniques in the learning process, as practice shows, removes the nervous load of students, makes it possible to change the forms of their activities, to switch attention to key issues of the topic of classes.

The main difference between interactive methods is that they are aimed not only and not so much at consolidating the material already studied, but at the study of new ones.

Sinkwine is a fast but powerful tool for synthesizing and summarizing concepts and information. The word "cinquain" comes from the French word, which means "five." Thus, synquaine is a five-line poem that requires synthesis, information and material in short terms:

Interactive teaching methods and techniques allow you to solve the following problems:

- the active inclusion of each student in the process of assimilation of educational material;
- increase cognitive motivation;
- training in successful communication skills (the ability to listen and hear each other, build a dialogue, ask questions for understanding);
- development of skills of independent educational activity: determination of leading and intermediate tasks, the ability to foresee the consequences of one's choice, its objective assessment;
- leadership development;
- ability to work with and in a team;
- take responsibility for joint and own activities to achieve results.

The following methods and techniques are signs of using interactive learning:

- Polyphony. This is an opportunity for each participant in the pedagogical process to have their own individual point of view on any problem under consideration.
- Dialogue. The dialogue between the teacher and the students implies their ability to listen and hear each other, to be attentive to each other, to help shape their vision of the problem, their own way of solving the problem.
- Thought activities. It consists in organizing the active mental activity of the teacher and students. Not the translation by the teacher of ready knowledge into the students' consciousness, but the organization of their independent cognitive activity.
- Meaning. This is the process of conscious creation by students and the teacher of new meanings for themselves on the problem being studied. This is an expression of his individual attitude to phenomena and objects of life.
- Freedom of choice.



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- Creating a situation of success. The leading conditions for creating a success situation are positive and optimistic student assessment.
- Reflection. This is introspection, self-esteem by the participants in the pedagogical process of their activity, interaction.
- Creative tasks.

The inclusion of interactive teaching methods and techniques in mathematics lessons helps to shift students' attention to the right moments, redirect their activities to another channel, and to focus students on general relevant findings.

So, interactive teaching methods and techniques are among the innovative and contributing to the activation of cognitive activity of students, independent understanding of educational material.

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