

PERSPECTIVES OF USING INNOVATIVE TECHNOLOGIES IN HIGHER EDUCATION INSTITUTIONS

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✓ **Resume**

The article deals with the problem of introducing interactive learning into the practice of higher educational institutions, which is relevant in modern innovative conditions. The concepts of interactive teaching, interactive teaching technologies are considered, the characteristics of the interactive teaching technologies popular in the conditions of pedagogical innovations are given, the advantages and disadvantages of an interactive lesson are highlighted.

Key words: *discussion, business game, interactive learning, interactive learning technologies, interactive lecture.*

ПЕРСПЕКТИВЫ ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ВУЗЕ

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✓ **Резюме**

В статье рассмотрена актуальная в современных инновационных условиях проблема внедрения интерактивного обучения в практику высших учебных заведений. Рассмотрены понятия интерактивного обучения, интерактивных технологий обучения, дана характеристика популярным в условиях педагогических инноваций интерактивным технологиям обучения, выделены преимущества и недостатки интерактивного занятия.

Ключевые слова: *дискуссия, деловая игра, интерактивное обучение, интерактивные технологии обучения, интерактивная лекция.*

OLIV TA'LIM MAKTABLARIDA INNOVATSIYA TEXNOLOGIYALARIDAN FOYDALANISHNING PERSPEKTIFLARI

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Maqolada zamonaviy innovatsion sharoitda dolzarb bo'lgan oliy o'quv yurtlari amaliyotiga interaktiv ta'limni joriy etish muammosi haqida so'z boradi. Interfaol o'qitish, o'qitishning interfaol texnologiyalari tushunchalari ko'rib chiqilib, pedagogik yangiliklar sharoitida ommalashgan interaktiv o'qitish texnologiyalarining xususiyatlari keltirilgan, interfaol darsning afzalliklari va kamchiliklari ta'kidlangan.

Kalit so'zlar: *munoza, ishbilarmonlik o'yini, interaktiv ta'lim, interaktiv ta'lim texnologiyalari, interaktiv ma'ruza.*

Introduction

New requirements are imposed on education today, and the problem of the quality of training university students is becoming more and more

urgent. In modern conditions, there is still a gap between the quality of the practical training of graduates and the needs of institutions, which, in conditions of market competition, are increasingly

oriented towards new technologies. This gap can be eliminated through the widespread introduction of innovative educational technologies at the university [7].

Today, a teacher in a higher school, in addition to performing the function of a translator of scientific knowledge, must be able to choose the optimal teaching strategy, use modern educational technologies aimed at creating a creative atmosphere of the educational process. The passive form of conducting classes, when the influence of the teacher on the students is dominant, and the teacher's connection with the students is carried out through surveys, performing independent and control works, performing tests, is replaced by active learning which is such an organization and conduct of the educational process, which are aimed at enhancing the educational and cognitive activity of students through the wide, comprehensive use of didactic and organizational and managerial means, their widespread use of various means and methods of activation [5,8].

Main part

By introducing new forms and methods of teaching, means of enhancing the cognitive activity of students, in addition to the goals of forming personal, educational, familiarization and activity competencies, an additional goal is pursued - to transfer the educational process from the outdated paradigm of "knowledge baggage" to a new educational paradigm of activity, project, personality-oriented, differentiated learning.

The alternative of modern teaching programs and forms of teaching expands the field of choice, asserts the right of students to free access to various set of subjects and methods of transferring knowledge, actively using the information space of the Internet, satellite television and other means.

In the process of active learning, students become more subjects of educational activity, enter into a dialogue with the teacher, and actively participate in the cognitive process, completing the tasks offered to them. One of the modern forms of active learning is interactive learning, based on the organization of interaction between the teacher and students through active feedback between them and the organization of interaction between students. An integral part of the modern educational process based on the use of interactive forms of education is the active introduction and use of computer technology in teaching.

The use of interactive teaching methods is most consistent with a student-centered approach, since

it involves co-teaching, that is, collective learning in cooperation, and both the students and the teacher are subjects of the educational process. The teacher here often acts as the organizer of the learning process, the creator of conditions for the students to show initiative. Interactive learning is based on the students' own experience, their direct interaction with the area of being mastered professional experience. In addition, the use of interactive educational technologies presupposes a slightly different logic of the educational process: not from theory to practice, but from practical experience to its theoretical understanding.

Purpose of the study: to assess the current processes taking place in the system of higher professional education, to study the change in approaches to the organization of the educational process in higher educational institutions. At our institute, a competent approach is being implemented, which provides for the widespread use of active and interactive forms of conducting classes in the educational process (business and role-playing games, analysis of specific situations, psychological and other trainings) in combination with extracurricular work, which contributes to the formation and development of students' professional skills. Generalization, however, makes it possible to apply knowledge and skills in specific situations, when considering particular issues in the future industrial, scientific and social life of graduates of the institute.

The object of study of the teachers of the institute is interactive educational technologies. Therefore, some teachers use the method of conducting a lecture, when students are given the text of an upcoming lecture in advance, which reflects the practical significance of the material, draws the students' attention to unresolved issues or problems in this area. The teacher's task is to explain complex questions, expand the material contained in the outline, and answer questions. Students make notes only if they have problems with mastering the material or they are interested in the details of a specific issue.

Thus, the interaction of students and teachers is a characteristic and desirable feature of interactive technology, reflecting the position of the student, on the one hand, and the skill and professionalism of the teacher, on the other. Interactive technologies are technologies in which learning takes place in the interaction of all students, including the teacher. Everyone makes their own special individual contribution, in the course of work there is an exchange of knowledge, ideas, and methods of activity. An environment of

educational communication is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual assessment and control.

The use of various interactive teaching technologies, such as business and role-playing games, allows teachers to effectively solve the problems of teaching and upbringing in the educational process. Such games involve the presence of participants with different, often opposing interests and the need to make a decision at the end of the game. They allow students to form such important key competencies as communication skills, tolerance, the ability to work in small groups, independent thinking, etc. As a method of interactive learning, business games are more aimed at building students' professional competence, but they should be used where they are really needed. Unfortunately, the teaching of students is more often carried out according to the classical version, although the content of the program material for the disciplines of the curriculum has the potential to include gaming technologies in the educational process [6]. We believe that a modern teacher should master the methodology of their implementation, taking into account the specifics of the areas of training, academic discipline, personal characteristics of students in the study group.

The innovative nature of educational technologies used in the process of organizing the educational process in higher education is becoming one of the most important tools in the competitive struggle of higher educational institutions in modern conditions. The introduction of innovations in educational activities will ultimately lead to an increase in the quality of training for future specialists and undergraduates. In turn, improving the quality, accessibility, efficiency of education, its continuous and innovative nature, the growth of social mobility and activity of young people, their involvement in various educational environments make the education system an important factor in ensuring the national security of the country, the growth of the well-being of its citizens.

An innovative approach to education should include [4]:

- Intra-subject innovations - innovations implemented within the subject, which is due to the specifics of its teaching (for example, the transition to new educational and methodological complexes, the development of copyright methodological technologies);

- general methodological innovations - the introduction into pedagogical practice of non-traditional pedagogical technologies, universal in nature, since their use is possible in any subject area (for example, the development of creative tasks for students, project activities);

- administrative innovations - decisions made by managers of various levels, which, ultimately, contribute to the effective functioning of all subjects of educational activity;

- ideological innovations - innovations are caused by the renewal of consciousness, the trends of the times; they are the fundamental basis of all other innovations, since without realizing the need and importance of priority updates, it is impossible to proceed directly to the update.

A feature of innovations in the educational process can be considered the use of new knowledge, techniques, approaches and technologies to obtain results in the form of educational services that are distinguished by social and market demand. The main focus of innovation is the qualitative renewal of professional pedagogical activity. The introduction of innovative educational technologies in higher educational institutions, in our opinion, is possible in two ways: the adaptation of certain innovative technologies to traditional forms of education for universities, as well as the use of qualitatively new forms of education. The main obstacles to deeper integration of innovative technologies into the educational process are the lack of necessary skills for innovative work among university teachers and insufficient material and technical support of universities.

However, we consider their introduction into the educational process especially important and relevant, since innovative technologies are aimed primarily at improving the quality of training in higher educational institutions by developing students' creative abilities and independence, which they show in the decision-making process, which, ultimately, will lead to an increase in the personal and professional self-esteem of the future specialist, will transfer to him a significant part of the cultural and social standards of society.

Analysis of the annual survey of graduates of the medical institute shows that the majority of respondents (97%) consider it expedient to use business games, Case technologies in the learning process. As a justification, they cite the following arguments: theoretical material is better assimilated (68%), skills of practical work in the specialty are acquired (76%), communication skills

are developed (41%), motivation for educational activities is increased (73%), the ability to make

decisions in a non-standard situation is formed (54%), etc. To identify students' interest in interactive forms, a questionnaire was carried out, analysis of the answers of 2-3 year students showed that 73% of students are attracted to work with a book, 83% - imitation of pedagogical situations, 76% - work in mini groups, 93% - training sessions. When answering the question: "What contributes to the effectiveness of interactive learning technologies?" the respondents' opinions were distributed as follows: it is important to create problem situations in class for 69%, content selection - for 67%, 57% noted the perception of the objectives of the lesson, 69% correlate the effectiveness of the interactive lesson with the professionalism of the teacher, 45% opted for a flexible lesson structure, 43% - control over the assimilation of the content. Thus, the position of medical students is based on their preference for interactive learning technologies.

Interactive learning allows you to simultaneously solve several problems, the main of which is the achievement of learning goals, the development of communication skills and abilities. It helps to establish emotional contact between students, provides an educational task, as it teaches to work in a team, to listen to the opinion of their comrades [1,2].

Despite the many advantages of interactive teaching technologies, it is necessary to note the disadvantages: the result depends significantly on the professionalism of the teacher; the teacher needs experience in the careful design of communicative relationships that meets the requirements of the problematic principle; processing the content of classes takes a lot of preparation time; great tension for the teacher during the lesson; focus on continuous creative search; large time costs [3].

The use of interactive forms in the learning process, as practice shows, relieves the nervous load of students, makes it possible to change the forms of their activities, switch attention to the key issues of the topic of classes, provides high motivation, an active life position, forms solid knowledge, develops creativity and imagination, team spirit, the value of individuality, freedom of expression, emphasizes mutual respect and democracy.

1. Thus, the use of innovations in higher education today is a direct path to the integration of education, science and practice. The goal of the innovative activity of higher educational institutions is to qualitatively change the personality of students in comparison with the traditional system used for many years, which is a direct transmission of knowledge from teacher to student. In addition, innovations should become the main tool for improving the quality of education in a modern university.
2. A feature of innovations in the educational process can be considered the use of new knowledge, techniques, approaches and technologies to obtain results in the form of educational services that are distinguished by social and market demand. The main focus of innovation is the qualitative renewal of professional pedagogical activity.
3. Interactive teaching technologies are focused on increasing the volume of students' independent work, on improving the learning and education process, which will lead to an improvement in the results of these activities and the introduction of innovations into the educational process.
4. Interactive learning, contributing not only to the acquisition of professional knowledge, but also to the development of the abilities and qualities of initiative required today, contributes to the formation of students' independence, readiness for action, responsibility, decisiveness, and the ability to achieve their goals.

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