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**CLASSIFICATION OF METHODS OF INTERACTIVE LEARNING
FOR THE UNIVERSITY**

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Annotation: Currently, the educational process requires constant improvement, as there is a change in priorities and social values: scientific and technological progress is increasingly recognized as a means of achieving a level of production that is most responsive to the constantly increasing human needs, the development of the spiritual wealth of the individual.

Key words: interactive method, innovation, learning, software, method, educational institution.

The current situation in the training of specialists requires a radical change in the strategy and tactics of teaching at the university. The main characteristics of a graduate of any educational institution are his competence and mobility. In this regard, the emphasis in the study of academic disciplines is transferred to the process of cognition itself, the effectiveness of which completely depends on the cognitive activity of the student.

In activity, guided by a teacher, that students acquire the necessary knowledge, abilities, and skills for their professional activities, and their creative abilities develop. Active methods are based on dialogical communication, both between the teacher and the students, and between the students themselves. And in the process of dialogue, communication skills develop, the ability to solve problems collectively, and most importantly, students' speech develops. Active teaching methods are aimed at attracting students to independent cognitive activity, arouse personal interest in solving any cognitive tasks, the possibility of students applying the knowledge gained.

The purpose of active methods is for all mental processes (speech, memory, imagination, etc.) to participate in the assimilation of knowledge, skills, and skills.

There are imitation and non-imitation forms of training organization using active teaching methods. Non-imitative methods: lectures, seminars, discussions, collective thought activities.

Thus, the use of active methods by teachers in the university teaching process helps to overcome stereotypes in teaching, develop new approaches to professional situations, and develop students' creative abilities.

Let's now turn to the concept of interactive learning.

Interactive learning is learning that:

- Is interactive;
- Based on real life experiences;
- Includes exchange of views among students and between students and teachers
- Critically analyzes organizational and systemic causes of problems.

The purpose of interactive learning is not only to provide knowledge and skills, but also to create a basis for problem solving work after the training is over. The principles of this approach to learning are consistent with the basic principles of adult learning theory in terms of ensuring an active learning process and student participation in it.

Training is most effective if it takes into account the real situation. This should include an analysis of the circumstances that prevent the application of the material studied. For example, the solution of many tasks to identify the impact of environmental pollution on health is based on the collection and analysis of data on the state of the environment. In many countries, however, these data are inadequate and difficult to obtain. A good training program would address data gaps and investigate why they exist, indicate strategies for

improving the situation in the future, and suggest methods for solving the problem in the presence of these limitations at the present time.

The use of interactive learning should include activities that help students develop critical thinking, practice on real-world problems and in developing solutions, and acquire the skills necessary for further effective work on similar problems. Of course, educators using this approach, like everyone else, recognize that proper teaching alone does not necessarily lead to more student activity or improved post-learning environment and health. Online learning is best seen as one of the key components of a comprehensive preventive strategy that combines effective education with legislation, improved infrastructure and planning, and transparent policies and procedures.

Critics of interactive teaching methods in the academic setting include claims that they are too time-consuming, that it is easier for teachers to lecture than to engage in interactive activities, and that students themselves may not want to learn in this way. Yet interactive exercises can be inserted into even one hour long sessions and, with experience, become teacher-friendly. Because adults learn in different ways, using different approaches is likely to be more effective than using one approach, which may be good for some but not all learners. Learning will be most successful if students have the opportunity to participate in various forms of mastering the educational material: listening, getting visual representation, asking questions, simulating situations, taking part in business games, reading, writing, working with equipment and discussing pressing problems.

While the teacher must master various teaching methods, he must also try to create an environment conducive to interactive learning. This involves seating students at round tables or in other ways for maximum interaction. It also involves the use of movable chairs so that a large group of students can split into smaller groups if needed. In large lecture halls, this can be difficult; however, students may be asked to split into pairs or subgroups of 3-7.

The use of active and interactive learning technologies contributes to the development of critical thinking skills and cognitive interests of students. In classes where these technologies are used, students feel confident, freely express their thoughts and calmly perceive comments, because they are active participants in the educational process. In an atmosphere of trust and mutual assistance, it is easy to make discoveries, to realize the importance of the knowledge gained. It is under such conditions that it is possible to educate a specialist prepared for the future, in which it is necessary to solve problems and make specific decisions.

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