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DIFFICULTIES IN APPLYING ACTIVE AND INTERACTIVE

LEARNING METHODS IN HIGHER EDUCATIONAL INSTITUTIONS

Annotation: the article discusses the difficulties of using active and interactive teaching methods, suggests techniques for correcting problematic situations during classroom training. The authors conclude that active and interactive methods are effective in application, but require a high level of pedagogical skill from the teacher, and offer experienced teachers of technical universities to conduct master classes for young colleagues, in the form of a binary classroom lesson.

Key words: active teaching methods, interactive teaching methods, binary lecture, democratic teaching style, master class, teaching styles, psychology of influence, manipulation.

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**ТРУДНОСИ ПРИМЕНЕНИЯ АКТИВНЫХ И ИНТЕРАКТИВНЫХ
МЕТОДОВ ОБУЧЕНИЯ В ВУЗЕ**

Аннотация: в статье рассмотрены трудности применения активных и интерактивных методов обучения, предложены техники корригирования проблемных ситуаций во время проведения аудиторных занятий. Авторы делают выводы, что активные и интерактивные методы эффективны в применении, но требуют от педагога высокого уровня педагогического мастерства, и предлагают опытным педагогам технических ВУЗов проводить мастер классы для молодых коллег, в виде бинарного аудиторного занятия.

Ключевые слова: активные методы преподавания, интерактивные методы преподавания, бинарная лекция, демократический стиль преподавания, мастер класс, стили преподавания, психология влияния, манипуляции.

The Republic of Uzbekistan has developed its own strategy for the development of public education. Its goal is "the development of human capital as the main factor that determines the level of competitiveness of a student in the labor market and the country as a whole" [1].

To create highly qualified specialists, teachers of institutes and universities constantly improve their professional qualifications and study the latest pedagogical teaching aids, trying to conduct all classroom activities using interactive teaching methods [2]. The characteristic features of interactive forms and methods of teaching, first of all, include individualization, differentiation and unobtrusive motivation of students. Feedback produces effective results. At the present stage, such methods as "brainstorming", "briefing", "business game", "problem lecture", "case method", "work in small groups", "sparring partnership",

"Socrates method" are widely used, "binary lecture", "decision tree", "aquarium" and many others.

Performing an individual or collective task, students are happy to work in pairs, syndicates and independently. Interactive learning gives bachelors and masters not only knowledge, but also the experience of critical thinking, discussion and reflective abilities, the ability to defend one's opinion and independently collect information, acquire active perception and communication skills. Psychologists have found that students in an interactive environment improve emotional properties, such as the ability to distribute concentration of attention, observation, perceptual abilities, loyalty to a partner appear [3].

However, there are some difficulties in the implementation of interactive methods. The construction of an interactive lesson is based on certain principles, the main of which are the "feedback principle" and the "principle of equality of views" [2], for the implementation of which the only possible style of conducting a lesson is democratic. But free communication, sometimes, destroys the lesson plan, taking up an unacceptably long time for discussions, and incorrect student answers lead away from the core of the topic. To control the audience, the teacher must have additional pedagogical skills and psychological techniques. When giving a lecture, or conducting a practice, the teacher periodically asks questions to assess the comprehensibility of the material. If all answers are correct, then it is logical to proceed to the next stage of the explanation. Wrong answers - a signal to stop. At this point, don't waste time asking why the students didn't understand the material. Needless to say, their answers are not correct. Any form of attack breaks the connection with the audience, reducing it to the level of manipulation. It is necessary to change the wording of the question until it becomes accessible to the majority of the audience, and students give the correct answer [4]. The first attempts to use this method of communication with the audience irritate the teacher, but experience shows that this is the right choice to maintain interactivity. If there is enough time to complete a practical or laboratory task, then the student

can be allowed to follow the wrongly chosen algorithm until he himself understands his obvious contradictions. When time is limited, then, without rejecting the entire answer, you can highlight only the correct part, praise, setting the student on a positive note, discuss controversial points, provide additional information for a different perspective of understanding, and only then point out the wrong part of the answer [5]. Directly pointing out students' mistakes, the teacher causes resistance, affects the sense of self-worth, which ultimately gives the opposite result. [3, p.76-77]. There are a few more mandatory rules when switching to active interaction with students, one of which is not to resort to sarcasm and irony and to strengthen the visual control of the audience to exclude any kind of conflict. Reacting to any, accidental or deliberate, provocation on the part of students, which is more likely in an interactive lesson than in a traditional one, the teacher risks coming into conflict not only with the initiator and the entire group as a whole. It can be concluded that the use of interactive methods requires the teacher not only pedagogical competencies, but also knowledge of conflictology, as well as psychological influence skills.

The above difficulties arise, most often, among young teachers of technical higher educational institutions, since they do not have a pedagogical education. To help a young specialist, you can conduct a master class with him in the form of a binary classroom session [6]. Or use the proven method - mutual visits to classes. An experienced teacher, after attending a lesson, his young colleague, analyzes difficult moments and gives the necessary advice. A novice teacher, sitting in the class of his senior colleague, sees in reality how to conduct active and interactive classes, and deal with difficult moments.

The great German psychologist Klaus Vopel said that the main distinguishing feature of interactive learning is not the acquisition of knowledge, but human interaction in a benevolent atmosphere of mutual recognition and support [7, p.7].

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