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The Importance of Using Interactive Methods in Training Sessions in General Technical Disciplines in Improving the Effectiveness of Training

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A B S T R A C T
This article assumes the achievement of these results through the use of various interactive methods for ensuring the quality of general engineering education in higher education.

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The rapid development of education at the global level since the last quarter of the last century indicates that it occupies an important place in the development of man and society. It is through education that the cultural heritage of human society is transmitted from generation to generation; professional knowledge and level are achieved, and also through education the moral image of the people and the principles of universal tolerance are formed.

It should be noted that in the context of globalization, the level of education has an integral impact on the life of people in civil society, which is developing more and more on a global scale, including health, political activity, the speed of assimilation of news, the harmful ability to consciously analyze thoughts, etc. manifests itself clearly in the environment. In such historical conditions, the importance of education on a global scale has steadily increased, and it has become one of the most important factors in bringing not only the economy, but the whole society to a new qualitative level.

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending a lot of mental and physical effort. On the basis of conveying specific theoretical knowledge to students (students) in a short time, the formation of certain actions and skills, monitoring activities, assessing the level of theoretical and practical knowledge acquired by them requires high pedagogical skill from the teacher in relation to the educational process requires a new approach.

To date, developed countries have accumulated extensive experience in the use of innovative pedagogical technologies that increase the educational and creative activity of students and guarantee the effectiveness of the educational process, and interactive methods form the basis of this experience.

One of the important tasks of the lifelong education system is the creation of an innovative environment in the course of the educational process. To do this, first of all, it is necessary to analyze the meaning of the word "innovation". "Innovation" comes from the English word "in" meaning introduction, and "innovation" means novelty. That is, "innovation" means the introduction of something new. Therefore, the creation of an innovative experimental environment in teaching requires a teacher of versatile research, rich experience and high practical activity.

Today, interactive methods by their nature increase the learning and cognitive activity of students, work

in small groups and teams, boldly and freely express personal views on the topic and problems being studied, and express their opinion. The ability to defend substantiates with evidence, listen to colleagues, enrich ideas, and induce to choose the most optimal solution from among the existing opinions expressed. Purposeful and effective use of interactive methods by teachers (teacher) in the process of education and upbringing increases the openness of students (pupils) to communication, collectivism, logical thinking, provides ample opportunities for developing the ability to analyze ideas and find logical connections between different ideas.

As mentioned above, the most optimal way to improve the effectiveness of education in modern conditions is to organize training using interactive methods. So what are interactive methods? What didactic opportunities do they have? What results are guaranteed by the competent and expedient use of interactive methods in the educational process?

The most correct step in finding answers to the questions posed is to familiarize yourself with the dictionary meaning of the basic concepts - "interactive", "interactive learning" and "interactivity".

The concept of “interactive” is expressed in English as “interact” (“интерактив” in Russian), and from a lexical point of view, “inter” is mutual, bilateral, “act” is to act, work.

Interactive learning is learning based on the organization of action on the basis of mutual cooperation of participants in the educational process in order to acquire knowledge, skills, competencies and certain moral qualities.

Interactivity is the ability of participants in the educational process to organize actions on the basis of mutual cooperation in order to acquire knowledge, skills, competencies and certain moral qualities.

From a logical point of view, interactivity, first of all, is the conduct of a conversation (dialogue), interaction and motor activity of social subjects.

Every specialist working in the field of education is well aware that traditional education is also based on conversation (dialogue) and this conversation is organized in the following forms of interaction:

Information is naturally the basis of conversation in traditional education. But the main source of information transfer is the experience of the teacher, in this process he takes the initiative, dominates, that is, seeks to convey knowledge to students (students) orally during the main lesson. Activity is peculiar only to the teacher, and pupils (students) become passive listeners in this situation. Their main task is to listen to the teacher, write where necessary, answer questions, and speak only when allowed in rare cases.

One-sidedness in traditional education prevails not only in lectures, but also in practical and seminar classes in the higher education system. According to him, the role of the "supplier" is no longer the teacher, but the student (student). The student (student) basically demonstrates the knowledge he has acquired, and the teacher listens to his thoughts and asks questions where necessary. In this situation, a group of pupils (students) becomes a passive participant and listener. At first glance, obtaining information obtained by a student (student) or teacher gives the impression that it creates an opportunity for the acquisition of knowledge for a group of students (community). However, according to the results of psychological research, knowledge (information) obtained in this way is quickly forgotten.

In particular, according to the research of psychologists, the natural physiological and psychological

capabilities of a person make it possible to save the acquired knowledge in different ways. That is, a person: 10% when he himself reads the source; 20% when listening to information; 50% when seeing and listening to information about an incident, event or process; 80% when he himself conveys information (says, demonstrates knowledge); When he applies the acquired knowledge (information) to his work, he has the ability to remember 90% of the information.

In accordance with this, interactive learning is "based on the possibility of cooperation, an intensive discussion is organized - disputes, an exchange of ideas between the main participants in the educational process - a teacher, a student and a group of students, including free thinking, a decisive expression of personal views, a joint search for solutions in problem situations, the creation of mutual cohesion of students in the development of educational material, "teacher - student - group of students" are characterized by their mutual respect, understanding and support, sincere attitude, spiritual unity.

In the educational process, the teacher develops students' abilities, independence, self-control, self-management, productive conversation, work with peers, listening to their opinion through interactive learning, and will also be able to develop such qualities as understanding, independence and critical thinking, putting forward alternative proposals, free expression of opinions, defending one's point of view, the desire to find a solution to the problem, the ability to get out of difficult situations.

Most importantly, using interactive methods, the teacher gets the opportunity to objectively evaluate the actions of students on the basis of mutual cooperation to achieve a specific educational goal by organizing, directing, managing, controlling and analyzing inputs.

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