

ACTIVE LEARNING METHODS IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS

Mirxanova Matlyuba Sadikovna

teacher, Department of Uzbek language and literature, foreign languages, Bukhara Institute of Natural Resources Management

Abstract: The article is about the organization of the educational process. The organization of the educational process using active learning methods is based on a number of principles, including the principles of individualization, flexibility and cooperation.

Key words: principles of individualization, principles flexibility, principles cooperation, active learning methods.

The organization of the educational process using active learning methods is based on a number of principles, including the principles of individualization, flexibility and cooperation.

The principle of individualisation implies the creation of a system of multi-level training of students, taking into account the individual characteristics of students and allowing to avoid equalisation and providing everyone with the opportunity to maximise their abilities to obtain education corresponding to these abilities.

The principle of flexibility requires a combination of variable training, based on the needs of customers and the wishes of students, with the possibility of rapid, realised directly in the process of training, change of its orientation. Training options should appear and change in accordance with changes in society, which reduces the inertia of the education system.

The principle of co-operation implies the development of relations of trust, mutual assistance, mutual responsibility of students and teachers, as well as the development of respect, trust in the personality of the student, providing him/her with the opportunity to show independence, initiative and individual responsibility for the result.

All active learning methods have a number of distinctive features or attributes. Most often, the following features are distinguished:

Problematic. The main task in this case is to introduce the learner into a problematic situation, to get out of which (to make a decision or find an answer) he lacks the available knowledge, and he is forced to actively form new knowledge with the help of the presenter (teacher) and with the participation of other listeners, based on the known to him other people's and his own professional and life experience, logic and common sense.

Inter-learning. The core of many forms of conducting classes with the use of AMO learning is collective activity and discussion form of discussion. Numerous experiments on the development of intellectual capabilities of students have shown that the use of collective forms of learning had even more influence on their development than factors of purely intellectual nature.

Individualisation. The requirement to organise learning and cognitive activities taking into account the individual abilities and capabilities of the learner. The attribute also implies the development of self-control, self-regulation and self-learning mechanisms in students.

Research of the studied problems and phenomena. The implementation of this feature allows to ensure the formation of the starting points of the skills necessary for successful self-education, based on the ability to analyse, generalise, creatively approach the use of knowledge and experience.

Directness, independence of students' interaction with educational information. In traditional teaching, the teacher (as well as the whole complex of didactic means used by him/her) plays the role of a "filter", passing through himself/herself the educational information. In the case of activation of

learning, the teacher moves to the level of students and participates in the process of their interaction with the learning material in the role of an assistant; ideally, the teacher becomes the leader of their independent work, implementing the principles of pedagogy of cooperation.

Motivation. Activity as an individual and collective independent and specially organised learning and cognitive activity of students is developed and supported by the system of motivation. In this case, the motives used by the teacher, students are: the creative nature of learning and cognitive activity, competition, the game nature of classes, emotional involvement.

Thus, the term "active teaching methods" is a kind of generic designation of specific group teaching methods, which became widespread in the second half of the twentieth century and complement traditional methods, primarily, explanatory and illustrative teaching methods, by changing the position of students from passively consuming to actively transforming. The number of active teaching methods is quite large. Therefore, in order to characterise them, let us turn to the classification of active learning methods.

Active learning methods are divided into two large groups: group and individual. Group ones are applicable to a certain number of participants (group) at the same time, individual ones - to a specific person who carries out training out of direct contact with other students.

Different authors classify active teaching methods on different grounds, allocating different numbers of groups.

It is possible to conditionally unite active group methods into three main blocks:

- discussion methods (group discussion, analysis of case studies from practice, analysis of situations of moral choice, etc.);
- game methods: didactic and creative games, including business (managerial) games, role-playing games (behavioural learning, game psychotherapy, psychodramatic correction); counterplay (transactional method of awareness of communicative behaviour);
- sensitivity training (training of interpersonal sensitivity and perception of the self as a psychophysical unity).

The main methods of active learning can be subdivided according to the main directions: by the nature of learning and cognitive activity, by the type of activity of participants in the search for problem solving, by the number of participants.

According to the nature of learning and cognitive activity, methods of active learning are subdivided into:

- imitation methods, based on imitation of activity, and non-imitation. The peculiarity of imitation methods is their division into game and non-game methods. The methods, in the implementation of which the trainees must play certain roles, belong to the game methods. At the same time, non-game methods include analyses of concrete situations, actions according to instructions, etc. The peculiarity of non-simulation methods is the absence of a model of the process or activity under study.

According to the type of activity of participants during the search for problem solving, methods based on:

- ranking by various attributes of objects or actions; optimising processes and structures; designing and constructing objects; choosing tactics of actions in management, communication and conflict situations; solving engineering, research, management or socio-psychological problems; demonstrating and training skills of attention, invention, originality, quick thinking and others. According to the number of participants there are: individual, group, collective methods. There are three main types of active learning methods.
- The method of analysing specific situations.

Situations can be different in didactic orientation and are used in accordance with the task, which is set by the presenter before the group: it can be an illustration, a specific case, offered by the presenter to demonstrate theoretical material; an exercise, where participants should highlight and remember some elements; an assessment, in which the proposed problem has already been solved, and participants are asked to evaluate it; a problem, a number of questions are put before the group, which should be analysed and solved.

- Socio-psychological training, where the trainer does not perform a leading function, but plays the role of a benevolent observer, provides subject-subject nature of communication between participants.

- Game modelling or simulation games are subdivided into business games, where a simulation model is set in advance, and organisational games, where participants choose a system of decisions themselves.

Literature:

1. Полат Е. С. Обучение в сотрудничестве // Иностранные языки в школе. – 2000. - № 1
2. Полат Е. С. Метод проектов на уроках иностранного языка. – 2000. - № 2. – С. 73.
3. Sh, J. S. (2016). Drills and Dialogues in English Lessons. Ученый XXI века, (6-1 (19)), 21-23.
4. Shokirovna, J. S. (2021). Translating words from one language to another language with equivalents. ACADEMICIA: An International Multidisciplinary Research Journal, 11(8), 106-110.
5. Жумаева, Ш. Ш. (2017). СПОСОБЫ ИСПОЛЬЗОВАНИЯ РОЛЕВЫХ ИГР НА УРОКАХ. Ученый XXI века, 26.
6. Sh J. S. COMPARATIVE TYPOLOGICAL ANALYSIS OF HOMONYMY AND POLYSEMY IN ENGLISH, RUSSIAN AND UZBEK //Academia Globe: Inderscience Research. – 2021. – Т. 2. – №. 6. – С. 93-97.
7. Shokirovna, J. S. (2023). THE TERM NATIONAL COLOR, ITS STUDY IN LITERATURE AND ITS SCOPE. Spectrum Journal of Innovation, Reforms and Development, 20, 69-72.
8. Mukhabbat, B. (2017). MODERN ENGLISH EDUCATIONAL VOCABULARY OF LANGUAGE IN RESEARCH TRANTS. Интернаука, (9-3), 5-7.
9. Abdurahmonovna, B. M. (2020). PROVERBS IN SHAKESPEARE’S WORKS. International Engineering Journal For Research & Development, 5 (7), 4.
10. Abdurahmonovna B. M. INTERACTIVE METHODS AND THEIR ROLE IN EDUCATION IN THE UNIVERSITY //Academia Globe: Inderscience Research. – 2021. – Т. 2. – №. 6. – С. 90-92.
11. Abdurahmonovna, B. M. (2022). IDENTIFYING VARIOUS FORMS OF LANGUAGE LEARNING ACTIVITIES IN TEACHING LANGUAGE SKILLS. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(04), 76-79.
12. Бозорова, М. А. (2015). Über Begriffe und Termine der Textstilistik. Молодой ученый, (11), 1577-1580.
13. Sadikovna M. M. THE ORIGIN OF PROVERBS AND SAYINGS //Academia Globe: Inderscience Research. – 2021. – Т. 2. – №. 6. – С. 106-110.
14. Sadikovna, M. M. (2023). Features of literary translation. JOURNAL OF EDUCATION, ETHICS AND VALUE, 2(4), 80-83.
15. Sadykovna, M. M. (2021, November). ADVANTAGES AND DISADVANTAGES OF PAIRS AND GROUP WORK IN THE CLASSROOM. In E-Conference Globe (pp. 7-9).

16. Ikromova, M. B. (2020). CHET TILI DARSLARIDA INNOVATIONTEKNOLOGIYALARDAN FOYDALANISH. In Эффективность применения инновационных технологий и техники в сельском и водном хозяйстве (pp. 564-566).

17. Ikromova, M. B. (2020). THE ROLE OF GAMES IN TEACHING ENGLISH IN PRIMARY CLASSES. In Эффективность применения инновационных технологий и техники в сельском и водном хозяйстве (pp. 563-564).

18. Bakoyevna, I. M. (2021). Communicative Competence In Language Teaching. Academicia Globe, 2(6), 315-318.

19. Khikmatovna, J. N. (2020). PRIMARY SCHOOL READING INSTRUCTION. International Engineering Journal For Research & Development, 5 (4), 4.