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Implementation Of The Educational Process With The Interactive Educational-Methodical Complexes

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ABSTRACT

The article discusses the effectiveness of the creation of interactive educational and methodological complexes in disciplines based on a practice-oriented approach to enhance the learning process. This approach motivates students, raises their interest in subjects, promotes the assimilation of materials, forms an active life position and promotes the free expression of their thoughts and ideas.

KEYWORDS

Educational and methodological complexes, practice-oriented approach, communication technologies, information and conceptualization blocks, system approach

INTRODUCTION

Today, there are quite a lot of modern pedagogical technologies that significantly influence on the formation of students' knowledge. Teaching and methodological complexes play an exceptional role in this process which reflect the relationship between the discipline and the professional

familiarity of the apprentice. The application of information and communication technologies makes it possible to implement a practice-oriented approach through the creation of interactive educational and methodological complexes on discipline that allows looking at a new way of the possibility

of realizing the educational process, which consists of methodical and information support, educational environment, educational technologies, practical training, and research work.

THE MAIN FINDINGS AND RESULTS

The interactive educational and methodological composite for discipline includes components in various formats and tools that provide the possibility of organizing a complete educational process, the implementation of all the training activities necessary to achieve results. Students are offered exceptional information environment that allows learning the material using lecture notes, as well as providing the multimedia space consisting of block parts: organizational, information, assimilation of concepts, the formation of skills, control, and management.

The organizational unit, including a curriculum, a typical discipline program, and a work program of the discipline, ensures the sequence of the educational process.

The information block and conceptualization block include various electronic materials, educational literature, documents, and presentations. Presentation, in its turn, allows activating the cognitive process itself. Navigation, as a system of hyperlinks, built into the tutorial, gives opportunities for learners to manage learning activities. In this case, students themselves can choose an educational route depending on the personal goals that they set themselves to study various terms and understand their meaning. The skill-building block can include training test tasks, or tasks in the form of crossword puzzles, questions, and various situations. This

unit forms professional knowledge based on educational information.

The control unit is a variety of control materials, the implementation of which makes it possible to assess the level of the preparation and to receive interim appraisal evaluations. The learner does not get ready answers; the teacher carries out the control. This control block is different from the skill-building one, where, if the question is difficult to answer, the prompt can pop up.

The block of management of the interactive educational-methodical complex on the discipline makes it possible to create feedback, which significantly increases its effectiveness in the educational process. The student can independently measure the volume of training activities under the program of the module course and take into account the results. A set of tools allows not only mastering the material, performing tasks but also making changes in the learning environment. All these activities increase the importance of learning and transfer the students into an active participant in the educational process.

An apprentice involved in the educational process establishes the direction to development and plans the time of work, which helps considerably increase the productivity of personal work. The use of such interactive teaching and methodological complexes in disciplines prepared with the help of various instrumental environments radically changes the roles: the teacher ceases to be a source of information, but acts as a tutor, accompanying the student in the information field, prompting him to active learning activities. Interactive training with the help of an electronic educational and methodical complex provides:

- High motivation,
- Growth the students' interest in the discipline
- Effective assimilation of educational material,
- Strength of knowledge,
- Independent search for options and ways to solve the tasks,
- Development of creativity and imagination,
- Improvement of communication skills,
- Formation of opinions and attitudes among learners,
- An active life position,
- Freedom of expression.

When using interactive educational and methodological complexes for disciplines, the student is a participant in the process of perception; their experience serves as the source of learning cognition.

CONCLUSION

To conclude, there is no single approach to the design and implementation of interactive teaching and methodological complexes for disciplines. Therefore, in the context of the implementation of the system approach, it is necessary to develop interactive training and methodological complex that reflects the interdependence between the student's professional knowledge and the discipline. For this, teachers should respond to the general organizational and methodological requirements that such complexes should meet:

- Alternative actions of teachers and students,
- The choice of training and activities,
- The conscious professional and personal development of learners,
- The availability of opportunities for self-development,

- The logical interrelation and the systemic nature of the components of the teaching and methodical complex,
- Optimality and compliance with training objectives.

All these educational and methodological complexes form professional-communicative and information competences, which are the main priority of modern higher education.

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