INTERACTIVE METHODS AND TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Annotation: The article gives feedback and recommendations on the necessity, essence and ways of using interactive methods and technologies in the educational process today.

Key words: Education, process, result, quality, method, technology, Samara, essence, recommendation.

Today, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. Also, according to the theoretical knowledge and professional training of future specialists, the demand for the use of modern information and pedagogical technologies is increasing sharply. When introducing innovative methods into the educational process, the following guidelines should be followed:

- to have information about innovative methods, to fully understand their content and to apply them in the educational process;

- application of innovative methods based on the characteristics of each discipline and each subject in it;

- achieving coherence of didactic principles of education in the use of innovative methods in the educational process;

- taking into account the unique characteristics of learners when introducing innovative methods into the educational process.

Teaching methods are based on a certain pedagogical theory according to their nature and content. When thinking about their effectiveness, it is necessary to take into account the extent to which the higher education institution, vocational college, academic lyceum, school, which can trace the teaching process and direct it purposefully, on the basis of ensuring the cooperative activity of the teacher and the student, is being achieved.

Each method is undoubtedly active if it is used in its place in solving one or another goal. After all, educational technologies are also focused on achieving a predetermined goal based on ensuring a high level of student activity in the lesson.

Educational technology - includes providing evidence for the conceptual foundations of the educational system, setting goals, forming results, selecting and structuring educational material, choosing an educational model, and planning their optimality and effectiveness.

Knowledge, experience and interactive methods of modern educational technologies and pedagogic skills ensure that students acquire knowledgeable, mature skills. 80 percent of the successful course depends on the correct design, organization and implementation of the educational process.

The design of the educational process consists of the following three stages:

- setting learning goals and results;

- development of control assignments and assessment criteria based on the results;

- development of a technological map of the educational process (map of lesson development).

When designing the educational process, it is important to correctly define the educational content, goal, and the result to be achieved, to choose the right educational methods, forms, and tools, to develop specific criteria for evaluating students' knowledge, skills, and abilities in advance, to pay attention to their correct implementation and harmony with each other within the time allotted for the training. focus is appropriate. Implementation of the goal and achievement of a guaranteed result depends on the cooperative activity of both the teacher and the student, as well as the goal, content, method, form, tool, i.e. technology.

Modern educational technology consists of the following elements:

1. Educator;

2. Learner;

3. Forms of education;

4. Educational purpose;

5. Expected result;

6. Educational methods;

7. Educational tools;

8. Monitoring and evaluation.

The most important elements are goals and expected results. Therefore, it is necessary to plan the teaching process in advance, in this process, the teacher must take into account the specific aspect of the subject, the place and conditions, the main technical means of teaching, the ability and need of the student, and the ability to organize cooperative activities, so that the desired guaranteed result can be achieved. And the result needs to be evaluated, the evaluation of the student's knowledge is always "What should be evaluated?" related to the question.

It is necessary to answer "teaching and evaluation of the levels of achievement of teaching goals and objectives". In this case, it is more useful that the goal is focused on the activity of the

teacher (teaching, explaining, showing, telling, etc.), and the tasks include teaching results (based on English literature). If the tasks are defined, then it is necessary to create control tasks to determine the learning results. These can be oral, written, control questions or a test.

A criterion evaluation form is used in the evaluation of learners. This assessment is a form of assessment that consists in comparing and measuring the results of the evaluator's education, knowledge, skills and competences, based on predetermined educational goals, according to common and identical criteria for everyone. In this form of assessment, learners are assessed fairly and objectively, and it is possible to better differentiate between strong groups. In short, it is necessary to bring the student to the center of education.

The teacher should be able to see each lesson as a whole, to imagine the future course of the lesson. In this case, the teacher should make a technological map of the upcoming lesson Obtaining b is important, because the technological map of the lesson is created based on the nature of the subject, the subject taught for each subject, the ability and needs of students.

In conclusion, it should be said that making each lesson colorful and interesting depends on the planned technological map of the lesson, which has been carefully thought out in advance. How to create a technological map of the lesson depends on the teacher's experience, goals and discretion. Creating a technological map saves the teacher from writing an extended outline of the lesson, because such a map reflects several aspects of the lesson process.

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