CURRENT RESEARCH JOURNAL OF PEDAGOGICS
(ISSN –2767-3278)
VOLUME 05 ISSUE 02 Pages: 44-47
SJIF IMPACT FACTOR (2021: 5. 714) (2022: 6. 013) (2023: 7. 266)
OCLC – 1242041055
Publisher: Master Journals

Journal Website: https://masterjournals.com/index.php/crjp

Research Article

DEVELOPMENT OF STUDENTS' GRAPHIC COMPETENCE USING INTERACTIVE METHODS

Submission Date: February 16, 2024, **Accepted Date:** February 21, 2024,
Published Date: February 26, 2024
Crossref doi: https://doi.org/10.37547/pedagogics-crjp-05-02-09

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ABSTRACT

This article provides methodical recommendations for developing graphic competence by increasing students' motivation with the help of interactive methods.

KEYWORDS

Interactive education, interactivity, interactive method, graphic competence, innovation, didactics, teaching method, creative thinking, education, education, independent thought.

INTRODUCTION

Since the first years of independence of the Republic of Uzbekistan, special attention has been paid to the improvement of the field of education. In a historically short period of time, great work has been done in this field in our country, and today it continues rapidly.

The introduction of interactive methods of teaching in the educational system is one of the important factors of modern personnel training. Today, it is not enough for a teacher to have a deep knowledge of his specialty and impart a large amount of knowledge to an audience full of knowledge-hungry young people.

According to the results of many studies, a new approach to teaching, the use of active approaches in teaching students is one of the most effective ways of imparting knowledge. In simple words, students easily perceive, understand and remember the given materials only when they are actively involved in the learning process. Based on this, today's main methodological innovations require the use of interactive teaching methods.

In today's fast-paced world, the most optimal way to increase the effectiveness of education is to organize training using interactive methods. So, what results

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does the appropriate and purposeful use of interactive methods guarantee?

In today's fast-paced world, the most optimal way to increase the effectiveness of education is to organize training using interactive methods. So, what results does the appropriate and purposeful use of interactive methods guarantee?

The concept of "interactive" is derived from the English word "inetact" ("interactive" in Russian), from a lexical point of view, "inter" means mutual interaction, "act" means to act. means like

Interactive education - education based on the organization of actions based on mutual cooperation of the participants of the educational process in order to acquire knowledge, skills, and certain moral qualities.

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

Interactive education, in its essence, is the organization of conversation in the form of "student (listener and cadet) - information and communication technologies" information by students (listener and cadet) independently or under the guidance of a teacher. means the acquisition of knowledge, skills, and competencies with the help of technologies.

In the educational process, the teacher develops students' abilities using interactive education, independence, self-control, self-management, effective conversation, working with peers, listening and understanding their opinions, independent and is able to form such qualities as critical thinking, putting forward alternative proposals, freely expressing opinions, defending one's point of view, striving to find a solution to a problem, and being able to get out of difficult situations. Most importantly, by using interactive methods, the teacher gets the opportunity to objectively evaluate the students' actions based on cooperation in order to achieve a specific educational goal by organizing, directing, directing, controlling and analyzing. enters.

Interactive methods are a set of actions aimed at exchanging ideas, complementing each other's ideas, non-verbal and verbal influence. In the application of interactive methods, intellectual activities based on interaction are not limited to performing the function of influence or motivation, and lead the subjects of cooperation to creative research, opening (discovering) an unknown situation. The teacher can also perform the functions of creating theoretical and mental opinions.

In mastering the educational content, the following interactive methods are used in accordance with the level of knowledge of the students, the level of mastery, the source of education, and didactic tasks. problem-heuristic modeling method; scientific research methods; problem-research and reproductive methods of teaching; inductive and deductive methods of teaching; control and self-control methods of teaching.

The methods include the following groups:

Methods of the first group: methods of receiving educational information by hearing (oral methods: story, lecture, conversation, etc.).

Methods of the second group: methods of receiving educational information through visual transmission and construction (visual method, visual representation, etc.).

The third group of methods: providing educational information through practical work activities (practical methods, exercises, laboratory work, creating

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programs, solving exercises and problems and test assignments, work activities, etc.).

Different strategies are used in systems built on the basis of interactive methods. Students are not encouraged to use covert methods (books, notes, etc.), but are encouraged to use such methods.

Today, there is increasing interest in the use of interactive methods in the educational process. In this case, while students were mainly taught to acquire ready-made knowledge, interactive methods teach them to search for the acquired knowledge by themselves, to study and analyze it independently, and to draw their own conclusions as much as possible. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the functions of management and direction.

Interactive methods are based on collective thinking and methods of pedagogical influence, which are considered a component of the educational content. The uniqueness of these methods is that they are implemented only through the joint activity of the pedagogue and students. A drawing teacher is also required to know modern technologies and have the skills to use them appropriately in his professional activity.

The pedagogue smartly manages the process of students' independent performance of the task, carefully observes it, and if necessary invites to live communication. During the logical thinking of the students, their live observation, the frame of mind is consistently taken into account by the pedagogue, and at the end of the study, the points or grades given to the active students are announced.

E.M. Fazlulin, V. A. Ryabov, O. A. Yakovuk [2] also emphasize that one of the tasks facing higher educational institutions pedagogues is the correct choice of educational methods when organizing training sessions. Therefore, the correct choice of educational methods in teaching engineering graphics subjects ensures interdependence between the goal and the result. Therefore, it is required that pedagogues of higher education institutions pay special attention to choosing them correctly. The correct choice of educational methods in the teaching of engineering graphics is based on the following: general goals of education; specific aspects and characteristics of a separate academic subject; the purpose of teaching the academic subject, the tasks and the content of the educational material intended for each individual training; the amount of time allocated for studying the educational material: the level of preparation, psychological and physiological indicators of students; that the teaching process is provided with educational, technical and technological equipment (educational equipment, instructional tools, technical, computer and other material means); level of training and personal qualities of the pedagogue [2].

It is necessary to pay special attention to the selection of educational methods in the organization of training sessions, especially practical sessions, in the development of graphic competence of future engineering graphics teachers at the Higher Education Institution. The right choice of educational methods guarantees the achievement of the following results: creating interest and motivation in students to thoroughly master the basics of graphic arts; increase their educational activity; to ensure that students have the ability to think independently, critically and creatively; improving the quality of teaching the basics of graphic arts by students; improving the effectiveness of teaching graphic arts.

In the course of the research, attention was paid to the effective use of interactive methods in lectures and

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practical sessions. In this, first of all, interactive methods were chosen for lectures and practical exercises, which can provide the expected result, taking into account their characteristic features.

Based on the results of the research, an integrative model of the development of graphic competence of future teachers was developed. In this model, the evaluation of the effectiveness of the formation of graphic competence and creativity of future teachers is based on interactive educational technologies and methods. situations such as their effective use in the process of acquiring their professional activities are envisaged.

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