



# METHODOLOGY OF TEACHING INTERACTIVE LEARNING MODELS AT THE FACULTY OF MILITARY EDUCATION

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## ABSTRACT

*The article under discussion depicts methodology of teaching interactive learning models at the faculty of military education. The author of the article considers that teaching method of any academic discipline is a teaching science, which is a private theory of learning or didactics. There are many interactive forms and methods of learning - all of them encourage creative cognitive activities among young people. The use of the latest technologies increases visibility and facilitates the perception of material in teaching military studies, military law, military history, etc., which has a positive impact on the motivation of students, stimulates their cognitive activity and increases the efficiency of the educational process.*

**KEYWORDS:** *methodology, interactive, motivation, students, increase, learning, material, qualified, teaching, educational, latest technologies, military.*

## DISCUSSION

Teaching method of any academic discipline is a teaching science, which is a private theory of learning or didactics. The method of interactive learning is one of the sciences.

The issue of training highly qualified staff using the latest educational technologies and innovations, the lack of which has been particularly acute recently, is an important one for higher educational institutions, besides it is of interest to scientists, researchers and practitioners alike.

Higher education at the present stage is characterized by the ongoing improvement, rethinking and revision of the conceptual foundations of the educational process, increased requirements for the innovative potential of teachers, in particular, and the quality of the educational process as a whole. Undoubtedly, at present, the reserves for growth of efficiency and quality of training of students based on the use of "archaic" methods of influence on young students based on traditional means of education have been virtually exhausted [6].

Today, one of the main methodological innovations is interactive teaching methods. The term "interactive" has been included in our vocabulary

from the English language "interact". "Inter", which means "mutual", as well as "act" - to act. The thesis: "Interactive teaching methods are the basis of innovative pedagogical technologies" is becoming more and more relevant for the university. It is important to note that "an educational institution - according to I.P. Podlasiy - is innovative, if the educational process is based on the principle of environmental protection, the pedagogical system evolves in a humanistic direction, the organization of the educational process does not lead to a reset of students and teachers, the improved results of the educational process are achieved through the use of not previously disclosed and not used opportunities of the system, the productivity of the educational process n [3].

As you know, there are many definitions of interactive technology in the scientific literature, including the following:

- Interactive learning is a special form of organization of the educational process, the essence of which lies in the joint activity of students to master educational material, in the exchange of knowledge, ideas and ways of activity [4].



- Interactive learning is a dialogue learning process in which teacher and learner interact [5].
- Interactive learning is learning with well-organised feedback from subjects and objects of learning, with two-way exchange of information between them [7].
- Interactive learning technology is the kind of organization of the learning process in which it is impossible for the learner to not participate in a collective, complementary, participatory learning process [6].
- Interactive activities in lessons involve the organization and development of dialogue, where each participant becomes an interlocutor [1].
- Interactive technologies are a precondition for the functioning of a highly effective learning model, the main purpose of which is the active involvement of each of the learners in the educational and research processes [8].

However, it should be noted that all of the above definitions, in general, have coincidences in values. In our opinion, this is above all the case:

1. It is a new technology in the teaching of academic disciplines, in teaching young people certain skills and abilities, in gaining new knowledge, and it is a "fresh trickle" in the teaching process.

Although, we must admit that the term itself, different researchers have different nominations: "interactive technologies", "interactive methods", "interactive learning", "interactive actions", etc.

2. This technology (method, activity) is carried out mainly in a dialogue mode, i.e. participants in the interactive process are within the boundaries of "verbal interaction".

3. This technology is based on cooperation in different formats: "learner (student, pupil) - teacher", "learner - pupil", i.e. such a special "role distribution", when each of the participants has a certain status.

4. It is a specially (naturally or artificially) created learning process, a special organization of the learning activity, which differs from the traditional activity in that the learning activity is based on the acquisition of knowledge through joint contact in the process of performing learning tasks, as well as uniting the participants of the process to meet their own (personal) 'knowledge needs'.

5. Each interactive technology is an alternative to the "classic" technology. For it is an unconventional variant of obtaining and acquiring knowledge, which in its results is superior in quality to the traditional presentation of educational material. At the same time, it is a higher level of cognitive activity, an action from the unknown to the known, i.e. with each

acquisition of knowledge and experience, the participant (student) becomes "higher", getting (step by step, step by step) more and more new knowledge, increasing their achievements.

In this way, it is possible to derive a definition from all the combined definitions as follows: "Interactive technology is an innovation in teaching (or learning) that involves close contact between participants in the learning process, where the ideas, opinions of each of them are important for full cooperation in solving learning problems (problems, issues).

Indeed, the essence of interactive learning is a constant, active interaction of all participants in the learning process - students.

Kurt Levin made an interesting assumption in the mid-twentieth century that "it is easier to change individuals gathered in a group than to change any of them individually. This is the most important specificity of interactive learning: the learning process takes place in group collaboration" [1]. In my opinion, this statement by the researcher is also significant for students of the Department of Military Education, where the saying "one in the field is not a warrior" acquires real expression. For, in the opinion of specialists, the group form of training makes it possible to solve three main tasks simultaneously:

1) A specific cognitive task (educational, behavioural, etc.), which is related to the immediate learning situation;

2) Communication and development, which develops basic communication skills within and outside the group;

3) Social orientation, raising civic qualities necessary for adequate socialization of the future specialist in the community [1].

Interactive technologies are based on cooperation and mutual learning, which is why we think it is necessary to list them. The most commonly used forms of interactive technology are:

- Frontal form work on the following technologies: "Brainstorming (attack)", "Unfinished offer";

- Cooperative form of work (in pairs or in small groups): "Face-to-face", "Aquarium", etc.;

- Interactive game: "Role-playing game" (commander - soldier, soldier - soldier), "Business communication";

- Learning technologies in discussion: "Choose a position".

The attention of teachers of the Faculty of Military Education to interactive forms of training can be explained by the fact that specific techniques and methods are included in the fabric of the classes, which make the class more intense and interesting. I believe that it is particularly effective in the initial stages of training (first and second years of university studies). The advantage of these classes is that



students have the opportunity to express themselves and freely exchange ideas and thoughts.

What are the main ideas of interactive technologies? The following answers to this question are expected:

1) The technology is not intended for those academic disciplines in which truth has the property of multiplicity, i.e. there is no unambiguous answer to the cognitive question, there are several answers of varying degrees of truth.

2) With the use of interactive technologies, the emphasis is shifted not to the acquisition of ready-made knowledge, but to the search for that knowledge, to the creation of subjects of the educational process.

3) The use of interactive technologies of education results in both acquired knowledge and skills, as well as the ability to master the basics of professional activity.

4) Within the framework of technology, a model of a specific situation (real, life) is developed, which reflects the complex of knowledge and practical skills to be acquired by students. This model is a text called a "case" (case), which is studied by using lecture course materials and other various sources of information from different fields of knowledge (psychology, pedagogy, law, history, etc.) [10].

In this respect, it is important to note that the faculty reads the relevant disciplines: "Fundamentals of Military Law, Fundamentals of Military Psychology and Pedagogy, Civil Defence, Military History, etc.", which may be included in the contents of the case study.

I also find it interesting to present educational material from a short excursion into the history of the topic (subject). For example: "According to a Russian researcher, the case method by A. M. Dolgorukov, this method was first applied at Harvard Law School in 1870; although its introduction into the process of studying at Harvard University began in 1920. The first sets of cases were published in 1925 in Harvard University reports, which spoke of the need to replace the verbal transmission of information with visual images and thus involve several channels of perception of information. [2]. This kind of presentation of programme material will be of particular interest to students, as the above passage refers to a case study method in a law school.

Another interesting interactive method of conducting military training sessions is case-study, i.e. problem-situation analysis in which decisions are made in the context of your future professional activity (in our case, military). The case-study requires a teacher to "teach" student youth [2].

Higher educational institutions are already actively introducing interactive technologies into teaching practice, and the Department of Military Education is no exception. However, this process is

not systematic and, as a result, the possibilities of interactive technologies are not fully and effectively used.

Thus, the use of the latest technologies increases visibility and facilitates the perception of material in teaching military studies, military law, military history, etc., which has a positive impact on the motivation of students, stimulates their cognitive activity and increases the efficiency of the educational process. [8].

Thus, there are many interactive forms and methods of learning - all of them encourage creative cognitive activities among young people. Interactive learning involves non-standard classes: games, seminars, contests, project classes, discussions, press conferences, etc. that have been changed, supplemented or modernised.

In my opinion, making the learning process cognitive, creative, interesting for students, as well as dynamic and modern is a task for every teacher. Here, interactive technologies come to their aid.

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