



The Effectiveness of Interactive Technologies in the Teaching of Uzbek Language and Literature

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Abstract: In the article approaches of effective use of innovative technologies in the process of teaching a foreign language, their influence on improving the quality of students' knowledge, ways of effective introduction and approbation of this aspect through non-traditional forms of education are considered. The author describe the practical importance of technology as a productive component that affects the content of the material, its systematization and assimilation. As a definition of the effectiveness of the introduction of technology, a system of indicators is proposed that determines the degree of person-centered learning and the level of knowledge. The authors of the article determine the role and place of innovative technologies in the teaching process in a foreign language. One of the main tasks of modern education gets over-hut interest and motivate the student to the study of the subject, to stimulate its cognitive and creative activity. The article deals with the place, role and efficiency of the use of interactive technologies and tools for teaching the uzbek language and literature.

Keywords: interactive technologies and means, while the main directions of Applications, interactive technologies in the learning process, form and efficiency of the use of interactive technologies in teaching the Uzbek language and literature.

In connection with the implementation, new interactive technologies in teaching make it possible to more effectively organize the educational process and provide students with new means, methods and sources of obtaining educational material. The introduction of interactive technologies into the educational environment, based on the dialectical unity of methodology and means of their implementation, significantly increases the efficiency of educational activities, due to the automation of information processing and calculations, an understanding of the essence of the educational material is formed.

Interactive technologies have an integrating property in relation to all other technologies; new technologies, methods and teaching methods are developed so that the student can achieve success in life, using all their capabilities.

The modern teacher needs not only the means to present interesting activities, but also powerful tools for composing such activities, as well as tools for monitoring student knowledge, tracking progress and problem areas in learning.

In the process of studying the Uzbek language and literature using interactive technologies, the computer acts not only as a source of information, but also as a learning tool and a powerful tool that allows you to activate the process of cognitive activity, promoting the development of flexibility of thinking and the formation of the ability to navigate and adapt in your activities. In teaching the Uzbek language and literature, as well as other subjects, educational project and research activities are widely used. An educational project involves a set of actions carried out independently by students to solve a problem that is significant to them, associated with the collection and processing of material and the

presentation of the finished product in electronic form. Therefore, the teacher must set a goal - to provide positive motivation for learning, to intensify the cognitive activity of students, and to achieve this goal, in addition to mastering knowledge, mastering techniques with which one can obtain, process and use new information becomes equally important(2:78).

At the moment, in teaching the Uzbek language and literature, modern interactive technologies are used to develop the cognitive and creative activity of students, which improve the quality of education, effectively use educational time and reduce part of the reproductive activity of students by reducing time.

Interactive technologies in the study of the Uzbek language and literature are aimed at individualization and mobility of the educational process, despite the age of students and level of knowledge, and a large number of methods of interactive technologies are presented that can be applied in lessons during the learning process(1:45).

One of the methods of active teaching of the Uzbek language and literature using interactive technologies is problem-based learning, project method, business games, integrated lessons, etc.

To enhance the cognitive activity of schoolchildren in computer science lessons, I think it is advisable to present educational material in a multimedia and interactive form. Such material can be presented in the form:

- presentations, which can be used to illustrate the material, or to provide students with the opportunity to study independently; computer games that contain educational or educational material;
- hypertext applications that may contain test benches, testing environments; interactive programs, which the more the student participates in the learning process, the more significant the acquired knowledge, skills and abilities become; graphic demonstration materials, these can be ordinary posters, stands, handouts, or better if these are images that the student himself will find and view; videos.

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Classes using interactive technologies, including multimedia presentations, allow students to visually assimilate educational material. Multimedia presentations in teaching computer science provide: intensification of learning, student activity, individualization of learning, development of independence, increased motivation, etc.

Full interactive interaction between the teacher and students in the lesson is carried out using video conferencing or audio conferencing, quick file exchange, screen sharing with interlocutors and the ability to share a desktop. These capabilities are provided using specialized software(4:128).

The use of interactive technologies in teaching the Uzbek language and literature helps to more fully implement a set of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative, and allows taking into account the individual pace of work of each student. At the same time, computers become automated workstations for learning participants, and communication technologies ensure direct communication between teachers and students and students among themselves.

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