

### Personality Formation - to the Modern Level

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#### Article Information

**Received:** February 18,2023

**Accepted:** March 19,2023

**Published:** April 18,2023

**Keywords:** *engineering education, teaching methods, quality of education.*

#### ABSTRACT

*Currently, the problems of teaching require the search for the most effective pedagogical technologies for the content and organization of students' education. The author considers innovative educational technologies that fill educational technologies with innovative content, which improves the quality of education and the level of training of future engineers.*

The modern stage of development of the world society is characterized by rapidly unfolding innovative processes, and innovations are increasingly becoming a general indicator of cultural development. The condition for progress is the readiness of public and individual consciousness for changes in all spheres of society and the acceptance of the new as a value.

In the conditions of modern civilization, the reform of the educational system has become an urgent problem in many countries of the world. According to UNESCO, the main reason was the need to educate a person with a new, global mindset, able to actively participate in the socio-cultural process, changing himself and the surrounding reality.

The analysis of educational practice shows that future young professionals do not possess a sufficient arsenal of communication skills and skills, it is difficult to adapt to market conditions, since the traditional education system does not help young people prepare for the requirements of the labor market.

Today it is necessary to educate a person of a new orientation who speaks the language of effective social interaction. Therefore, one of the tasks of education is the development of communication skills and skills of future specialists. The implementation of this task in teaching, first of all, language disciplines is most effectively facilitated by interactive learning

*Interactive methods involve joint learning* (learning in collaboration): both students and teachers are subjects of learning. The teacher acts only as a more experienced organizer of the learning process. All participants in the educational process interact with each other, exchange information, solve problems together, model situations, evaluate the actions of colleagues and their own behavior. Students are immersed in a real atmosphere of business cooperation, optimal for developing the skills and qualities of a future specialist.

*Interactive is* a special form of organization of cognitive activity, in which all participants of the educational process are involved: comfortable psychological conditions for learning are created here; cognitive activity is transferred to higher forms of cooperation and cooperation; each student is a subject of learning

*The goals of interactive learning* are specific and predictable. The main thing is to create such conditions under which the student feels his success, his intellectual and spiritual ability, which makes the learning process itself productive.

*Interactive learning tasks:*

- develop communication skills, establish emotional contact between students;
- provide trainees with the necessary information for the implementation of joint activities;
- develop general academic skills (analysis, synthesis, etc.);
- provide educational tasks (teach to work in a team, listen to other people's opinions);
- implement, relieve nervous stress, switch attention, change the form of activity.

As our experience of teaching Uzbek students the Russian language shows, interactive techniques allow using not only the student's consciousness, but also his feelings, emotions, volitional qualities, i.e. they include a "whole person" in the learning process.

This allows you to increase the percentage of assimilation of the material. Interesting are the results of a study conducted in the 90s of the twentieth century by the National Training Center (Maryland, USA). They are presented in a table called the "Learning Pyramid".

***Average percentage of assimilation***

LECTURE	5%	
READING	10%	
VIDEO/AUDIO MATERIAL	20%	
DEMONSTRATION	30%	
DISCUSSION GROUPS	50%	
PRACTICE THROUGH ACTIO	75%	
TEACHING OTHERS/ IMMEAPPLICATION OF LEARNING	90%	

Depending on the individual characteristics of students and teachers in a particular classroom, their training, the results may be different, deviating from the average indicators, but in general, most teachers and students agree with this pattern.

<b>Cognitive level</b>	<b>What should a student (student) do</b>
KNOWLEDGE	Memorize, memorize, reproduce
UNDERSTANDING	Explain, convey in other words
APPLICATION	Use knowledge in a different situation
ANALYSIS	Understand the relation of parts to the whole; understand the structure, cause-and-effect relationships, note errors

ESTIMATION	Understand the relation of parts to the whole; understand the structure, cause-and-effect relationships, note errors
SYNTHESIS	Regroup individual parts, create a new whole

Passive techniques are mainly focused on the levels of knowledge and understanding, while active and interactive techniques cover all cognitive levels.

Let's focus in more detail on creative (problematic) tasks and work in small groups, especially characteristic of interactive learning.

Creative (problematic) tasks, unlike traditional ones designed for reproduction, require participants not to simply reproduce information, but creativity, since it contains an element of uncertainty in its conditions and, as a rule, have several "correct answers". *Examples of such tasks can be* the preparation of documents (letters), the preparation of a speech on a particular problem, the performance of roles in simulation games, a discussion question.

Problem tasks make up the content, the basis of any interactive methodology. An atmosphere of business, interested communication is created around them beyond the participants of the educational process, including a teacher or an invited specialist. Such a task (especially practical, modeling future professional activity) gives meaning to practical training, motivates students

*To start working with problem tasks, you should gradually move* from simple exercises (for example, to make a selection of newspaper materials on a certain topic) to more complex tasks (for example, to write an essay, interview specialists, develop a plan for a problem article, etc.).

Working in small groups gives all participants the opportunity to act, practice the skills of cooperation, interpersonal communication (in particular, mastery of the techniques of active listening, working out a common solution, resolving emerging disagreements). Group work should be used when it is necessary to solve a problem that is difficult to cope with individually, when students have information, specific experience, resources for mutual exchange, when one of the expected learning outcomes is the acquisition of teamwork skills.

It is best to start working with small groups of two or three participants. As you master the rules of work, you can increase the composition of groups up to 5-7 people, expanding the range of opportunities, experience and skills of its participants. But at the same time, the likelihood of unconstructive behavior, disorganization, conflicts increases. The larger the group, the more skill is required from the participants to give everyone the opportunity to speak out. The less time allowed working in a group, the smaller the group size should be. At the same time, the more groups are formed, the more time it will take to present the results of group work.

Thus, in groups of two or three people, there is a higher level of information exchange and less disagreement, but the likelihood of tension is also higher. If the participants disagree, the discussion may come to an impasse, since there will no longer be an ally or an arbitrator.

In a group of three people, there is a danger of suppressing the weaker member of the group. Nevertheless, groups of three people are more stable, the participants in them can side with each other, act as intermediaries, arbitrators, it is easier to settle differences.

In general, it is more difficult to settle disagreements in groups with an even number of participants than in groups with an odd number of members. An odd composition can get out of a disagreement by yielding to the majority opinion.

In a group of five people, it is more likely that no one will remain in the minority, alone. There are quite a lot of participants in such a group to develop different opinions and exchange

information productively. At the same time, under such conditions, everyone will have the opportunity to contribute to the work, to hear the other and to be heard by himself.

*When working in a small group of five people, participants can perform the following roles:*

- moderator (intermediary – organizer of the group);
- secretary (records the results of the work);
- speaker (presents the results of the group's work to other groups);
- observer (about the role of the observer below);
- timekeeper (keeps track of the time allowed for group work).

Other roles are also possible. The distribution of roles allows each member of the group to actively get involved in the work. If the group has been working for a long time in the same composition, it is advisable to change roles.

We recommend combining participants with different levels of training in one group. In heterogeneous (sexually, ethnically and culturally) groups, creative thinking and intensive exchange of ideas are stimulated, the problem can be considered from different sides.

*There are many ways to distribute into groups:*

- you can make lists of groups in advance and post them, indicating the meeting place of each group;
- the simplest way of arbitrary distribution is to ask all participants to settle for "first-second-third..." according to the number of groups. After the calculation, the first numbers form the first group, the second – the second, the third - the third, and so on;
- the easiest way to form a group is at the request of the participants.

It is useful to maintain a stable composition of the group for a long time so that participants can achieve mastery in group work. At the same time, changing the composition of the group allows all participants to work with different people and get to know them.

Participants will gradually realize what skills are needed to work in a small group. To help each other acquire these skills, we choose "observers" who analyze the individual behavior of group members, determine how group members cope with problems that arise in the course of work, pay attention to the following rules of working in groups:

Respect for the rights and opinions of others.

- Willingness to compromise and cooperate.
- Support of other people
- Willingness to hear
- Conflict.
- Communication skills.

In conclusion, we emphasize that an interactive lesson is a lesson where a business environment reigns, where students' desires to reflect are in full swing, where they willingly enter into a dialogue with the teacher, with each other, with the invited, without fear of getting into a mess. "The lesson is the sun, around which, like a planet, all other forms of educational activities revolve," wrote N.M. Verzilin.

And it is at the lesson, according to M.N.Skatkin, that the most complex and most wonderful process on earth takes place – the process of personality formation.

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