

ON THE ISSUE OF USING ACTIVE LEARNING METHODS.

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Abstract. This paper's primary goal is to measure how an active learning approach affects students' motivation in a process control course. During the first phase of the study, the impact of the active learning technique on students' motivation was measured using the relative performance of the students. (69%) learners' performance was improved by the active learning technique, according to the data. The author also explains how a metric was created to examine how the active learning approach affected students' motivation.

Key words: learning approach, effective learning, positive motivation among the students, availability of learning tools

Teaching a foreign language is inherently complex and time-consuming, even in specialized language universities where students undergo rigorous entrance exams and possess a high initial proficiency in various language skills. In non-language universities, foreign language courses have often been viewed as "easier" subjects, resulting in limited class hours and no entrance exams for these courses. Consequently, many first-year students arrive with very low, sometimes nonexistent, language skills. Despite this, there is a prevailing expectation that graduates of non-language universities should achieve fluency comparable to those from language-focused institutions.

The primary goal, therefore, is to cultivate students who can think creatively and apply their knowledge practically, while also defending their viewpoints. Current research in pedagogy and psychology indicates that effective learning is closely tied to student motivation. One of the most critical and challenging tasks for educators is to foster a strong, positive motivation among students that encourages consistent and dedicated academic efforts, particularly in learning a

foreign language. To combat this, teachers need to tap into students' creative potential and utilize engaging teaching methods that stimulate mental activity and interest in foreign languages. Creating an environment where students are eager to learn is essential, as many approach language studies merely to obtain credits rather than for personal development.

The choice of methods depends on a number of conditions: on the specifics of the content of the material being studied, on the general tasks of training specialists, on the teaching time available to the teacher, the characteristics of the composition of students, and on the availability of learning tools. A positive result for the formation of students' analytical skills is directly dependent on the means and conditions in which this quality will be formed. The following conditions can be distinguished:

- 1) individual approach to the student;
- 2) creation of comfortable (psychological) conditions in which the creative potential of students will be revealed;
- 3) careful selection of educational material that is meaningful and interesting for students;
- 4) the use of new technologies in teaching foreign languages (group, pair work, individual). As many researchers note, analytical skills are formed in various cognitive research exercises, situational play exercises, problem situations, various contests, role-playing games.

In learning a foreign language, the primary focus should be on the underlying motives that drive student needs. These motives shape individual goals and give personal significance to the learning process. A growing emphasis on personality-oriented education has led to a shift in goals, content selection, and teaching methods. The most effective approach involves tailoring instruction to the

individual student, considering their abilities and interests, and presenting material in a way that highlights cultural nuances and practical applications.

Teachers should encourage independent thought and inquiry rather than merely delivering established knowledge. This involves giving students choices in their learning materials and encouraging reflection on their experiences. A personality-oriented approach enables the incorporation of active learning methods that enhance students' creative skills, critical thinking, and adaptability in a rapidly changing world. Collaborative work in pairs or groups takes precedence over traditional lectures.

Effective teaching strategies include collaborative learning, project-based methods, and activities that foster emotional relaxation. The choice of teaching methods should align with the specific content, the overall training objectives, and the diverse characteristics of the student group. A positive outcome in developing analytical skills is contingent upon appropriate conditions and teaching methods, which should include personalized approaches, a supportive learning environment, meaningful educational content, and innovative teaching technologies.

Active learning methods can be applied at various stages of the educational process and are categorized into non-imitative, imitative, non-gaming, and gaming approaches. Unlike traditional methods, active learning fosters critical thinking and encourages student engagement. The goal is not to force students into activity but to inspire genuine interest and initiative in their learning.

In practice, students actively participate in discussions, role-playing, and project work, all of which enhance their cognitive abilities. The project method, recognized for developing critical thinking skills, encourages students to construct their knowledge independently while fostering creativity and collaboration. This method also promotes reflection and the pursuit of new solutions.

In university language classes, it is common to have students with varying language proficiency levels. Traditional classes may leave less prepared students hesitant to participate. However, project-based activities create a relaxed atmosphere where students feel more comfortable contributing based on their knowledge and interests, fostering a sense of shared responsibility for project outcomes.

This shift from teacher-centered to student-centered learning transforms the teacher's role into that of a facilitator and partner, thereby enhancing cognitive interest. Cognitive interest, defined as a comprehensive and in-depth curiosity about the surrounding world, is vital for promoting active thought processes and creative exploration. Active learning methods empower students to analyze information, articulate their viewpoints, and respect differing opinions—skills crucial for their future careers.

During the learning process, the student and the teacher are constantly put in a situation of choice (texts, exercises, sequence of work). It should also be noted that the personality-oriented approach assumes that, by showing independence in choosing one or another additional material, students proceed from their needs and interests, and this gives personal meaning to learning. This approach also provides for the development of their reflection, the ability to see them "from the outside", independently assess their capabilities and needs.

The most appropriate learning technologies are collaborative learning, the project method, and the inclusion of such types of work that cause emotional relaxation of students. When choosing a teaching method, the teacher should realize that the main thing in studying the discipline is the formation of knowledge, skills, as well as the upbringing and development of 640 students. Each of the methods used in pedagogical practice has its advantages and disadvantages, but using them in the system, in conjunction, will help achieve the best results in the assimilation of knowledge by students and in the development of their mental

activity. The choice of methods depends on a number of conditions: on the specifics of the content of the material being studied, on the general tasks of training specialists, on the teaching time available to the teacher, the characteristics of the composition of students, and on the availability of learning tools.

A positive result for the formation of students' analytical skills is directly dependent on the means and conditions in which this quality will be formed. The following conditions can be distinguished:

- 1) individual approach to the student;
- 2) creation of comfortable (psychological) conditions in which the creative potential of students will be revealed;
- 3) careful selection of educational material that is meaningful and interesting for students;
- 4) the use of new technologies in teaching foreign languages (group, pair work, individual). As many researchers note, analytical skills are formed in various cognitive research exercises, situational play exercises, problem situations, various contests, role-playing games.

In summary, active learning methods aim to create a motivating and supportive environment for learning foreign languages, fostering analytical thinking, mental engagement, and creativity among students

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