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INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION

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INTERNATIONAL CONFERENCE ON SUPPORT OF MOERN SCIENCE AND INNOVATION: a collection scientific works of the International scientific conference – Madrid, Spain, 2026, Issue 5.

Languages of publication: Uzbek**,** English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference **«INTERNATIONAL CONFERENCE ON SUPPORT OF MOERN SCIENCE AND INNOVATION»**. Which took place in Spain, 2026.

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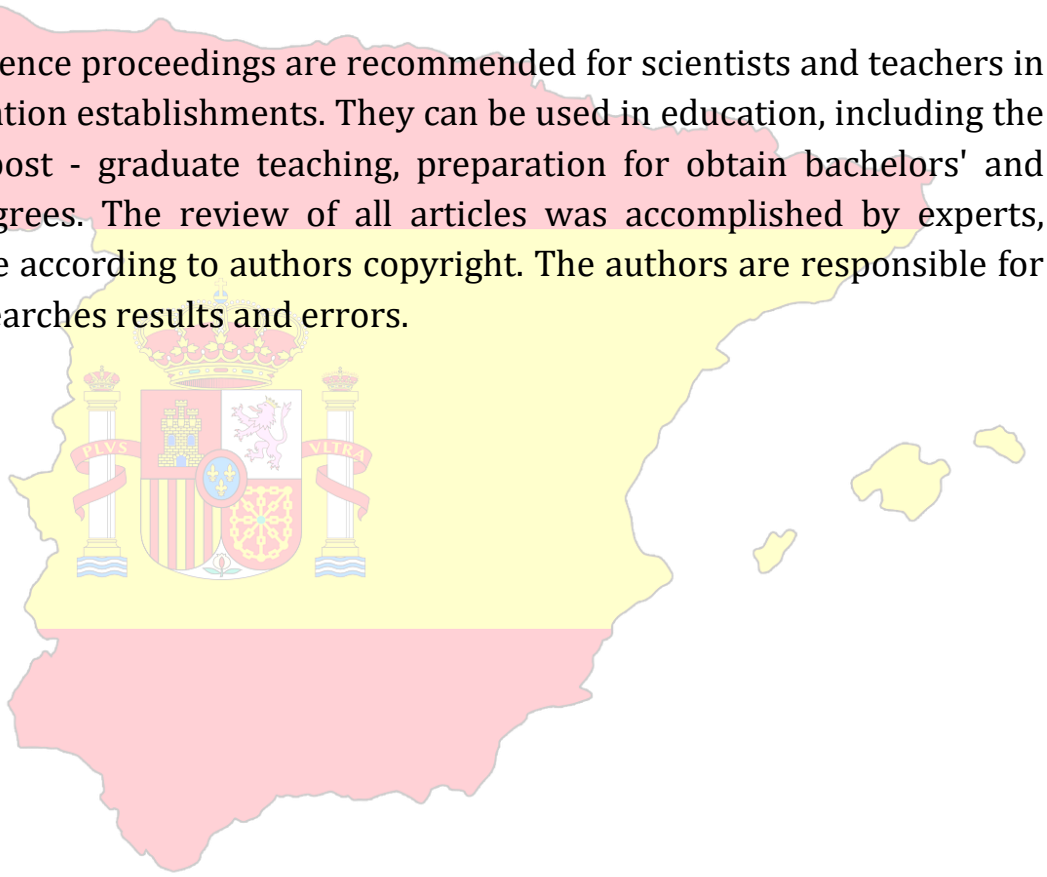

THE ESSENCE OF INTERACTIVE LEARNING TECHNOLOGIES AND THEIR POSSIBILITIES IN THE DEVELOPMENT OF CREATIVE ABILITIES OF THE INDIVIDUAL

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Annotation: Practice has shown that positive changes in society cannot be achieved within the framework of the traditional educational model. To achieve the educational goals set at this stage, it is necessary to change the basic foundations of education. The main focus is not on the process of accumulation of knowledge, skills and abilities, but on the development of the ability to self-realization, creativity as qualities necessary for personal growth.

Key words: globalization, informatization, humanization, democratization, cognitive, spiritual and moral potential, learning technologies, social order, educational content, professional knowledge, professional skills, creative abilities.

This is due to the fact that in the context of globalization and informatization of modern society, it is not enough to have only a high level of competence in a particular field for successful modern activities. The dynamics of modern political and socio-economic life, humanization and democratization of public life have a lasting impact on the entire system of political, economic and social relations. At the same time, any changes primarily affect the education system, which is the main indicator of the development of society and at the same time a catalyst for its development. In this regard, new requirements are being imposed on the development of the education system of the XXI century.

Higher education occupies a special place in the education system, as it prepares young people directly for work, while ensuring comprehensive intellectual development. Thus, the higher school faces the task of training specialists with not only high professional and spiritual and moral potential, but also capable of going beyond normative activities, ready for independent creative search, growth and self-development, able to easily integrate into modern dynamic living conditions.

Practice has shown that positive changes in society cannot be achieved within the framework of the traditional educational model. In order to achieve the educational goals set at this stage, it is necessary to change the basic foundations of education. Innovative education is designed to eliminate the main contradictions of traditional education, which consist in underestimating the leading role of the subjects of education; to put knowledge above the skills of their effective use; to underestimate the influence of personal attitude to the activities carried out on their results.

The reflection of these trends in pedagogy are the ideas of a humanistic approach in education, suggesting a change in the paradigm of pedagogical thinking towards "subject-subject relations", recognition of the integrity and uniqueness of the human personality, the formation of a creative style of thinking. The main focus is not on the process of accumulation of knowledge, skills and abilities, but on the development of self-awareness, the ability to create as qualities necessary for personal growth.

It is these personal abilities that are called key in modern society. According to research by foreign sociologists, the most "in-demand" abilities in the modern world are the ability to self-development and cooperation, a sense of personal responsibility, the ability to criticize and make decisions in the process of communication. Therefore, special attention should be paid to the development of not only the intellectual abilities of students, but also their creative abilities.

Currently, almost all developed countries of the world have realized the need to reform their educational systems, in particular higher education institutions, so that the student really becomes the central figure of the educational process, so that the cognitive activity of the student is the focus of attention of teachers, researchers, developers of educational programs, teaching tools. The importance of this approach to education was noted by the American entrepreneur J. Grillos was very clear. [1]He said that he was not concerned about the reliability of the knowledge acquired by students in a particular field, since this knowledge changes every year, and this knowledge sometimes becomes outdated before students can assimilate it. The most important thing, according to the entrepreneur, is that university graduates can become professionals who are able to study independently, work with information, independently improve their knowledge and skills in various fields, have excellent communication skills and the ability to meet the information needs of modern life. in this regard, the Higher School faces the task of training specialists with not only high professional and spiritual and moral potential, but also able to easily integrate into modern dynamic living conditions. This time, not only for our national education, but also for almost any developed society, naturally entails certain requirements for education systems and learning technologies.[2]

Teaching technologies (pedagogical technologies) is a relatively new direction in pedagogical science, dealing with the design of optimal learning systems, the design of educational processes, pedagogical technology is based on the idea of complete management of the educational process, design and reproduction of the educational process. Three aspects are distinguished in "pedagogical technology": scientific (pedagogical technologies are a part of pedagogical science that studies and develops the goals, content and methods of teaching and designs pedagogical processes); procedural-descriptive (description of the process, a set of goals, content, methods and means of achieving the planned learning outcomes); procedural-effective (implementation of the technological process, the functioning of all personal, instrumental and methodological pedagogical tools). In other words, modern pedagogical technology (HRT) is a process in which there is a qualitative change in the pedagogical impact on the student, and since this process is holistic, it can be expressed in the following formula; PTA = goal + objectives + content + methods (techniques, tools) + forms of education. [3]

We will describe the components of modern pedagogical technologies in the logical sequence presented in this formula.

Education is an activity aimed at fulfilling a social order aimed at education. The main factors in the formation of learning goals are the social order of society. Thus, I. L. According to the definition of Bim, "goals reflect the objective needs of society in a certain historical period and the needs for the formation of personality, its properties necessary for the implementation of socially useful activities." [4]

Thus, "activity, the ability to rebuild", as well as "personal qualities that determine not only the purely professional characteristics of a person, but also his lifestyle, level of

culture, and intellectual development" are considered as the goals of training.[5] in the new conditions, "there is an increasing need for people who are not only knowledgeable, but also have developed creative abilities."[6]

Today, in the context of reforming the economy and education on the basis of the law "On Education" and the social order of society, the purpose of vocational education is interpreted as follows - to lay the foundations of professional knowledge, professional skills, professional values and ethics, to form a set of creative abilities necessary to train a qualified specialist capable of making a positive contribution to the development of society.

The peculiarity of solving these problems is the involvement of students in practical, useful activities.

As for the "content of education", this concept is interpreted in different ways. Traditionally, "educational content" refers to human experience, initially alienated from students, transmitted to them for assimilation. The classics of modern didactics are Lerner and M. N. Skatkin states: "the main social function of education is the transfer of experience accumulated by previous generations of people " [7], the above-mentioned function is the basis for the development of the educational content of concepts, curricula and a significant part of textbooks. The content of education in this case is the amount of knowledge, skills and abilities specially selected for students to learn. Unfortunately, the accepted educational standards are not set and, accordingly, do not imply a creative, personal component of learning. Consequently, different types of activities are taught everywhere in educational institutions, but they do not teach creativity. Not only does the interest in reading disappear, but also the inner dissatisfaction with reading increases, that is, the process of personality formation stops. It can be argued that the standard should not focus on the creative component of education, as it refers to the minimum knowledge, skills and abilities that must be achieved "without any creativity".

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