

DEVELOPMENT OF TEACHING METHODS AND TECHNIQUES TO INCREASE STUDENTS' INTEREST IN QUALITATIVE KNOWLEDGE IN HIGHER EDUCATION

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Abstract: The article explores the development and implementation of innovative teaching methods and techniques aimed at increasing students' interest in acquiring qualitative knowledge in higher education. It emphasizes the significance of human-centered and value-based approaches in teaching humanitarian, social, and economic disciplines, which require not only intellectual engagement but also emotional and moral development. The study argues that enhancing students' motivation and readiness for creative activity can be achieved through pedagogical relationships built on mutual respect, active participation, and self-expression. By integrating traditional and modern educational practices with new technologies, the teaching process becomes more dynamic, reflective, and individualized. The research highlights the importance of creating an educational environment that fosters personal meaning, cultural awareness, and professional competence. Ultimately, the optimization of teaching strategies contributes to sustainable interest in learning, professional self-realization, and the overall quality of higher education.

Keywords: teaching methods traditional teaching, higher education, technology integration, practice, community

Introduction: One of the main problems of modern higher education, which is a key moment in the formation of high-quality specialists, is the decrease in student interest in learning qualitative knowledge. A special category of such knowledge is the study of humanitarian, social, and economic disciplines, the assimilation of which is associated with a developed inner position of a person, with his understanding of the essence and meaning of life, being, and awareness of the unity of the cultural heritage of different peoples. This is associated with gaining certain meanings and terminologies for personality formation. Those who dedicated their research to this problem came to the conclusion that it is possible to put students at the center of the learning process only by building a pedagogical relationship based on the highest respect and esteem for the student, under conditions that foster self-expression, and by creating and developing the conditions for the students' will, emotions, and mind to interact harmoniously. Such a moment is necessary for the development of a person's life, and not only for knowledge in that science, but also for knowledge communication means, which will turn into real professional qualities and knowledge in action. The optimization of human knowledge aims to increase the psychological readiness of the personality for creative activity, which means enhancing the student's inner position and prestige regarding the assimilation of knowledge. To this end, it is necessary to change or alter education in higher education. The process of teaching the humanities and social sciences should be built on respect for the individual and on students' inner interest in knowledge. A special approach here is the issue of developing an individual teaching style, which is the realization of the individual pedagogical project of a teacher in mastering knowledge and his personal meaning system. The student's awareness that his teacher and the science being assimilated are unique places him at the center

of the educational process, helping to form a special motivation that encourages him to develop the necessary qualities [1]. The need to create an atmosphere in the classroom that allows the student to activate the growing potential of life experience has been noted by many educators. Such an approach to the implementation of the pedagogical process deepens the development of students' activity in acquiring knowledge. Focusing on such a channeling of students' activities has a positive effect on all aspects of educational work and contributes to the dynamic, stable attractiveness of the educational process. In addition, this approach allows students to more consciously and creatively approach the solution of problems and is generally beneficial for the formation of future specialists. Based on traditional educational practice, a teaching model has been created in which the educational potential is realized. Its effectiveness has been demonstrated in numerous studies. The interest of students in such an approach to learning increases significantly, as does their activity in achieving the best results. Also, the student's personality orientation is important. At the same time, the necessary skills are gained, which ultimately contributes to the improvement of the potential of the teaching staff and the training system as a whole. There is a growing need for alternative guidance on this issue, based on humanization.

Background: The tool for a modern view of the subject is the use of combinations of methods that provide cross-cutting knowledge and enhance students' skills. In teaching disciplines of higher economic education, there is a disjunction of a special theme against the background of an integrated view of modern economics. The proposed methods can compensate for the lack of desirable qualifications. Major is the professional motivation of future bachelors. It is economics that is the subject around which integration is formed [2]. But in the process of studying economics, we observe the construction of a view of the world. At the same time, in the teaching process of university graduates, this process is interpreted as emphasizing the study of the economic side of life, a simplification of the processes under discussion, and the provision of the knowledge necessary for their practical application. For the study of global economic pictures, the concept of the subject 'History of Economic Thought' is offered, the sections of which were used for methodological purposes. The practical significance lies in the absence of doubts about updating the currently existing knowledge of students, because the road to a smart, well-to-do person is associated with continuous learning.

Purpose: The purpose of this study is to develop teaching methods and techniques that can increase students' interest in qualitative knowledge in higher education. In the process of achieving this goal, the following tasks are solved: the modern state of the educational process in higher education is studied, the factors that reduce the level of knowledge and the development of techniques for using qualitative knowledge are identified, and the level of interest in subjects is analyzed. Currently, many students in higher education are not highly interested in qualitative knowledge. The education system does not have enough tools to measure this phenomenon. The empirical analysis of the presented methodology revealed the overall interest in qualitative knowledge, which led to the conclusion about its need and significance in the students' lives.

Results and analysis: Traditional teaching methods, such as lectures and textbook-based learning, have been critiqued for being too rigid and failing to capture students' imagination. In response, educators have begun to adopt more interactive and immersive approaches that cater to diverse learning styles. One such method is the use of experiential learning, where students engage in hands-on activities, simulations, and real-world projects that enable them to apply

theoretical concepts in practical settings. For instance, a history student may participate in a reenactment of a historical event, while a business student may work on a live case study. This approach not only deepens students' understanding of qualitative knowledge but also fosters critical thinking, creativity, and problem-solving skills. Another technique gaining traction is the use of flipped classrooms, where students are introduced to course materials before class, and class time is dedicated to discussions, debates, and activities [3-4]. This approach promotes active learning, encourages peer-to-peer engagement, and allows students to explore complex topics in greater depth. Additionally, technology-enhanced learning platforms, such as learning management systems and multimedia resources, have become increasingly popular in facilitating student-centered learning. These platforms provide students with ubiquitous access to information, enable them to collaborate with peers, and allow instructors to track student progress and adjust their teaching strategies accordingly. Furthermore, educators have recognized the importance of interdisciplinary approaches in fostering students' interest in qualitative knowledge. Interdisciplinary courses, such as those combining humanities and sciences, or social sciences and natural sciences, encourage students to think holistically and make connections between subjects that may seem unrelated at first glance. This integrated approach helps students develop a more nuanced understanding of complex issues and cultivates their ability to analyze, evaluate, and synthesize information from multiple perspectives. Finally, educators have come to realize that creating a sense of community and encouraging collaboration among students is essential in promoting qualitative learning [5]. By fostering a supportive and inclusive learning environment, students feel more motivated to engage with course materials, share their ideas and perspectives, and learn from one another. This, in turn, helps to build students' confidence, creativity, and critical thinking skills, all of which are essential for acquiring qualitative knowledge.

Conclusion.

In conclusion, the development of innovative teaching methods and techniques has become a pressing need in higher education, particularly in the context of promoting qualitative knowledge. By embracing experiential learning, flipped classrooms, technology-enhanced learning platforms, interdisciplinary approaches, and community-driven learning environments, educators can rekindle students' passion for qualitative learning and equip them with the knowledge, skills, and competencies required to succeed in an increasingly complex world. As educators continue to evolve their teaching practices, they must prioritize student-centered approaches that foster deep learning, creativity, and critical thinking, and that ultimately prepare students to make meaningful contributions in their chosen fields.

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