

THE ROLE OF EDUCATIONAL METHODS AND DEVELOPMENTAL EDUCATIONAL TECHNOLOGIES IN LEARNING

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Abstract. *The article discusses the content of interactive methods and their use, types of educational methods and issues of their application in the educational process.*

Keywords: *interactive methods, trainings, innovative technologies, developing educational technologies, educational process.*

РОЛЬ ОБРАЗОВАТЕЛЬНЫХ МЕТОДОВ И РАЗВИВАЮЩИХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ.

Аннотация. *В статье освещено содержание интерактивных методов и их использование, виды образовательных методов и вопросы их применения в образовательном процессе.*

Ключевые слова: *интерактивные методы, обучение, инновационные технологии, развивающие образовательные технологии, образовательный процесс.*

One of the most important aspects of modern education is the achievement of an innovative nature of the pedagogue's activity. In developed foreign countries, the issue of achieving an innovative nature of pedagogue activity has been seriously studied since the 60s of the last century. In particular, H. Barnett, J. Basset, D.Hamilton, N.Gross, R.Carlson, M.Miles, A.Havelock, D.Chen, R.Edem, F.N.Gonobolin, S.M.Godnin, V.I.Zagvyazinsky, N.V.Kuzmina and In the works carried out by researchers such as V.A. Slastenin, the contents of practical actions regarding innovative activity, innovative approach to pedagogical activity, substantiation of innovative ideas and their effective implementation in practice, and the active use of them in pedagogue activity by being aware of pedagogical innovations created in foreign countries and in the republic are highlighted.

V.A.Slستنin considers innovation to be a set of purposeful, directed processes aimed at creating, spreading and using new things. According to the author, any innovation aims to satisfy the needs of social subjects and stimulate their aspirations with the help of new tools. The concepts of "new" and "innovation" are important in any innovation. The novelty introduced into various attitudes and processes is manifested in the form of private, subjective, local and conditional ideas.

Taking into account that students of higher educational institutions are always active and self-inquiring, it is appropriate to use interactive methods in the organization of lesson processes. Interactive methods mean methods that activate learners and encourage them to think independently, with the learner at the center of the educational process. When these methods are used, the teacher invites the learner to actively participate. The learner is involved throughout the process.

The concept of interactive is expressed in English as "interact" ("interactive" in Russian), and from the dictionary point of view, it means "inter" - mutual, "act" - to act. Interactive education

is education based on the organization of students' interaction on the way to acquire knowledge, skills, competences and certain moral qualities.

Every specialist working in the field of education knows well that traditional education is also based on conversation (dialogue) and this conversation is organized in the following forms of interaction:

- A teacher is a learner
- Interview participants in traditional education
- Teacher - innovative technologies

In modern education, innovation, more precisely, the use of pedagogical and educational innovations, is gaining importance. Therefore, globalization and the informatization of society require the use of effective methods and tools in the educational process in non-traditional forms, as well as an innovative approach to the formation of educational materials and their practical use. Pedagogical innovations change the internal structure of the pedagogical system.

The ability of pedagogues of higher education institutions to effectively and actively use pedagogical or educational innovations takes place in a certain process. The innovative approach of pedagogues to professional activity helps to increase the quality and efficiency of education and to increase the cognitive activity of students, while guaranteeing the achievement of the intended goal. According to A.I. Prigozhin, innovation should be understood as a new approach to the attitude towards a specific social unit - organization, population, society, group, enriching this attitude with some stable elements. Here, the views of the author directly express the essence of social relations and an innovative approach to them. Based on this, each person organizes a unique innovative activity as a citizen, specialist, leader, employee, as well as a participant in the process of various social relations. American psychologist E. Rodgers in his researches social-psychological aspects of innovative social relations, introduction of innovation into social relations, categories of persons participating in this process, their attitude to innovation, acceptance of innovation, level of readiness to understand its essence and studied the issues of classification of innovative social relations between certain categories of individuals.

In essence, interactivity means that students have the ability to organize action based on mutual cooperation in order to acquire knowledge, skills, competences and certain moral qualities. From a logical point of view, interactivity, first of all, means that social subjects carry out conversation (dialogue), actions and activities based on mutual cooperation.

According to the studies of American psychologists R. Karnikau and F. McElroy, the natural physiological and psychological capabilities of a person allow to preserve acquired knowledge in different ways.

That is, a person:

- 10% when he reads the source himself;
- 20% when he heard the information;
- 30% when he sees an incident, event or process;
- 50% when seeing and hearing information about an incident, event or process;
- 80% when he transmits information (information) himself (when he speaks, when he demonstrates his knowledge);

- when he applies the acquired knowledge (information, information) to his work, he has the ability to remember 90% of the information.

Educational activities based on interactive methods are usually organized in the following forms:

- individual;
- couple;
- group;
- team work.

Interactive methods include "Case study" (or "Educational cases"), "Blitz inquiry", "Modelling", "Creative work", "Problem-based learning" and several similar methods. If training sessions are organized using these methods, it will be appropriate and the goals set for the lesson processes will be fully realized.

Interactive education is organized on the basis of cooperation between the main participants of the teaching process - a teacher, a student and a group of students. to express without hesitation, to search for solutions in problem situations together, to create mutual closeness of students in mastering educational materials, mutual respect, understanding and support of the "teacher-student-student group" -characterized by their support, sincere relationship, and the achievement of spiritual unity.

Interactive learning strategies include Brainstorming, Boomerang, Gallery, Zigzag, Slider, Slider, Rotation, Snowball, and more. When distinguishing interactive educational strategies from the composition of interactive educational methods, it is based on the fact that the approach to organizing group work is, in a certain sense, compared to the strategic approach. In fact, these strategies are more related to interactive educational methods, and there are no other differences between them.

Interactive graphic organizers: "Fishbone", "BBB", "Concept chart", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" The separation of interactive graphic organizers is based on the fact that the main ideas in such classes are expressed in written form in various graphic forms. In fact, working with these graphic organizers is more related to interactive educational methods, and there are no other differences between them.

The "MENTAL ATTACK" method is a method that collects free opinions and opinions expressed by students on a problem and comes to a certain solution through them.

The structure of the "MENTAL ATTACK" method

- A problematic question is asked
- Thoughts and ideas are expressed and summarized
- Thoughts and ideas are grouped
- Clear and correct answers are selected

"WORK IN SMALL GROUPS" method

- creative work in the lesson aimed at learning the educational material or completing the task by dividing them into small groups in order to activate the learners.

"PROBLEM SITUATION" method

- is a method aimed at forming students' skills in analyzing the causes and consequences of problem situations and finding their solutions.

"WORK IN SMALL GROUPS" method

- creative work in the lesson aimed at learning the educational material or completing the task by dividing them into small groups in order to activate the learners.

Developmental education is an educational theory that ensures the educational, educational, spiritual, mental and physical development of a student and his adaptation to society and life in a rapidly changing world. Every country thinking about its future should be able to purposefully direct all the social influences affecting the individual in the life of the society for the development of the person, for him to realize and express his identity. Developmental educational technologies are the cause of increasing interest of students, turning knowledge into skills and qualifications, increasing the quality and efficiency of knowledge.

The purpose of developmental education is to form a well-rounded person by developing logical, critical, analytical, and creative thinking in students.

The task of developmental education is the development of life skills and competencies necessary for the individual development of a person.

Developmental education is directed to the development of individual characteristics of a person, stimulates and accelerates them. When using these educational technologies, the pupil (student) is considered a full-fledged subject at all stages of activity. Each stage of education contributes to the development of a person. By using developmental education in accordance with the purpose, qualities such as independence, responsibility for personal development, patience, perseverance, orderliness, accuracy, initiative, creativity, organization, independence, and will are formed in the student. As a result, he can demonstrate that he is hardworking, disciplined, active and skillful in realizing his goal. If he has a positive approach to analyzing the results of his work, he is demanding and persistent in self-evaluation.

Developmental education uses more training. Trainings help students to acquire certain knowledge thoroughly, to effectively apply it in practice, and to fully realize their potential in this process. Today, the experience of effective use of presentations in the application of developmental education in the continuous education system is effectively implemented. Presentations also help to develop students' creative approach to educational activities, self-study, and independent learning skills.

The specific features of developmental education form students' theoretical understanding and practical skills and competencies for solving tasks. It serves to realize the creative abilities of students.

The organization of training sessions using these methods serves to improve the adaptation of students to the higher educational institution and to equip them with knowledge, skills and abilities related to pedagogical technologies as independent scientific researchers. If educational technologies and methods are used together with the above-mentioned interactive methods, the efforts aimed at strengthening students' independent thinking, deep worldview and, most importantly, citizenship position have shown their results.

Interactive methods, which are the most important structural element of interactive education, ensure a certain level of effectiveness in the implementation of educational goals. Most

importantly, when choosing interactive methods, teachers should pay attention to the studied topic, problem or issue that needs to be solved. In addition, if the age, psychological characteristics, level of worldview, and life experiences of students are taken into account when using interactive methods, the effectiveness of the lesson will increase. This requires teachers to have professional skills, competence, knowledge, sensitivity and intuition. A pedagogue who uses these methods and developing educational technologies is open and sympathetic in communication with students in all aspects, creative, as well as active and propagandist in planning and implementation of spiritual-educational, educational work that forms an independent thinker and a well-rounded person. will be By nature, innovative, modular, collaborative, interactive, problem-based, modular, distance, computer, project, innovative, individual, programmatic, developmental, differentiated and independent education, as well as teaching in the educational system of game technologies preventing the process from becoming monotonous and boring, on the contrary, it serves to create the necessary conditions for it to be interesting, active, and lively. The fact that pedagogues are aware of the essence of these educational technologies and can effectively use them in their activities will help to fully realize the internal potential of each learner in the educational process. For this reason, it is appropriate to familiarize the students with these technologies in the retraining of pedagogic personnel and their professional development courses. He will have the skills to organize psychological communication and interaction with the audience, taking into account individual, personal and age-related characteristics. Therefore, it is always relevant to use interactive methods and innovative educational technologies in training and to be able to deliver them at the level of demand.

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