

PECULIARITIES OF ACTIVE LEARNING METHODS APPLICATION FOR EDUCATIONAL DEVELOPMENT

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Abstract

The article is about active learning methods and their application in education. Modern educational institutions, defining their main objectives in preparing a graduate, prioritize the set of necessary knowledge, skills and qualities over the set of necessary knowledge, abilities to apply the acquired knowledge in new situations in the conditions of independent life, as well as the ability to think outside the box, analyze and argue their point of view.

Key words

active learning, methods, formation of knowledge, skills and abilities, interactive method, active method, passive method

Modern educational institutions, defining their main objectives in preparing a graduate, prioritize the set of necessary knowledge, skills and qualities over the set of necessary knowledge, abilities to apply the acquired knowledge in new situations in the conditions of independent life, as well as the ability to think outside the box, analyze and argue their point of view. To solve the set tasks, effective forms of organization of the educational process, new pedagogical technologies, active teaching methods are required, as traditional reproductive teaching gives a passive role to the child and does not allow to achieve the set goals. The main activity of a teacher is to develop, educate and train students and is carried out with the help of teaching methods and techniques.

The concept of method comes from the Greek -methodos- a way of research. The teaching method is the most important component of the training session, the key to achieving the triune goal of the lesson, ..the most mobile and dynamic component of the learning process, closely related to all its aspects" [1].

Teaching methods are the main types of teacher and student activities that ensure the formation of knowledge, skills and abilities necessary for solving educational tasks. The system of methods is not a simple set, but such a set, in

which there are internal links between components, conditioned by the effectiveness of specific methods. Together they represent a system of management of different methods of cognition, students learning material, starting from the acquisition of ready knowledge to the independent solution of cognitive problems. The essence of the method lies in the organized way of cognitive activity of the student, in his activity, development of cognitive forces and abilities. Teaching methods can be divided into three generalized groups:

1. Passive methods
2. Interactive methods
3. Active methods

The passive method is a form of interaction between students and teacher, in which the teacher is the main actor and manager of the lesson, and students act as passive listeners, subject to the teacher's directives. The teacher's communication with students in passive lessons is carried out by means of surveys, independent, control works, tests, etc. From the point of view of modern pedagogical technologies and efficiency of learning material assimilation by students, the passive method is considered to be the most inefficient, but, despite this, it has some advantages. It is relatively easy preparation for the lesson on the part of the teacher and the opportunity to present a relatively large amount of teaching material within the limited time frame of the lesson. Lecture is the most common type of passive teaching method. This type of lesson is widespread in higher education institutions, where students are adults, fully formed people who have clear goals to study the subject in depth.

Interactive method. Interactive ("inter" is mutual, "act") means to interact, to be in the mode of conversation, dialogue with someone. In other words, unlike active methods, interactive methods are oriented to a wider interaction of students not only with the teacher, but also with each other and to the dominance of students' activity in the learning process. Active method is a form of interaction between students and teacher, in which the teacher and students interact with each other during the lesson and students are not passive listeners, but active participants of the lesson. Whereas in the passive method the teacher was the main actor and manager of the lesson, here the teacher and students are on equal footing. If the passive method assumes an authoritarian style of interaction, active teaching methods assume a democratic style. Many people equate active and interactive methods, but despite their commonality, they have differences. Interactive methods can be considered as the most modern form of active methods.

Active teaching methods are such teaching methods, in which the learner's activity is productive, creative, search character. Active learning methods include didactic games, analysis of concrete situations, problem solving, learning by algorithm, brainstorming, out-of-context operations with concepts, etc. The term "active learning methods" appeared in the literature in the early 1960s. The term "active learning methods" (ALM) appeared in the literature in the early 60s of the twentieth century. Y.N. Emelyanov uses it to characterize a special group of methods used in the system of socio-psychological training and built on the use of a number of socio-psychological effects and phenomena (group effect, presence effect and a number of others).

At the same time, it is not the methods that are active; it is the learning that is active. It ceases to be reproductive and becomes an arbitrary, internally determined activity of students to develop and transform their own experience and competence. When using active learning methods, the role of the student changes from an obedient "memorizing device" to an active participant in the educational process. This new role and its inherent characteristics make it possible to form an active personality with all the necessary skills and qualities of a modern successful person.

Active learning is such an organization and conduct of the process of teaching and education, which is aimed at all possible activation of learning and cognitive activity of students through a wide, preferably complex, use of both pedagogical (didactic) and organizational and managerial means. Activation of learning can go both by improving the forms and methods of teaching, and by improving the organization and management of the educational process as a whole.

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