FORMS AND FEATURES OF USE OF THE INTERACTIVE TRAINING METHODS IN ELEMENTARY CLASSES

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Abstract. This article about application active methods of training as the integral and essential component of modern educational technologies causes the necessity of formation of special knowledge and practical approaches at teachers and organizers of educational process, active methods of training are the methods, being characterized high degree of an inclusiveness being trained in the educational process, stirring-up their cognitive and creative activity at the solution of objectives. The purpose of modern primary education is development of the identity of the child, identification of its creative opportunities, preservation of physical and mental health. Problem of activity of the personality in training one of actual in psychological, pedagogical science and in educational practice.

Keywords: training method, elementary school, school class, elementary school education, education technology, educational process, cognitive activity, creative activity, purpose of education.

The purposes and problems of improvement of vocational training of shots on the basis of competence-based approach cause need of development and application of innovative educational technologies.

Modern active methods are the methods directed on activization of thinking of trainees the interactivities which were characterized by high degree, motivation and emotional perception of educational process.

Application active methods of training as the integral and essential component of modern educational technologies causes the necessity of formation of special knowledge and practical approaches at teachers and organizers of educational process, active methods of training are the methods, being characterized high degree of an inclusiveness being trained in the educational process, stirring-up their cognitive and creative activity at the solution of objectives (Kukushin, 2002, pp. 41-44).

The purpose of modern primary education is development of the identity of the child, identification of its creative opportunities, preservation of physical and mental health. Problem of activity of the personality in training one of actual in psychological, pedagogical science and in educational practice. It is known, to 70% of personal qualities it is put at elementary classes and not only basic skills, such as ability to read, write, solve and listen and to speak are necessary to the child in life (Bershadskiy and Guzeev, 2003). To each person entering this difficult and inconsistent world, certain skills of thinking and quality of the personality are necessary. Ability to analyze, compare, allocate the main thing, to solve a problem, ability to self-improvement and ability to give an adequate self-assessment, to be responsible, independent, to be able to create and cooperate and a task of the teacher so to construct training process to help to reveal to spiritual forces of the child. The teacher needs not only to be told well to everything and to show, but also to teach the pupil to think, impart to it skills of practical actions. It can be promoted by active forms and training methods.

The problem of activity of the personality in training as a leading factor of achievement of the objectives of training, the general development of the personality demands basic judgment of the major elements of training (the contents, forms, methods) and claims that the main direction of activization of training is not the increase in volume of the transmitted data, not strengthening and increase in number of control actions, and creation of didactic and psychological conditions of intelligence of the doctrine, inclusion of the pupil in it at level not only intellectual, but personal and social activity.

The most classification of active methods of training gave M.Novick, allocating not imitating and imitating active groups training. These or those groups of methods define respectively and a form (type) of occupation: not imitating or imitating. (Novik, 1999).
Characteristic feature of not imitating occupations is lack of model of studied process or activity. Activization of training is carried out through establishment of straight lines and feedback between the teacher and trainees.

Distinctive feature of imitating occupations is existence of model of studied process (imitation of individual or collective professional activity). Feature of imitating methods their division on game and not game.

M. Novick points to their high effect at material assimilation as essential approach of a training material to concrete practical or professional activity is reached. Thus considerably the motivation and activity of training amplify.

Active methods of training it is the analysis of concrete situations (case-study), which develops ability to the analysis of vital and production tasks.

Coming up against a concrete situation the trainee has to define: whether there is in it a problem in what it consists, to define the relation to a situation and to form the action programs.

Trainings – training at which during accommodation or modeling of specially set situations being trained have opportunity to develop and consolidate necessary knowledge and skills, to change the relation to own experience and approaches applied in work.

Playing of roles – a game method of the active training, being characterized the following main signs:

- task and problem existence and cast between participants of their decision;
- interaction of participants of game occupation, usually by means of carrying out discussion. Each of participants can agree or disagree in the course of discussion with opinion of other participants;
- input by the teacher in the course of occupation of correcting conditions. So, the teacher can interrupt discussion and report some new data which need to be considered at the solution of an objective, to direct discussion to other course, etc.;
- assessment of results of discussion and summing up by the teacher.

Game production design – an active method of the training, being characterized the following distinctive signs:

- existence of a research, methodical problem or task which is told to trainees by the teacher;
- division of participants into small competing groups and development of versions of the solution of the put problem (task) by them;
- carrying out final meeting on which with application of a method of playing of roles of group publicly protect the developed versions of decisions (with their preliminary reviewing).

Business games – a method of the organization of active work of the pupils, modeling professional or other activity by game, by the set rules.

Problem lecture begins with questions, with statement of a problem which during a statement of a material needs to be solved. Problem questions demands not the same decision, that is, the ready scheme of the decision in last experience isn't present. The answer to it requires reflection.

Problem seminar – before section studying the teacher suggests discussing the problems connected with his contents. During a seminar in the conditions of group discussion of problems is carried out. The method of a problem seminar allows to reveal level of knowledge of pupils in the field and to create resistant interest to the studied section.

Thematic discussion – is formed as process of dialogical communication of participants during which there is a formation of practical experience of joint participation in discussion and permission of theoretical and practical problems. Necessary condition of expansion of productive discussion is personal knowledge which is acquired by pupils on the previous occupations in the course of independent work. Thematic discussion may contain elements of "brain storm" and business game.

Brain storm (brainstorming, brainstorming) – widely applied way of a producing new ideas for the solution of scientific and practical problems. Its purpose the organization of collective cogitative activity for search of nonconventional solutions of problems.

"The round table" – is a method of the active training, allowing consolidating the knowledge gained earlier, to fill missing information, to create abilities to solve problems, to strengthen positions, to teach culture of conducting discussion. Characteristic feature of "a round table" is the combination of thematic discussion to group consultation. The main part of "a round table" on any subject is made by discussion.
The choice of a concrete active method of training depends on various factors. Substantially it is defined by the number of pupils. But first of all the choice of a method is defined by a didactic problem of a lesson. For a choice of a concrete active method it is possible to use the given classification of methods of active training (Table).

<table>
<thead>
<tr>
<th>Didactic purposes of occupation</th>
<th>Method of active training</th>
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<tbody>
<tr>
<td>Generalization of earlier studied material</td>
<td>Thematic discussion, brain storm</td>
</tr>
<tr>
<td>Effective presentation big on the volume of a theoretical material</td>
<td>Brain storm, business games</td>
</tr>
<tr>
<td>Development of ability to self-training</td>
<td>Business games, role-playing games, analysis of practical situations</td>
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<tr>
<td>Increase of educational motivation</td>
<td>Business games, role-playing games, training with use of computer training programs</td>
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<td>Working off of a studied material</td>
<td>Trainings</td>
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<tr>
<td>Application of knowledge, skills</td>
<td>Analysis of practical situations</td>
</tr>
<tr>
<td>Use of experience of pupils at presentation of a new material</td>
<td>Thematic discussion</td>
</tr>
<tr>
<td>Modeling of educational or professional activity</td>
<td>Business games, role-playing games, analysis of practical situations</td>
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<tr>
<td>Training in skills of interpersonal communication</td>
<td>Role-playing games</td>
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<td>Effective creation of real object, creative product</td>
<td>Method of projects</td>
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<td>Development of skills of work in the group</td>
<td>Method of Projects group</td>
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<tr>
<td>Development of ability to work in a stressful situation, development of skills of self-control</td>
<td>Analysis of practical situations</td>
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<tr>
<td>Development of skills of decision-making</td>
<td>Analysis of practical situations</td>
</tr>
<tr>
<td>Development of skills of active hearing</td>
<td>Thematic discussion</td>
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Depending on type of used methods of active training at a lesson can be implemented or one of types or their combination.

We will give examples of use of active methods at a lesson. Let's say the teacher needs to check knowledge of tabular multiplication with simultaneous active participation of pupils. It will be mini – the game "Roundabout". Commanders of groups need to calculate all members of the team on 1, 2, thereby, couple is formed. The first numbers raise in a circle a back in the center, the second numbers – to them the person. The first numbers ask questions about the multiplication table, and the second numbers – answer. On a hand bell signal the external circle moves on 1 person clockwise. Other option of this method is the following organization of work of pupils: each pupil of an internal circle has a leaf with a specific question and it during movement collects a maximum of information, aspects and views of this problem at the end.
there is a hearing of the received results (Smirnov, 2006). As a result of use of this method active generalization of knowledge existing at pupils in a certain general property is.

The rotational (changing) three. This option of cooperative training promotes the active analysis and discussion of a new material for the purpose of its judgment and development (Lerner, 2004). To organize this kind of activity from the teacher it is required to unite pupils in the three (the 1st, the 2nd, the 3rd) so that all three formed a circle. Each three is given a question (identical to all); only it has to have the ambiguous answers, each three looks for the answer to a question. Then there is a movement of pupils, for example, at number one in other three, and thus the teacher can move pupils some time, asking thus various questions.

Studying of scientific and methodical literature on a problem allowed to draw a conclusion that active training is such organization of educational process at which nonparticipation in informative process is impossible: each pupil or has a certain role task in which he has to report publicly, or quality of performance of the informative task set for group depends on its activity (Bespalko, 2001, pp. 57-63). Reasonable and expedient use of these methods considerably increases developing effect of training, creates the atmosphere of intense search, causes in pupils and the teacher the mass of positive emotions and experiences.

Application of active methods of training allows displacing accent from process of passive accumulation by the pupil of the sum of knowledge on mastering by it in various ways of activity in the conditions of availability of any information resources that, undoubtedly, will promote active formation of the creative person, capable to solve nonconventional problems in non-standard conditions.

As a result pupils learn to look for necessary data to organize process, analyze and estimate them and also to produce and distribute information according to the purposes.

References