ON THE ISSUE OF INTERACTIVE TEACHING METHODS AND TECHNIQUES

(Using the Example of Students of Mamun University)

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ABSTRACT

This article discusses interactive methods in practical classes, independent work, used by students at Mamun University. The opportunity is given to learn about interactive methods, techniques, and games in order to improve the digestibility of the material and maintain the interest of students.
KEYWORDS: *method, technique, practical lesson, interactive, training.*

INTRODUCTION

The 21st century is very demanding for the preparation of bachelors in universities, right now there is an active development of the search for students with probabilistic thinking, that is, able to navigate an unfamiliar situation. Therefore, there is a need to introduce innovative methods, techniques and new pedagogical technologies into the educational process, designed to ensure the individuality of teaching and upbringing, to develop students' independence.

Interactive methods fully meet these requirements. Based on the interactive method, the role of the teacher is changing: he is not only the bearer of knowledge, but also the leader, the initiator of independent creative work of students.

The interactive teaching method is innovative in nature. The concept of "interactive methods" ("interactive" English: "inter" means "between", "inter"; "active" — from "act" - to act, action) can be translated as methods of interaction between participants, and learning using these methods can be considered interactive, that is, based on interaction [2, 61].

MATERIALS AND METHODS

Interactive learning is a complex process of teacher–student interaction based on dialogue. Participation in a dialogue requires the ability not only to listen, but also to hear, not only to speak, but also to be understood and creative in a conversation.

Interactive teaching methods are very effective because they contribute to a high degree of motivation, maximum individuality of teaching, and open up wide opportunities for creativity and self-realization of students. There is a more solid assimilation of the material, as students acquire knowledge on their own, consciously, experiencing every step of learning. Independently preparing the lesson material.

We all know that every technique, every technique and every game has its own rules and "laws" that a teacher should familiarize students with, and explain what is possible and what is not recommended.
1) put forward more ideas, don't criticize ideas;
2) be tolerant of each other;
3) know that there are no unsolvable problems;
4) get students interested in the lesson and actively participate in the game yourself;
5) create a creative, kind vibe;
6) choose the most appropriate role to participate in the games for yourself and for the students;
7) respect the interests of your classmates;
8) don't make hasty decisions;
9) when speaking, follow the rules:
10) and most importantly, participate in the lesson, be open.

Let's consider several options for methods and techniques using the example of practical classes of students of Mamun University.

"CASE STUDY"

Case study - this method began to be used in the second half of the XIX century at Harvard University. With this method of teaching, the student is forced to make decisions on his own and justify it. There is only one topic for debate, but the first team must approve it with their arguments and facts, and the second team must skillfully refute them, which requires painstaking work on material from different sources. Each team compiles its own case, which contains a resolution (topic), definitions (definitions), criteria (position).

A video case is a type of case method (one of the modern teaching methods), involving the use of visual educational information – videos [1, 39].

After studying the topic of "Phonetics" in the Russian language lesson, we held a debate using the case study method. The approving and refuting parties worked on the problematic question: "If we print e instead of the letter e, will we make a mistake?"

The approving party's case is to print e Instead of the letter E — this is a mistake
The case of the refuting party is allowed to print e instead of the letter E.
The case study method allows each student to show their side and opinion, strengthen the team spirit.
"A lecture with mistakes."

Lecture with errors (provocation lecture) is an interactive learning technology that involves the development of students' ability to work with information by identifying and analyzing errors planned by the teacher in the content of the lecture, in order for students to master the most difficult, key points of the educational material, consolidate, generalize and systematize knowledge and skills.

THE "SIX HATS" METHOD

Six Thinking Hats is a thinking organization system developed by Edward de Bono that describes tools for structuring group discussion and individual mental activity using six colored hats.

Each of the six modes of thinking is metaphorically correlated by the author with one of the 6 colored hats. This separation orders and focuses thinking, optimizing the process of solving a particular problem. Variations in the colors of hats may vary at will, but usually these are 6 basic colors

1. Management — Blue hat: the thought process is carried out in this hat. As a rule, the coordinator wears a Blue Hat throughout the discussion, and other participants wear it from time to time to coordinate joint work. This hat is used at the beginning and end of a thought session to set goals, define a discussion strategy, assess the position of the group and the state of the problem. The coordinator, who is constantly in the Blue Hat, helps the group stay focused on the task and improve the chances of achieving their goals

2. Information — White Hat: what information is there? What facts are available?
By wearing a White Hat, participants identify known facts and identify information that is missing. In many sessions, this happens immediately after the initial Blue Hat and is a stage where details about the subject of discussion and related issues are gathered.

3. Emotions — Red Hat: statements of participants based on emotional experiences. In many cases, this is a way of cultivating ideas, involving the inclusion of all participants in the process of identifying the 2-3 best options from the list of thoughts formulated in another hat. This stage is organized in order to reduce the list of a large number of options to several. The red hat is worn for a shorter period than the others, as it involves focusing on the emotional perception of the participants, which can be essential for the discussion. In addition, the Red Hat is used for aesthetic evaluation of the design of a particular object or structure.

4. Critical judgment is a black hat: participants identify obstacles, risks, and dangers.
It assumes critical thinking aimed at finding problems and discrepancies. This mode of thinking is usually habitual and natural for people, so participants can use it at those moments when it is not needed and thereby stop the flow of thought of other participants. Preventing untimely use

Black hats are an important step towards effective groupthink. Another additional difficulty is that some participants immediately begin to look for solutions to the identified problems, that is, to think in the Green Hat mode instead of the Black one before the scheduled shift takes place

5. Optimism — Yellow Hat: Participants identify the benefits associated with the issue under consideration. This mode of thinking is the opposite of the Black Hat and is aimed at finding arguments in favor of something. The result may be statements about the benefits that can be created, positive expectations, and the definition of support

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6. Creativity — Green Hat: search for unusual, creative ideas and provocative solutions, research, flight of thought. It is often effective after the Black Hat to find ways to overcome difficulties. The use of a Green Hat can take various forms, since it involves the use of all creative potential.

LET'S CONSIDER THE METHOD USING THE EXAMPLE OF THE FAIRY TALE "CHICKEN RYABA"

A given situation: the fairy tale "Chicken Ryaba". Students are invited to tell a fairy tale in a new way, depending on the color of the hats.

• White — business speech, lots of terms, accurate facts. For example, "A chicken named Ryaba was born in 2015, the owners of the chicken are a grandfather named Ivanov Pyotr Alekseevich and his wife Ivanova Antonina Semyonovna..."

• Yellow — there should be a lot of epithets and comparisons in a fairy tale. Artistic and figurative speech is used here.

• Black — an analysis of the fairy tale from the negative side, negative qualities

• Red is a sensual fairy tale. It could be a fairy tale in verse.

• Green — creative. A fairy tale should have the most unexpected ending. Or suggest telling a fairy tale using jargon, or presenting it in the pantomime genre.

• Blue is neutral. The members of this group will represent the jury.

It is also worth noting the new improvised method "beehive" for students. This method is based on building a hive of honeycombs:

1. Students are divided into 2,3,4 teams
2. A specific question is asked on the topic
3. Time is given for group discussions
4. Correct answers are taken into account and a "hive" is built according to the criteria: 1 correct answer is 1 honeycomb, the team that collects the most honeycombs wins and can be awarded

In this technique, teamwork, mutual understanding and concentration on the material itself are formed.

"Presentation of the material"

A presentation is a set of interconnected slides forming a single document (or a file on a computer) created in order to convey visually auditory information to the student, is an indispensable tool in many branches of business, education, and high-like for dropping some material.

The exact name for this type of document is "Visual Slide Presentation".

RESULTS

The success of a startup, approval of business projects often depends on the quality and persuasiveness of the presentation, and often typical "diseases" are information overload in order to interest the reader, the presentation should be minimalistic, bright, with pictures [1, carry targeted information.

Sometimes authors do not think about how to structure data, do not know the methodology that allows them to express their thoughts logically, consistently and clearly, are unfamiliar with the basic rules of design and data visualization techniques.

The recommended presentation design "plan" looks like this:

1. Title slide (title, initials of the author, co-authors).
2. Introduction (brief introduction to the presentation).
3. Main part of the presentation:
1) Contents of several subsections;
2) Photo illustrations, mood boards, pictograms, diagrams and graphs, etc.;
4. Conclusion.
5. List of used literature, citations.

Thus, the use of interactive methods in the classroom promotes concentration on the lesson material, activation of visual and auditory perception, which, in turn, leads to an increase in the level and quality of learning.

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