

Active Learning Methods

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Abstract: This article is about the use of active learning methods.

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Rapidly developing changes in society and the economy today require a person to be able to quickly adapt to new conditions, find optimal solutions to complex issues, showing flexibility and creativity, not get lost in situations of uncertainty, be able to establish effective communications with different people and at the same time remain moral. The main task of a modern school is to reveal the abilities of each student, to educate an individual ready for life in a high-tech, competitive world. The school must prepare a graduate with the necessary set of modern knowledge, skills and qualities that allow him to feel confident in independent life.

Traditional reproductive education and the passive subordinate role of the student cannot solve such problems. To solve them, new pedagogical technologies, effective forms of organizing the educational process, and active teaching methods are required.

Active teaching methods are a system of methods that ensure activity and diversity in the mental and practical activities of students in the process of mastering educational material.

Active teaching methods are divided into methods of starting a lesson, clarifying goals, expectations, fears, presenting educational material, organizing independent work, relaxation, summing up. Each of these methods allows you to effectively solve specific problems at a particular stage of the lesson.

Such methods as “Gallery of Portraits”, “Let’s Smile at Each Other”, “Greet with Elbows” help to start the lesson dynamically. Children, while completing the task, must touch, smile, and name the names of as many classmates as possible. Such funny games allow you to have a fun start to the lesson, warm up before more serious exercises, and help establish contact between students within a few minutes.

It is very important for the teacher to include active methods of clarifying goals, expectations, and concerns in the lesson. Methods such as “Tree of Expectations”, “Glade of Snowflakes”, “Multi-Colored Sheets”, “Fruit Orchard” allow the teacher to better understand the class and each student, and then use the received materials to implement a student-centered approach to students. The methods are as follows. Students are given snowflakes, apples, lemons, and colorful sheets cut out of paper in advance and are asked to try to more clearly define what they expect from today’s lesson, learning in general, and what they fear by writing it down and attaching it to a specific clearing, tree, etc. After completion, the formulated goals, wishes, concerns are systematized and the results are summed up.

During the lesson, the teacher regularly has to communicate new material to students. Such methods of presentation of educational material as “Info-guessing”, “Cluster”, “Brainstorming” make it possible to orient students in the topic, present them with the main directions of movement for further independent work with new material. The topic of the lesson is written on the board. The rest of the board space is divided into sectors, numbered but not yet filled. Students are asked to think about what aspects of the topic will be discussed next. As they work with the topic, children highlight key points and write them into sectors. The “white spots” gradually disappear; a clear division of the general flow of information received contributes to a better perception of the material. After the presentation, it is possible to conduct a short discussion on the topic and, if the children have questions, the teacher provides answers to them.

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When organizing independent work on a new topic, it is important that students are interested in working through the new material. How can this be done?! Of course, using active methods! To work on the topic of the lesson, the “Hives” and “Business Cards” methods are used for groups of rotating or permanent composition. For discussion and decision-making, use the “Traffic Light” and “On the Line of Fire” methods. Methods such as “Info-carousel”, “Bus stop”, “Creative workshop” are very interesting for presenting material for children’s independent work.

I use the “Creative Workshop” method with great success in general lessons on literary reading and the surrounding world. For the lesson, children prepare drawings and illustrations on a given topic, write essays, poems, stories, select proverbs, and during labor lessons they make notebooks and books of unusual shapes. The task is given to divide into groups, create and present a group project on a given topic. You must first draw up a plan for the placement of the material brought to the lesson and the design of the title page. 20 - 25 minutes are allotted for work. After this time, each group or its representative must present their project. During the practical activities of students, the classroom turns into a real creative workshop. At the end of the lesson, wonderful creations appear. Each solution is unique and expressive. Learning to work together in groups, listen to the opinions of your comrades, and collectively create wonderful works from materials collected together is the main goal of this lesson.

Don't forget the restorative power of relaxation in the classroom. After all, sometimes a few minutes are enough to shake yourself up, relax cheerfully and actively, and restore energy. Active methods - "physical minutes" "Earth, air, fire and water", "Bunnies" and many others will allow you to do this without leaving the classroom.

If the teacher himself takes part in this exercise, in addition to benefiting himself, he will also help insecure and shy students to participate more actively in the exercise.

You can complete a lesson or extracurricular activity by using methods such as “Chamomile”, “Fly Agaric”, “Wise Advice”, “Final Circle”. Children tear off chamomile petals, pass colorful sheets around in a circle, etc. and answer the main questions related to the topic of the lesson, the activities written on the back. These methods help to summarize the lesson effectively, competently and interestingly. For the teacher, this stage is very important, because it allows you to find out what the children have learned well and what needs to be paid attention to in the next lesson. In addition, feedback from students allows the teacher to adjust the lesson for the future.

Lessons using active learning methods are interesting not only for students, but also for teachers. But their unsystematic, ill-considered use does not give good results. Therefore, it is very important to actively develop and implement your own gaming methods into the lesson in accordance with the individual characteristics of your class. Thus, the use of active learning methods makes it possible to ensure the effective organization and consistent implementation of the game-based educational process to achieve high interest and involvement of students in educational, project, and research activities; formation of personality qualities, moral attitudes, value guidelines that meet the expectations and needs of students, parents, and society.

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