

METHODS AND MEANS OF TEACHING

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ANNOTATION

The article focuses on the purposeful pedagogical process of organizing and stimulating active educational and cognitive activity of students in mastering knowledge, skills and abilities, developing creative abilities and moral ethical views.

Keyword: Education and upbringing, activity, purposeful pedagogical process of organization, skills and abilities, learning process, implementation of the method, classification of methods.

INTRODUCTION

Training and education as factors of personality development contain similar features and elements, which is due to the content that is offered to students for active assimilation. The basis of the difference between education and upbringing is that in the first case, the emphasis is on the assimilation of knowledge and methods of activity, and in the second - on the internalization of social values, the formation of a personal attitude towards them.

THE MAIN FINDINGS AND RESULTS

Education (in science) is an activity to change and adapt the behavior of the subject of education with the goals of survival, development, and improvement.

Education (in pedagogy) is a purposeful pedagogical process of organizing and stimulating active educational and cognitive activity of students in mastering knowledge, skills and abilities, developing creative abilities and moral ethical views.

Learning is a type of necessary learning activity in which the quantity and quality of the elements of knowledge and skills of the student are brought by the teacher (teacher) to the proper level, which is the goal of learning.

The learning activity is considered completed, and its goal is achieved, if the quantity and quality of the educational material in the student's re-manufactured product correspond to the learning goal or constitute the proper level (average, reference, possible) presented in the learning goal. This is achieved in the process of interaction between the teacher and the student, and requires both sides of the learning process to apply efforts and actions that contribute to the successful achievement of the goals. It is also necessary to match the goals set, and in case of their mismatch, bring the goals into mutual correspondence by all participants in the learning process in the process of communication. The teacher must make efforts and organize the educational material in form and content in order to improve the student's understanding of the knowledge that he perceives in the learning process. The level of understanding by the student of the perceived information depends on the efforts expended by the student on mastery of the material, as well as from the already existing level of knowledge, which was perceived and understood by the student earlier.

Classification of teaching methods.

In modern didactics, there are:

verbal methods (the source is the oral or printed word);

visual methods (observable objects, phenomena are the source of knowledge; visual aids);

practical methods (students gain knowledge and develop skills and abilities by performing practical actions);

problem learning methods.

The classification of teaching methods is their system ordered according to a certain attribute.

Traditional classification of teaching methods: Practical - experience, exercise, laboratory work.

Visual - illustration, demonstration, observation. Verbal - explanation, clarification, story, conversation, briefing, lecture, discussion, dispute.

A technique is an element of a method, its constituent part, a one-time action, a separate step in the implementation of a method or modification of a method in the case when the method is small in volume or simple in structure.

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Practical - experience, exercise, laboratory work.

Visual - illustration, demonstration, observation.

Verbal - explanation, clarification, story, conversation, briefing, lecture, discussion, dispute.

Work with the book - reading, studying, summarizing, skimming, quoting, presenting, drawing up a plan, taking notes.

Video method - viewing, exercise under the control of the "electronic teacher".

Classification of methods by purpose (M.A. Danilov, B.P. Esipov):

Acquisition of knowledge,

Formation of skills and abilities,

application of knowledge,

Creative activity,

fastening,

Checking knowledge, skills, abilities.

Classification of methods according to the type of cognitive activity (I.Ya. Lerner, M.N. Skatkin):

explanatory and illustrative,

reproductive,

problem statement,

Partial search (heuristic),

Research.

Teaching methods

The teaching method is a system of step-by-step and interrelated ways of work of the teacher and students, aimed at achieving certain didactic tasks. There are several teaching methods: practical, visual, verbal, experiences and experiments, modeling, game methods.

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Means of education

Teaching aids are a set of objects and works of spiritual and material culture involved in pedagogical work (visual aids, historical, artistic and popular science literature, works of fine

and musical art, technical devices, educational and training and production equipment, mass communication and etc.)

Learning tools are a source of knowledge acquisition and skills formation. These include visual aids, textbooks, didactic materials, technical means (TCO), devices, machines, classrooms, laboratories, computers, television and other mass media. Real world objects, production processes, equipment can serve as teaching aids.

Different authors distinguish the following teaching methods: story, explanation, conversation, lecture, discussion, work with a book, demonstration, illustration, video method, exercise, laboratory method, practical method, test, survey (varieties: oral and written, individual, frontal, compacted),

method of programmed control, test control, abstract, didactic game, etc.

Visual teaching methods are those methods, the use of which contributes to the implementation of the didactic principle of visibility in teaching, adds diversity to teaching methods, increases the efficiency and productivity of the lesson, develops observation, visual-figurative thinking, visual memory and attention in children.

Teaching methods are ways of organizing the educational and cognitive activity of students, ways of achieving didactic goals.

The learning process is an integral part of the method. For example, in the method of organizing the work of students with a textbook and a book, the following techniques are distinguished: taking notes, drawing up a text plan, preparing abstracts, citing, compiling annotations, reviewing, writing a dictionary of the topic covered, drawing up a schematic model of the text. teaching aids are:

printed publications: textbooks, teaching aids, reference books educational diskettes

whiteboards, posters cinema , video films teacher's word

Thus, teaching methods are methods of joint activity of the teacher and students aimed at solving learning problems. "Method" is distinguished from "form" by the purpose, and by the fact that the method specifies the way of acquiring knowledge and the degree (nature) of participation of the listener himself.

CONCLUSION

Different authors distinguish the following teaching methods: story, explanation, conversation, lecture, discussion, work with a book, demonstration, illustration, video method, exercise, laboratory method, practical method, test, survey (varieties: oral and written, individual, frontal, compacted), method of programmed control, test control, abstract, didactic game, etc.

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