DIDACTIC PROCESS PROJECT METHODS

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ABSTRACT

The formation of the requirements for building a didactic process in a certain sequence means the organization of educational activities using the selected teaching methods in accordance with the goals set for the topic.

Keywords: methods, teaching program, mental attack, discussion.

Teaching methods, by their nature and content, belong to one or another classification based on a certain pedagogical theory. Considering their effectiveness, society should approach the university (school, vocational college) on the basis of ensuring interaction between the teacher and the student, which can regulate and direct the learning process or teaching methods are concepts that are directly related to the practice of teaching. "The teaching method initially exists in the mind of the teacher as a generalized project of activity. This project is implemented in practice in the plane of interaction between the teacher and student activities, as a set of specific actions, practices or methods of teaching and learning. There are no other forms of manifestation of the meeting, because in general the teaching method is a didactic model of activity". The American street law program has existed throughout the world for centuries and is becoming an educational space. This is due to the activity, attractiveness and effectiveness of the hundreds of teaching methods included in the program. With them, students quickly get the opportunity to freely express themselves, critically perceive information, work in a team, strengthen their positions, defend their opinions, exercise their rights. The teacher should use these methods wisely when building a didactic process, confusing them with the complexity and time constraints of the learning elements on the topic. Here are some methods from the Street Law program.

Mental attack. The brainstorming method consists in dividing the process of solving a problem into several stages in time (generation of ideas, their critical and constructive development) based on joint work. Purposeful use of mental attack in the classroom is the key to the development of creative non-standard thinking. Brainstorming is a bit of an oversimplification, but it can also be used to change learning content as well as to solve production problems. First the group gets together and they have a problem. All participants expressed their opinion on how to solve this problem. At this stage, no one has the right to criticize or evaluate other people's ideas. This means that there will be an opportunity to come up with dozens of ideas in a few minutes through brainstorming. In fact, getting a number of ideas is not the main goal, they are only the basis for developing a rational solution to the problem. One of the conditions of this method is that each of the participants must be an active participant without any external influences. Only five or six of the ideas presented are key, creating a potential opportunity to find a solution to the problem. Thus, the rules of "mental attack" can be defined as follows:

Advanced ideas are not evaluated and criticized;
- The focus is on quantity over quality, and the more ideas the better;
- We try to expand and develop any ideas as much as possible;
- Ideas that are far from solving problems are also supported;
- All ideas or their underlying assumptions are recorded;
- The "attack" time is determined and must be respected;
- Questions should be answered in brief (unreasonable) answers.

Mission: Brainstorming allows you to find solutions to complex situations, broaden your horizons, lose your mind and think broadly. Most importantly, in the process of solving a problem, the atmosphere of struggle turns into an atmosphere of creative cooperation, and the group (class) becomes more cohesive. materials), in development (self-learning). Forms active thinking on the basis of effective management).

How to use: Brainstorming participants can make any comments or suggestions on the issue. The comments were recorded and the authors were able to recall their thoughts. The effect of the method is distinguished by a variety of ideas, and during the attack they are not criticized, they are not recounted. At the end of the brainstorming session, the best suggestions are generated in order of importance and those needed to solve the problem are selected.

Saw method. The openwork saw method includes the following structural steps:

Divide tasks: tasks and text are divided into several main parts (or topics).

Core Groups: Each group member takes on a specific topic and becomes an expert.

Expert Groups: Students with study assignments on a topic join an expert group to discuss a topic and develop a learning plan for others.

Core Groups: Students return to their core groups and teach what they have learned in peer groups.

DISCUSSION

This method gives students complete information on a particular problem, the subject of discussion "storms" the students, and as a result they learn more about the problem.

Debate methodology. The facilitator (teacher, journalist, leader, etc.) selects a topic in advance and invites the participants. The facilitator gives the participants a brainstorming task and explains its rules:

- The goal of the "attack" is to offer as many options for solving the problem as possible;
- Try to focus your attention and give feedback with an emphasis on problem solving. Although the ideas expressed contradict each other, none of them is rejected;
- Develop ideas from other members as well;
- Don't try to rate what's on offer, you'll do that later.

The facilitator appoints a secretary and writes down any ideas that come up. During the discussion, the order of speakers will be determined, all participants will be involved in the discussion and will have the opportunity to express their opinion. If someone violates the rules of "mental attack", the initiator immediately intervenes in the discussion. The first stage lasts until the emergence of new ideas.

The newcomer announces a short break to "sharpen" the critical thinking of the participants. Then the second stage begins. Participants of the "mental attack" group and consolidate the

ideas expressed in the first stage. Ideas are grouped, and the authors begin to analyze them, as a result of which only those ideas appear that are relevant to solving the problem. The initiator ends the discussion.

Find a place. If there are disputes in the audience on a particular topic, this method can be used to find a solution to the problem. It is often used in the introductory part of a lesson and demonstrates that there are different approaches to learning a topic. This is on the one hand. Secondly, students will have the opportunity to express themselves and improve their communication skills. Thirdly, at the end of the lesson, the teacher clearly assesses the level of assimilation of the topic.

Two posters hang in opposite corners of the hall. One should say "I agree" and the other should say "I disagree". Posters may also contain conflicting opinions on issues on certain topics.

The rules for organizing the lesson are discussed.

Students are encouraged to approach a poster that matches their views on the problem at hand. Divided students will be asked to justify their views. During this time, it is allowed to move from one group to another, and thus all students in the class are involved. Once feedback on an issue has been provided, there may be students who will change their point of view during the discussion and move to another group . In this case, they will have to justify their move.

Participants will be asked to identify the students who have the most persuasive opinion on the issue among their opponents.

Work in small groups. Working in small groups ensures that the student is active in the classroom, gives everyone the right to participate in the discussion, has the opportunity to learn from each other in the classroom, and teaches them to value the opinions of others. The task on the topic is chosen in such a way that students are required to work creatively on its study (fulfillment), and tasks are set.

Creation of the necessary frame. In order for students to participate in small group work, they must have some knowledge, skills and competencies prior to the chosen activity.

Group formation. Each group usually has 3-5 students. If the work in a group requires the preparation of a written document, it is better to form a group of 2-3 people. Group work is based on a clear division of tasks between students. (For example, one student leads the discussion, another writes, a third acts as a speaker, etc.). The division of the audience into groups can be done at will or according to accounts.

Provide clear instructions: Students will be given clear and concise explanations of how to complete the task. The time limit is said, taking into account the fact that the speed of the work of groups of teachers varies. The groups will be provided with the necessary materials and supplies. Students will be tested for a clear understanding of the tasks so that they can start working in groups. Support and guidance: if necessary, the teacher takes turns approaching the groups, marking or helping them work in the right direction without putting pressure on the groups.

Discussion and evaluation. When the work is completed in groups, they report on the results. To do this, each group appoints its leader. If necessary, feedback on the results will be recorded by the teacher. It is important to determine the validity of the group's decision. If time permits, groups can also ask each other questions to challenge one or another point of view. The results

of work in small groups are evaluated by the teacher. The main criterion is the correctness and accuracy of the activity, the time spent.

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