

In Practical Lessons - The Efficiency Of Organizing The Learning Process In Accordance With The Goals And Needs Of The Learner

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Abstract: The article examines the fact that today in a number of developed countries, methods called interactive methods are being developed that are formed on the basis of extensive experience in the use of modern pedagogical technologies that guarantee the effectiveness of the educational process, and that interactive teaching methods are currently the most widespread and widely used methods in all types of educational institutions.

Keywords: Innovative education, interactive methods, didactics, learning effectiveness.

Introduction: Currently, modern teaching methods are widely used in the educational process. The application of modern teaching methods leads to achieving high efficiency in the teaching process. It is advisable to select these methods based on the didactic tasks of each lesson. While maintaining the traditional lesson format, enriching it with various methods that activate learners' activities leads to an increase in learners' mastery level. When choosing interactive teaching methods, the educational goal, the number and capabilities of learners, the educational-material conditions of the educational institution, the duration of education, the teacher's pedagogical skills and others are taken into account.

DISCUSSION AND RESULTS

Today, in a number of developed countries, the methods that form the foundation of great experience in applying modern pedagogical technologies that ensure the effectiveness of the educational process are called interactive methods. Interactive teaching methods are currently among the most widespread and widely used methods in all types of educational institutions. At the same time, there are many types of interactive teaching methods, and suitable ones currently exist for achieving almost all tasks of the

educational process. In practice, it is possible to select and apply suitable ones for specific purposes. This situation has currently brought about the problem of correctly choosing interactive teaching methods to accomplish certain goals.

For this purpose, it is required that the lesson process be organized rationally, that the teacher increase learners' interest, that their activity in the educational process be constantly encouraged, that the educational material be divided into small pieces, and that methods such as brainstorming, working in small groups, debate-discussion, problem situations, guiding text, projects, role-playing games be applied in revealing their content, and that learners be encouraged to independently perform practical exercises.

The interactive method is solving some activity or problem through mutual communication, mutual debate-discussion during thinking, together. The advantage of this method is that the entire activity teaches the student to think independently and prepares them for independent life.

When these methods are applied, the teacher invites the learner to actively participate. The learner participates throughout the entire process. The beneficial aspects of the learner-centered approach are

manifested in the following:

- learning-studying with higher educational effectiveness;
- higher level motivation of the learner;
- consideration of previously acquired knowledge as well;
- coordination of the educational process with the learner's goals and needs;
- support of the learner's initiative and responsibility;
- learning through practical implementation;
- creation of conditions for bilateral discussions.

It is possible to further develop the creativity of creative people based on new modern pedagogical technologies.

American psychologist Abraham Maslow expressed in his work that people are born with creative characteristics, but due to upbringing, social conditions and situations, many people lose it. Economist scholar David Galenson, having studied the lives of successful people, emphasizes that creative abilities can form at any age. For example, Spanish artist Pablo Picasso entered art history from his youth. He had created his most valuable works by the age of thirty. French painter Paul Cézanne began drawing from the age of fifteen, but was able to create his masterpiece works upon reaching sixty years. Human creative abilities have been at the center of psychologist-scholars' attention for several years. French psychologist Alfred Binet's research, Frederick Bartlett's works, Gestalt psychology founder Max Wertheimer's works and many other scholars' interesting research and studies can be mentioned. However, all these studies did not take into account the fact that creative possibilities differ individually. But by the sixties of the twentieth century, enormous experience in testing thinking capabilities was accumulated, which in turn raised new questions in studying human creative and creative possibilities. For example, during research it was determined that a high level of intelligence (determined based on IQ tests) is not the key to professional and life successes. As proven in practice, people with low IQ levels can achieve great results in life and find solutions to complex problems set before them. Therefore, views were put forward that the decisive means in developing the creativity characteristic in a person depends not on

characteristics determined through traditional test examinations, but on some specific characteristics of the mind. Scientists came to the conclusion that if the effectiveness of solving set problems does not depend on the level of intelligence, then it depends on a person's specific ability to use information quickly and through various methods. Scientists call this ability creativity. A "distant associations" test was developed to determine the level of creativity. With its help, it is possible to determine the speed of concentrating attention and specific characteristics within the boundaries of large amounts of information at some symbolic levels. American psychologist Joy Paul Guilford and his colleagues emphasized sixteen specific intellectual hypothetical possibilities that explain creativity. Here are some of them:

- fluency – the number of ideas that arise at one time;
- flexibility – a person's quick transition from one idea to another idea, thinking or another view;
- originality of thinking – the ability to manifest ideas that fundamentally differ from general views;
- aspiration – high perceptiveness toward problems that do not cause other people's interest;
- insignificance – these are bold ideas. Employees of the Russian Academy of Sciences' psychology institute became convinced during tests that people with high creativity levels showed lower results in intelligence determination test examinations compared to others. School students with creative ability cannot work on simple intellectual problems cast in one mold. Creativity research continues, previously proposed theories are rejected and new ones are discovered. Within the last forty years, thousands of theories and views on creativity have been presented, and their number is countless. Even researchers have a joke: "The process of understanding creativity requires a creative approach". Modern life is rapidly developing. The information space where the creativity characteristic is extremely necessary is expanding. Without a creative approach you cannot conduct successful business, make scientific discoveries, let alone become a successful person. A person can form creative and creative abilities in themselves at any age. A person should not consider themselves an ordinary average person. On the contrary, a person should discover creative facets in themselves and become a

creative, creative personality! How, you say? There are thousands of interpretations of the term "creativity," but the most accurate of them is as follows: creativity is the ability to create new ideas, which fundamentally differs from standard and ordinary patterns, thinking rules. A creative person can see some situation or problem in an unusual way. They think in a fundamentally new, non-standard manner, find new methods and ways in solving problems. Naturally, their thinking has a constructive and creative characteristic. In other words, a creative person is an innovator.

In the opinion of many, creativity is a gift. Yes, certainly a gift that every person and any person can form in themselves. Psychologists became convinced that any person who can think healthily can be taught creative thinking at any time. For this, only developing necessary abilities and removing internal barriers is sufficient. Psychologists identify four types of such barriers. These are: 1. Conformism. Conformism is the desire to be like everyone. Most people do not want to stand out from the mass of general views, therefore do not freely express their opinion, do not put forward their original ideas. They do not want to stand apart from the crowd. The roots of conformism go back to sad childhood periods when the child's thoughts were made fun of by adults or their peers or severely criticized. 2. Censorship. Censorship is subjecting one's ideas to internal criticism. A person with their own strong internal criticism prefers to solve an emerging problem in the usual way or strives to shift responsibility onto another person. Along with criticism, apathy also forms in childhood periods. The reason for this is overly demanding and authoritarian parents who constantly criticize their child. 3. Rigidity. Rigidity is difficulties associated with stereotypical, habitual viewpoints, refusal to accept new ideas. Rigidity does not allow "seeing" the unusual in ordinary and familiar things. 4. Impatience. Namely the desire to find the necessary answer or solution as quickly as possible. As determined by psychologists, the best decisions appear after a "creative break". The conclusion is that using interactive methods in the process of teaching sciences has its own specific characteristics. Carefully studying each interactive method used in educational practice and applying it in practice expands students' thinking and positively influences finding the correct solution to problems. It

increases students' creativity and activity. When various theoretical and practical problems are analyzed through interactive methods, students' knowledge, skills, and abilities expand and deepen. Just as any work requires tools, being a creative person primarily requires knowledge. To develop creative thinking, it is necessary to learn and master special techniques that reorganize brain activity, increase the efficiency of the thinking process, as a result of which a person begins to think more constructively and orderly. Besides that, there are no creative people themselves who do not have a broad worldview. The broader your worldview, the more means you have for creative thinking. If you look at creative people, you can be convinced that they are extremely curious. For them, how this or that thing is constructed, its structure is interesting, they constantly ask questions, and they can find their answers in countless communications or in their own thinking.

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