EFFECTIVE TEACHING METHODS IN PRIMARY SCHOOL

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ABOUT ARTICLE

Abstract: In this article the most useful way of teaching young ages, category and classification of teaching represented. Special requirements for the level of training of teachers capable of initiate a search for effective models of organization and management educational and cognitive activities of students at school. Competitiveness and professional competence of graduate's pedagogical specialties is a requirement of the time.

INTRODUCTION

Modern society is interested in improving the quality of education - development in line with civilization is impossible outside the framework of high-quality education. In this regard, its content changes, and subsequently the methods of activity of teachers and students change. To achieve educational results and improve the quality of education, motivation is not the last place in their scale of needs. From a student's point of view, interest is an important motivator for learning. This also allows us to talk about the need to move away from the traditional classroom-lesson system and include a variety of forms of organizing students' educational activities in the educational process. The school faces new challenges; if the content of education changes, then teaching methods change. For this purpose, new means are used or traditional ones are improved.

The category of teaching methods leads to the answer to the traditional didactic question - how to teach. Without methods, it is impossible to achieve the goal, implement the intended content, and fill learning with cognitive activity. The method is the core of the educational process, the link between the designed goal and the final result. Its role in the system "goals - content - methods - forms - means of teaching" is decisive.

In pedagogy there are many definitions of the concept of "teaching method"; in this regard, there are different approaches to defining this concept:

1) this is a way of activity for the teacher and students;

2) a set of work methods;

3) the path along which the teacher leads students from ignorance to knowledge;

4) the system of actions of the teacher and students, etc.

Education as an interaction between a teacher and students is determined both by its goal - to ensure that the younger generation assimilates the social experience accumulated by society, embodied in the content of education, and by the goals of individual development and socialization of the individual. The learning process is also determined by the real educational capabilities of students at the time of training. Therefore I.Ya. Learner gives the following definition of teaching method: The teaching method as a way to achieve the learning goal is a system of consistent and ordered actions of the teacher who, using certain means, organizes the practical and cognitive activities of students to assimilate social experience. In this definition, the author emphasizes that the teacher's activity in teaching, on the one hand, is determined by the purpose of teaching, the laws of assimilation and the nature of the students' learning activity, and on the other hand, it determines it itself. Babansky Yu.K. notes that teaching methods are ways of interconnected activities of the teacher and students, aimed at solving a set of problems of the educational process.

The difference between these definitions of a teaching method is that if in the first of them the method is associated with achieving the learning goal, then in the second, the goals of using the method are understood more broadly - as a set of tasks of the educational process. And they provide for the implementation of the functions of not only training, but also development, as well as education, motivation, organization and control.

Vincente Ocon gave the following definition: "a teaching method is a tested and systematically functioning structure of the activities of teachers and students, consciously implemented with the aim of implementing programmed changes in the personality of students." If we are talking about the joint work of a teacher and students, then, undoubtedly, teaching methods. Methods underlie the entire educational process. The set goals are achieved through the correctly chosen path, the forms and means of achieving the goal associated with it. In the structure of teaching methods, techniques are distinguished. A technique is an element of a method, its component, a one-time action, a separate step in the implementation of a method, or a modification of a method in the case where the method is small in scope or simple in structure. The same techniques can be part of different teaching methods. Or the same method may include different techniques based on the skill level of the teacher. These include: showing the teacher, communicating the work plan, taking notes from students of basic concepts, making comparisons, etc. Techniques are used to enhance children's perception of educational material, deepen knowledge, and stimulate cognitive activity. Techniques provide a solution to a task performed by one method or another. Thus, teaching methods are both ways of transferring knowledge to students in a ready-made form, and ways of joint activity between teacher and students in learning the essence of individual phenomena, and ways of organizing independent practical and cognitive activity of students and, at the same time, ways of stimulating this activity. The variety of activities of teachers and students leads didactics to different interpretations of this concept. And, nevertheless, most authors have the point of view according to which the teaching method is a way of organizing educational and cognitive activity.

Classification of teaching methods.

There are various types of classifications of teaching methods, taking into account their practical functions and capabilities in organizing educational interaction between teachers and students. In

addition, different authors base the division of teaching methods into groups and subgroups on different criteria, so there is no single point of view on this issue. However, the holistic learning process in a specific educational process is ensured by a unified classification of methods that is optimally suitable for use in a specific cognitive process.

The classification of teaching methods proposed by Yu. K. Babansky has become most widespread in didactics in recent years. It distinguishes three large groups of methods:

1. Methods of organizing and implementing educational and cognitive activities:

- verbal, visual and practical (aspect of perception and transmission of educational information);

- inductive and deductive (logical aspects);

— reproductive and problem-search (aspect of thinking);

— independent work and work under the guidance of a teacher (aspect of teaching management).

2. Methods of stimulation and motivation of educational and cognitive activity:

- interest in learning;

- duty and responsibility in learning.

3. Methods of monitoring and self-monitoring of the effectiveness of educational and cognitive activities:

The main similarity between these two methods is that the teacher takes an active position, showing and explaining, and the children reproduce. In elementary school, especially in the first and second grades, it is difficult to do without the methods of this group, since children need to be taught basic knowledge and operations. All this variety of classifications makes it very difficult to interpret the essence of teaching methods. Learning is a two-way process.

These types of activities (teaching and students) can be carried out in a wide variety of ways, depending on the means used, on the conditions under which this or that activity is carried out, on the specific environment in which it is carried out. In the most general terms, these methods of activity are considered by us as methods of the learning process. Teaching methods are both a historical and a social category, as they change depending on historical and social conditions. It should be noted that none of the classifications is perfect, so the search for classifications in pedagogical science continues.

Active learning methods

Active learning methods are a form of interaction between students and teachers, in which the teacher and students interact with each other during the lesson and students here are not passive listeners, but active participants in the lesson. These are methods that encourage students to actively think and practice in the process of mastering educational material. Active learning involves the use of a system of methods that is aimed primarily not at the teacher presenting ready-made knowledge, memorizing and reproducing it, but at students' independent acquisition of knowledge and skills in the process of active mental and practical activity.

The peculiarities of active teaching methods are that they are based on an incentive for practical and mental activity, without which there is no progress in mastering knowledge. Cognitive activity and cognitive independence are qualities that characterize the intellectual abilities of students to learn. Like

other abilities, they are manifested and developed in activity. The most effective active teaching methods for primary school students in the classroom are:

1) An unconventional beginning of a traditional lesson - an emotional mood for the lesson (epigraph, costumed appearance, video fragment, overture, rebus, riddle, anagram), clarification of goals, expectations, fears.

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.

2) Setting and solving problematic issues, creating problematic situations. Types of problem situations used in lessons: unexpected situations; conflict situation; situation of non-compliance; situation of uncertainty; situation of assumption; situation of choice.

During the lesson, the teacher regularly has to communicate new material to students. And such methods of presentation of educational material as "Cluster", "Info-Guessing" are used.

3) Organization of relaxation and summing up.

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 education minutes" 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.

- oral, written, laboratory and practical. There are other approaches to classifying teaching methods. According to the nature of the students' activities (I. Ya. Lerner and M. N. Skatkin). There are five teaching methods, and in each of the subsequent ones the degree of activity and independence in the activities of students increases.

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