
IN ORGANIZING A CIRCLE TRAINING USING INTERACTIVE METHODS

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Abstract:

This article describes the importance of increasing the effectiveness of teaching technology lessons, modern methods of education in the process of teaching technology, specific aspects of using pedagogical and information and communication technologies, and the application of new informational pedagogical technologies..

Keywords:

Education, technology, Information communication technologies, technology, information communication, virtual laboratory, knowledge, skills, qualifications.

What needs to be done to meet the requirements for the teaching process and to increase students' interest in the lesson, to enrich the lesson with new elements?

The modern education system requires not only the assimilation of the knowledge discovered by mankind, but also the familiarization with the issues that society must solve and the students of today must participate in it. Such issues may include the exploitation of space, the use of atomic energy for peaceful purposes, the transformation of deserts into fertile lands and gardens, and the intensification of agriculture.

Great changes are taking place in all fields of economics and science, and every teacher should familiarize his students and pupils with the next reconstructions and achievements in the field of science he teaches. . It should be done in a way suitable for students and in accordance with the curriculum.

One of the important goals of the education policy implemented in our country is to educate the young generation to become well-rounded people. Of course, the understanding of a perfect person as a person who is spiritually mature, who cares about the history, present and future of his country, and who is passionate about contributing to the economic development of the society, corresponds to today's requirements. But if this concept is approached analytically, it is possible to understand how rich, complex and comprehensively it corresponds to universal human values.

It can be said that the formation of a perfect person, his occupation of a worthy profession, his valuable contribution to the development of society, and thereby manifesting his identity in society, i.e. his maturity as a person, are taken into account. The pursuit of perfection is a complex process that takes place together with the professional formation of a person and lasts almost a lifetime. In the broadest sense, professional formation means that a person receives education in a certain profession according to his mental abilities, physical capabilities, abilities, interests and aspirations, as well as values and worldviews, and then it is understood that he enters the field, adapts and finally develops into a mature and competent specialist over the years.

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Thus, teaching methods are an activity aimed at fulfilling the educational tasks of the pedagogue and students' theoretical and practical cognitive activities.

Any method is intended to achieve a goal, and therefore it requires setting a goal, a method of activity to achieve it, and knowing the tools that will help in the implementation of this activity. Any activity requires knowledge of its object. Finally, the method must lead to the goal, otherwise, it must be recognized that it is unfit for the purpose. Thus, any method requires the intended purpose of its application, activities for the implementation of this purpose, and means of performance of the activity.

Energizers for dating. Energizers held for the purpose of getting to know each other are events aimed at introducing participants to each other, breaking the "ice" between them, and "removing barriers". Below we present a few energizers that can be used for familiarization.

"Seasons". Participants are divided into groups according to the seasons of the year according to the date of birth. Then, each group represents with the help of pantomimes, the task of the remaining participants is to show which season is shown.

"Circle of Names". Participants form a large circle. Each participant remembers the name of the participant sitting on the right. As an example, the teacher says the name of the participant sitting on his right, and then he says his own name. The participant sitting on the right side of the teacher says the name of the teacher, then his name, and then the name of the child sitting on his right. The third participant repeats the teacher's name, says the second participant's name, and then says his own name. The game continues in rounds.

Assumptions "I hope - I fear". The teacher distributes paper to the participants and asks them to write down their hopes and concerns related to this activity. For example, "I hope that the training will help to solve the existing problem with my friend", "I am afraid that the training will be boring", etc. Names are not written on papers. After writing, the papers are handed over to the teacher.

The teacher reads the notes one by one, and the participants discuss what needs to be done to make these hopes come true and make the fears just fears.

"Treasure hunters". "Perhaps each of us has searched for treasure at one time or another, but this time we are looking for what is inside us and what is above us." Our goal is to find aspects of people that are similar to each other and to ourselves. If you do not know the participant, do not forget to introduce yourself. Are you ready?"

Find a participant with the same foot size as yours!

Find two contestants who are your age!

Find your favorite sport and three contestants!

Find four contestants who love the music you love!

Find four participants who drink at least one cup of coffee a day, and tell each other why you like coffee.

Find four participants who don't drink coffee, and tell them why you don't like drinking coffee.

Find one participant in the group who has not been together before.

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"I like you because..." Participants stand in a circle. The teacher throws a ball at one of the participants and starts with the sentence "I like you because..." and defines the positive qualities of the participant. The participant who caught the ball throws it to another participant and tells about its good points. The ball must pass through the hands of all participants.

Assumptions: "I hope that..., I fear that..." The teacher distributes paper to the participants and asks them to write down their hopes and fears related to this activity. For example, "I hope that the training will help me to solve an existing problem with my friend; I'm afraid the training will be boring." Names are not written on papers. After writing, the papers are handed over to the teacher.

The teacher reads the notes one by one, and the participants discuss what needs to be done to make these hopes come true and fears to remain just fears.

"Birthday". Choose one student from the group and ask for his birthday, then announce that today is the birthday of this participant. Thus, the group will learn the name and date of birth of the selected participant. Explain to the birthday party that these children are his guests and that they do not know each other. As the host, he should introduce the guests to each other. He will be given three minutes for this (depending on the number of participants, this period can be extended).

The host should make sure that the guests say each other's names and shake hands. The host can start the introduction with a participant he knows or by introducing himself to someone.

The conclusion is that the knowledge of the teacher-teacher must be constantly developing and always in motion. Only then will there be a big change in education and creativity.

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