

Сарбасова К.А., Беркимбаев К.М., Ахметжанова Г.А.

**КОЛЛЕДЖДЕ ОКУП ЖАТКАНДАРГА ОКУТУУ МЕТОДДОРУН
КОЛДОНУУНУН ӨЗГӨЧӨЛҮКТӨРҮ**

Сарбасова К.А., Беркимбаев К.М., Ахметжанова Г.А.

**ОСОБЕННОСТИ ПРИМЕНЕНИЯ МЕТОДОВ ОБУЧЕНИЯ
ОБУЧАЮЩИМСЯ КОЛЛЕДЖА**

K. Sarbassova, K. Berkimbayev, G. Akhmetzhanova

**FEATURES OF THE APPLICATION OF TEACHING
METHODS TO COLLEGE STUDENTS**

УДК: 377.111.3

Макалада студенттерге кандай методдор болбосун, биринчиден, мугалим тарабынан даярдалган билимди өздөштүрүүсүнө жардам берген окутуу ыкмалары талкууланат; экинчиден, мугалимдин жетекчилиги астында өз алдынча иштөө. Акыркы он жылдыктарда окуучуларды өз алдынча билим алууга үндөгөн, алардын таанып-билүү активдүүлүгүн активдештирип, ой жүгүртүүсүн жана практикалык көндүмдөрүн калыптандыруучу активдүү окутуу методдору кеңири жайылды. Проблемалык-издөө жана чыгармачыл-кайра чыгаруучу методдор бул маселелерди чечүүгө багытталган. Жаңы билим берүү парадигмасы биринчи кезекте инсанды өнүктүрүүгө, анын активдүүлүгүн жана чыгармачылык жөндөмдүүлүгүн жогорулатууга, демек, окуучулардын өз алдынча иштөө ыкмаларын, өзүн өзү көзөмөлдөө ыкмаларын колдонууну кеңейтүүгө, окуунун активдүү формаларын жана ыкмаларын колдонууга багытталган. Белгилүү бир метод сабактын максатына, окуу материалынын мазмунуна жана таанып-билүү ишинин мүнөзүнө жараша ар кандай багытка, ар кандай таалайлык даражасына ээ. Колледж класстарында бир гана ыкма сейрек колдонулат, тескерисинче, бир ыкманы башкасы менен айкалыштыруу керек. Тарбиялык максаттарга натыйжалуу жетүү үчүн кайсы ыкма эң натыйжалуу экенин аныктоо зарыл. Бул макалада окутуу ыкмаларын классификациялоо менен негизги дидактикалык өзгөчөлүктөрү аныкталат.

Негизги сөздөр: студенттер, методдор, окутуу ыкмалары, максат, натыйжа.

В статье рассматриваются методы обучения, которые помогают обучающимся, независимо от того, какие методы, во-первых, овладеть подготовленными знаниями, изложенными преподавателем; во-вторых, самостоятельно работать под руководством преподавателя. В последние десятилетия широкое распространение получили так называемые активные методы обучения, побуждающие обучающихся к самостоятельному добыванию знаний, активизирующие их познавательную деятельность, развитие мышления, формирование практических умений и навыков. Именно на решение этих задач направлены проблемно-поисковые и творчески-воспроизводящие методы. Новая образовательная парадигма ориентирована прежде всего на развитие личности, повышение ее активности и творческих способностей, а следовательно, и на расширение использования методов самостоятельной работы студентов, самоконтроля, использования активных форм и методов обучения. Определенный метод имеет разную направленность, разную степень сложности в зависимости от цели урока, содержания учебного материала и характера познавательной деятельности. На занятиях колледжа редко используется только один метод, наоборот, один метод должен сочетаться с другим. Для эффективного достижения образовательных целей необходимо определить,

какой из методов является наиболее эффективным. В данной статье будут определены основные дидактические признаки с классификацией методов обучения.

Ключевые слова: обучающиеся, методы, методика обучения, цель, результат.

The article discusses teaching methods that help students, regardless of which methods, firstly, master the prepared knowledge presented by the teacher; secondly, work independently under the guidance of a teacher. In recent decades, so-called active learning methods have become widespread, encouraging students to independently acquire knowledge, activating their cognitive activity, developing thinking, and developing practical skills. Problem-search and creative-reproducing methods are aimed at solving these problems. The new educational paradigm is focused primarily on the development of the individual, increasing his activity and creative abilities, and, consequently, expanding the use of methods of independent work of students, self-control, and the use of active forms and methods of learning. A certain method has a different focus, varying degrees of complexity depending on the purpose of the lesson, the content of the educational material and the nature of cognitive activity. In college classes, only one method is rarely used; on the contrary, one method should be combined with another. To effectively achieve educational goals, it is necessary to determine which method is most effective. This article will identify the main didactic features with a classification of teaching methods.

Key words: students, methods, teaching methods, goal, result.

Introduction. In modern conditions, educational institutions, especially colleges, of our country have been assigned important tasks by the head of our state, the implementation of which involves not only the training of highly qualified specialists needed by the state, but also the formation of a harmonious, healthy personality of a young man during the period of study, which is so necessary for our society.

The methods of professional training for a specific academic discipline are dominated by the following questions: how to teach? With the help of what teaching tools does the transformation of educational content take place in the knowledge, skills and abilities of students? How to monitor the success of students' cognitive activity?

The methodology of vocational training reflects the educational, educational and developmental functions of education, based on the study of objective natural con-

nections between the content of education, teaching and learning, and develops regulatory requirements for their content. Based on the principles of education, the methodology of professional training reveals the goals of teaching a specific academic discipline, its importance for the development of the student, reveals the patterns of assimilation of knowledge, skills and abilities, the formation of beliefs, and determines the scope of application. and structure of educational content, improves methods and organizational forms of training.

There are a huge number of methods for training and developing professional skills. All of them can be divided into two large groups - on-the-job training and off-the-job training. Receiving professional training in the workplace is distinguished by its practical orientation, direct connection with the production functions of the employee, and, as a rule, provides significant opportunities for repetition and consolidation of what has been learned. In this sense, this type of training is optimal for developing the skills necessary to perform current production tasks. At the same time, this type of professional training is often too specific for developing the employee's potential, developing fundamentally new behavioral and professional competencies, since it does not give him the opportunity to abstract himself from the current situation in the workplace. and go beyond traditional behavior. To achieve such goals, more effective off-the-job training programs are needed.

Human relationships, including in the educational process, should be built on the basis of communication between both parties as equals, as individuals, as equal participants in the communication process. When this condition is met, inter-role contact "teacher-student" is established, as well as interpersonal contact, which results in dialogue, which means the greatest receptivity and openness to the influence of one participant in communication on another. An optimal basis is created for positive changes in the cognitive, emotional and behavioral spheres of each participant in communication.

Indeed, such interpersonal contact, when it occurs, is almost omnipotent. It destroys the invisible barricade where the teacher's desk used to be, turning the exhausting confrontation between "I" and "them" into the joint work of a friendly "we." It makes the heart sensitive to the peculiarities of the mental, moral and spiritual powers of each and helps to select a system of exercises so that even the weakest and most unselfish person can experience a feeling of success. It allows you to see in those sitting in front of you "human material" from which you need to "make people", and individuals like yourself, and communicate with them from the heart of sincere deep respect for their inner world.

Materials and methods. Reforming the education sector creates conditions for improving the quality of the human factor. The need for work to develop and approve

new harmonized education standards in universities in our country is constantly being determined. Today it is known that educated and experienced teachers of fundamental educational institutions of the country are systematically working in the field of education to realize their goals. They have already added new methods and standards to the progressive process in the education system of Kazakhstan, as in developed civilized countries. Even now, different teaching methods are used in the same learning process.

One of them is Bloom's concept or Bloom's taxonomy, which was widely used by many educational institutions in the United States in the 60-70s of the 20th century. As we learned from the teacher's lessons, in the process of studying, following modern requirements, you will understand that Bloom's taxonomy system can be effectively used not only in the field of education, but also in life principles. At the next level, students go through stages such as content, understanding, description, and creating new phrases. There a prediction is made that it will be possible to solve new knowledge in practice, in a new situation. Confident steps are being taken towards professional analysis, such as classification of acquired knowledge, understanding the essence, dividing it into parts by connecting with the present, clarification. Also, the knowledge gained during group work will be compact and understandable for the student. The last difficult stage of the lesson is the collection and evaluation stage. At the aggregate level, the learner reaches a point where he can determine that individual assumptions create an entire concept. And at the final level of assessment, students evaluate their own work, make decisions, and draw conclusions [1].

Currently, we have conducted several classes with students of the educational program 6B01407-"Professional Training" during teaching practice at the Karaganda Transport and Technology College in order to determine the features of using the practical teaching method.

Among them, we will focus on a lesson developed on the topic "Vehicles". In the process of learning, explanation, and working with books, dictionary methods were used, as well as Bloom's taxonomy method and practical methods. The lesson plan was created using these methods.

Method of teaching- a set of methods and means used by students to learn, increase and develop their knowledge, skills and abilities.

We are talking about the definition of a concept and classification methods. teacher A common opinion is emerging among scientists.

For example, IF. Kharlamov defines teaching methodology as a system of ways to organize the teacher's work and students' educational and cognitive activities in order to solve various didactic tasks aimed at mastering educational material.

Yu.K. Babanskyin in his opinion, he indicated that this is a disciplined interconnected activity of the teacher and students, aimed at fulfilling educational tasks.

T.A. Ilyina Teaching methods are the ways of organizing the cognitive activity of students.

By differentiating other similar opinions, it is possible to define teaching methods based on common features and grouping of common methods.

During training explanation, conversation, lecture. In addition to practical work, visual methods such as illustration and demonstration are used, as well as original, laboratory, graphic and teaching methods.

Pedagogical Scientific studies have shown more than fifty types of methods. Teaching methods are implemented using educational tools.

Teaching aids include textbooks (textbook, reference book, problem books, dictionaries), visual aids (table, drawing, picture, album, photograph, cards) and technical means (video lecture) belongs. The name of today's teaching methodology teaching technology the name dis-places.

Teaching methods are the main integral part of didactics. This is due to the fact that the learning process represents the unity of its purpose, content, methods and organizational forms.

During the lesson we widely used the following methods:

Practical method. These methods are a complex combination of verbal, visual and practical work that develops students' thinking abilities as a result of the organization and guidance of the teacher. The use of practical methods activates the students' receptors and analyzers and makes them work. Carrying out practical work is of great importance for the implementation of educational work.

Students put previously acquired knowledge into practice as a result of completing practical assignments and develop their skills. Only in this case is practical work a source of knowledge.

Types of practical work:

- Recognition and identification of known objects.
- Monitoring and accounting of the object.
- Experiment.

Students must prove the problem and question posed at the beginning of the practical work as an indicator of practical work. The difference between student control in the visual method and the hands-on method is like heaven and earth.

During practical control, students work independently, measure, calculate, etc. As a result of such reports, students collect materials confirming their work.

Visual method. The visual method should not be confused with visual principles of pedagogy. These are two different concepts, but closely related. Visualization is a didactic technique in pedagogy. This is a way to

increase awareness and effectiveness of information and lectures [2].

A person perceives the environment, the world, and phenomena through the five senses. Among them, the sense organ that receives the most information is vision. Information received through this sense of vision is deeply stored in human memory. However, intuition by itself cannot reflect the internal connection of phenomena, their regularity. Visual aids are used not only to provide visual understanding to students, but also to explain abstract relationships and dependencies, and to build student concepts. In the modern era, real data, etc., have been widely developed in the fields of science, technology, art, etc. Various audiences and special workplaces - workshops - have been organized to use more complex image capabilities. In this regard, in the learning process, film projectors, films, television, optical instruments, various mechanisms, precision measuring and counting machines, etc. are used. Visual aids are used [3].

Edgar Dale Cone Workout. The desire to develop and acquire new knowledge is not enough. It is very important to have an idea of how to do this with maximum efficiency. Edgar Dale's so-called schematic cone of learning provides insight into the effectiveness of various methods of acquiring knowledge. This shows that the more involved we are in a process, the more successfully we learn certain information. After reading the information below, you will be able to correctly prioritize your training process.

Edgar Dale's cone clearly shows what theorists are capable of learn something quickly I succeed until they begin to put their knowledge into practice. It is necessary to act at the stage of obtaining some information.

* Reading. This type of training has been the most widespread for a long time. However, as practice has shown, students remember only 10% of what they read.

* Listening or audiovisual. When a student listens, he remembers more than when he reads. If you want to teach students something, you better tell them and let's not honor them.

* Look at the picture. A lecture or any other oral presentation will be remembered better if it is accompanied by slides, diagrams or mind maps. If possible, replace text with an image or diagram.

* View video. Instead of telling a story, show an educational video. An interesting video is perceived and absorbed better than text or oral history. Of course, if this is a banal recording of a video lecture. The video must have action.

* Demonstration with comments. Conduct experiments, study real situations, demonstrate mock-ups and working models.

Discussion. Active forms of learning are even more effective. A teacher forgets more quickly what he is told than what he himself said. If you want to teach students

quickly, organize a discussion. Give them a problem or consider a real-life case. Ask everyone to offer their own solutions to the problem.

Edgar Dale advises using different forms of presenting information in one lesson. At the same time, stu-

dents activate different parts of the brain responsible for emotions, memory, visual perception, creative and analytical thinking. This approach allows you to better assimilate the material and create stable associative connections, thanks to which it will be remembered well (fig.1).

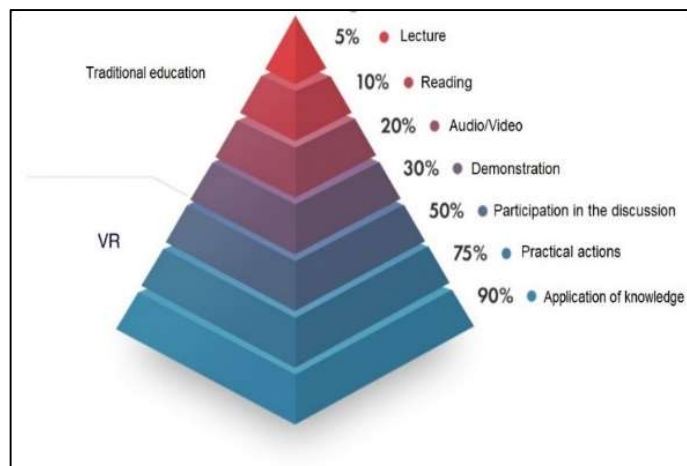


Figure 1. Edgar Dale cone.

Learning occurs through constant interaction between the teacher and students during the learning process. Currently, one of the main tasks of every teacher is to constantly improve teaching methods and master new pedagogical technologies. In such a situation, the need to realize the creative potential of each member of society increases significantly.

The forms of student research work in college are:

- participation of students in scientific and practical conferences in college, in city and republican conferences;
- participation of students in creative work competitions, olympiads at the city and republican levels;
- development of software products in special disciplines;
- participation in research work to find practical materials for important dates (for example, a college anniversary);
- writing coursework and dissertations;
- processing of statistical data and participation as co-authors of scientific articles, manuals, seminars, etc.

Conclusion. Self-study – the simplest type of training – does not require an instructor, a special room or a specific time – the student studies there, when and how it is convenient for him. Organizations can benefit greatly from self-learning if they develop and provide effective tools – audio and video tapes, textbooks, assignments, and training programs – to employees. The main feature of independent learning is its individual nature. The student can determine the pace of learning, number of repe-

titions, duration of classes, etc. track important parameters of the learning process that are specified in other methods. At the same time, the individual nature deprives independent learning of one of the most important conditions for effectiveness – the feedback provided by the student to himself. The development of personal computers and their multimedia applications can significantly overcome this disadvantage. In computer training, the main costs are associated with the development and implementation of training programs. However, once the program is developed, training costs virtually nothing for the organization, because no instructors, premises or training materials are needed to use it. Therefore, with a large number of students, computerized programs become very economically profitable.

Thus, it is important to understand the deep meaning and ultimate goal of using both the individual approach and all other pedagogical methods, techniques and methodological systems, which is either the transfer of a certain amount of knowledge, or even teaching methods for obtaining this knowledge, and the formation of value foundations personality.

References:

1. Yusipova Z. Pedagogical skills: textbook - Almaty: Publishing House "Economy", 2011. - 316 p.
2. Aitbaeva A. New technologies in education: textbook / named after Al-Farabi. Kazakh National University. – Almaty: Kazakh University, 2011. – 161 p.
3. Terentyev N. Sinkway "Pit" (Russian). Literature. Magazine "First of September".