



## METHODS OF ORGANIZING THE TEACHER'S WORK WITH TECHNICAL MEANS OF TRAINING

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### Annotation

The correct method of organizing the teacher's work with technical means of teaching in the studied disciplines allows teachers and trainees to get effective access to sources of reliable information on all branches of science and technology, to widely use new electronic educational resources and manuals in the learning process.

Modernization is not only the scope of the content and teaching methods, but also the updating of teaching tools.

**Keywords:** educational and visual aids, technical means of training.

### Introduction

Each teacher is different. He traditionally strives to find the most effective methods in teaching that contribute to the development of students and lead to a high quality of acquired knowledge. The teacher often does a great job of bringing knowledge, organization, understanding and their consolidation, as well as checking the correct assimilation of the material. Unfortunately, such aspirations do not always achieve the desired effect and, in the end, do not lead to the desired result.

Even improving the content of curricula and textbooks may not always lead to an improvement in the quality of knowledge and actions that the learner must learn.

Higher education is aimed at solving the problems of intellectual, cultural and professional development of a person and aims to train qualified specialists in all major areas of socially useful activities in accordance with the needs of society and the state, as well as meeting the needs of the individual in deepening and expanding education. [1].

Higher education should develop the personality of the student, identify his creative abilities, while preserving the physical and mental health of the latter. At the present stage of the development of higher education, there are a number of positive trends. These include the variability of pedagogical approaches to students, freedom for the creative search of teachers, the creation of author's schools, the active use of foreign experience; giving parents the opportunity to choose a pedagogical system. Despite some positive developments in higher educational institutions, at present both the theory and practice of education want to be much better both in methodological and practical terms. We believe that at the moment of the development of education in higher educational institutions, when disclosing the theoretical part of classes, active methods of teaching and upbringing are not sufficiently described, these methods are not fully used in the educational process.

The problem of personal activity in learning is one of the most significant in pedagogical science and in



educational practice. This is what led us to the choice and consideration of this topic.

Graduates of any educational institution should be mobile, competent in their profession, competitive and, not least, they should be in demand in the labor market. Therefore, during the study of academic disciplines, it is necessary to pay special attention to the process of cognition, the result of which directly depends on the desire to know the learner himself.

It is customary to distinguish three main teaching methods: passive, interactive and active. We will give a brief description of each of these methods.

When using the passive method of teaching, students assimilate and reproduce the material that the teacher expounds to them either by reading or by studying another source of knowledge. This can be, for example, a lecture-monologue, or information provided by interactive means.

When using this method, students do not interact with each other, do not perform search tasks, do not discuss problematic issues of new material.

When using the interactive teaching method, students interact widely not only with the teacher, but also with each other. Such a lesson should be dominated by the activity of the trainees in the learning process. In other words, the interaction is carried out in the mode of conversation or dialogue.

When using the active method of teaching, it is assumed to use a system of methods aimed mainly at independent mastery of knowledge and skills in the process of active thinking and practical activity, and not at the presentation of ready-made knowledge by the teacher, their memorization and reproduction. The active method motivates students to active mental activity and practical work in the process of mastering the educational material. The student enters into a dialogue with the teacher, actively participates in learning new material, performs search, problem tasks.

It is customary to single out a number of the most significant aspects of the active method of teaching in the higher education system.

With active learning, the material that the teacher presents to the students is not decisive in itself, it will be more useful what additional opportunities may open up as a result of learning during the presentation of this material. The emphasis should be placed on creativity, to develop students' ability to predict the consequences of their conclusions, decisions made and the ability to simulate the result. After such classes, students will be able to independently determine goals for themselves, problematic issues, the ability to overcome them, calculate the consequences in certain actions.

When using an active teaching method, the teacher coordinates the learning process. Students, at the same time, actively participate in the educational process. [2].

The introduction and use of active methods is insufficiently studied in the higher education system, which leads to the idea to focus on this topic.

Problem-based learning is based on active methods. There are many studies devoted to the problem of active teaching methods in various scientific literature.

In his works, a psychologist, a specialist in the field of general, age and pedagogical psychology, Matyushkin A.M. proved the need to use active teaching methods in all types of educational work, introduced the concept of dialogic problem-based learning, as most fully conveying the essence of the processes of joint activity of the teacher and students, their mutual activity within the framework of



"subject - subject" relations. [3].

In the educational process, active teaching methods can be applied at various stages:

- At the stage of primary knowledge acquisition, if the lecture is problematic, with difficult to assimilate material, or is it just a heuristic conversation, an educational discussion on the topic;
- At the stage of consolidation (control of knowledge), you can use testing or, for example, the method of collective mental activity;
- At the stage of formation of professional skills, knowledge-based skills and the development of creative abilities, it is possible to use simulated learning, game and non-game methods.

The most commonly used classification of methods of active learning for higher educational institutions, which distinguish between imitation methods of active learning, i.e. forms of classes in which educational and cognitive activity is based on imitation of professional activity. All the others are non-imitative. These are all ways to activate cognitive activity in lecture classes. [2].

Simulation methods include gaming (conducting game design, business games) and non-gaming (solving situational problems, analyzing specific situations, etc.) [4].

Non-imitative methods include lectures, seminars, discussions, and collective mental activity. In higher educational institutions, such a non-imitative method as lectures is more often used (problem lectures, discussion lectures, talk lectures, lectures in the form of a press conference).

Of course, each of these forms is applicable in practice. At the same time, success in teaching can be achieved from the desire and desire for knowledge of the students themselves in the classroom.

Active learning involves conducting classes using problem-based learning, project development method, analysis of specific situations, business management and role-playing games, holding round tables and brainstorming sessions, etc., focused on the personal characteristics of each student, his active participation in self-realization, obtaining high-quality knowledge, professional skills, creative solutions to specific problems.

In the classroom, it is necessary to diversify the forms of their conduct in order to interest the trainees. I effectively use the method of mini-projects (students present in the form of a report, slide show, computer presentation, stand, booklets, for example, about the rules of action in various natural and man-made disasters), brainstorming (most often used in the classroom to involve students in the topic, for example, questions, problems, the order of behavior and actions of a person in a structure destroyed by the elements, during hostage taking), practical experiments (correctness and clarity of the actions of the student during disassembly or assembly of the machine, when meeting the standards for putting on personal protective equipment in order to do it not only correctly, but also quickly).

As a result of the use of active teaching methods, students began to show independence and ingenuity more specifically. The results of such work reflected on academic performance for the better. Students began to attend classes with pleasure. The psychological climate in the groups has improved. Students began to show interest in the discipline, to help the laggards, to show reasonable initiative when conducting classes. Using all of the above active teaching methods, you can achieve positive results in training and education.



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