

## THE ROLE OF ACTIVE LEARNING METHODS IN INCREASING THE LEARNING ACTIVITY OF FUTURE TEACHERS IN INNOVATIVE EDUCATIONAL CONDITIONS

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### **Annotation**

This article discusses the importance of using active learning methods in increasing the cognitive activity of future teachers in the context of innovative education and the theoretical foundations of active learning methods.

**Keywords:** active learning methods, classification of active learning methods, features of active learning methods, problem assignment, problem question, problem task.

In the conditions of innovative education, the role of active learning methods in the process of developing cognitive activity of students has positive opportunities. From the point of view of pedagogy, active learning methods can be divided into three groups that are the most interesting to use to control the formation of thinking. These methods are: a) programmed education, b) problem-based education and c) interactive (communicative) education. This is the classification given by Laudis. Galperin and N. F. Talyzina are not included in this classification either as a separate group of methods or as part of any of the above, although this learning theory is considered by the author to be one of the leaders in teaching pedagogy. –The methods of implementing the ideas of P.YA.Galperin and his students and followers are not classified into a special group of active methods, but only into programmed educational methods, that is, into the first group.

So, with this condition, V. YA. As active methods such as Laudis, we can distinguish the following three groups of methods: 1) programmed educational methods, 2) problem-based educational methods, 3) interactive (communicative) educational methods.

Active training methods (AMT), which are one of the most promising methods of improving the training of specialists based on the principles of problem solving and modeling of professional activity, have characteristic features that distinguish them from traditional, passive mandatory training.

First, AMO strongly activates students' thinking with its unique technology of the educational process.

Secondly, the activity taught by AMO methods is long and stable.

Thirdly, AMO serves to make creative, emotionally colored and motivational based actions and decisions by students on their content.

Fourthly, no matter what active methods of teaching are used, the learning process in these cases has a collective basis (interaction with the teacher and other students) and is built

according to a certain algorithm. Fifth, AMO are intensive methods that increase the efficiency of learning not by increasing the volume of processed information, but by the depth and speed of its processing. Active learning methods are divided into non-imitation and simulation.

Non-simulated AMOs include: problem-based lecture, problem-active-practical or laboratory exercise, active seminar, independent course and diploma design, industrial practice-workplace practice, instructional management application of machines and programs, active group counseling, olympiads, student scientific conferences, social testing and questioning, etc. All of them are characterized by problem orientation, increased logical and cognitive activity of students, but at the same time they do not imitate real situations in a conditional situation.

Simulation AMOs, in turn, are divided into non-game and games.

Non-game simulation AMOs include case studies, simulation exercises and training for students to find solutions known to the teacher. The essence of these methods is to simulate real objects and situations without performing free games, variables and role-playing functions.

Game simulation AMOs include business (management) games, role-playing method. As the name suggests, the main difference between these methods is that they are based on the functional basis of the game, i.e. game elements, connections, and relationships.

There are different types of games both for educational purposes and for solving real problems (scientific, industrial, organizational, etc.). These are educational, simulation, role-playing, organizational, operational, business, management, military, regular, innovative and others. They are not subject to a strict classification, because they often differ for different reasons and are mostly compatible with each other.

A.A. Verbisky defines the business game as a form of re-creating the subject and social content of the specialist's future professional activity, modeling the system of relations typical of this activity in general. This recreation is achieved through symbolic tools, models and roles played by other people. With the correct organization of the game, the student performs professional activity, that is, professional activity in the form, but educational activity according to their results and main content. We must not forget that the simulation training model always simplifies the real situation and is especially often deprived of its dynamism, development elements, compared to traditional forms of training (for example, lectures) educational business The high efficiency of the games is not only due to a more complete reproduction of the real conditions of professional activity, but also due to a more complete personal involvement of the student in the game situation, increased interpersonal communication, the presence of vivid emotional experiences of success or failure, unlike discussion and teaching methods. In contrast, here there is an opportunity to purposely arm the trainee with effective tools to solve problems posed in a game style, but repeats the entire context of important elements of professional activity. Hence the name "character-contextual

learning" - for higher education, where various forms of complex relaxation of future professional activity conditions are widely used. The two-dimensional nature of game methods, i.e. the existence of a conditional game plan and a training plan that brings the game conditions as close as possible to the real conditions of professional activity requires a constant balance between the two extremes. The predominance of conditional moments over real ones causes the players to get carried away by excitement and ignore the basic curriculum of the business game, trying to win at all costs. The predominance of real components over the game leads to a weakening of motivation and the loss of advantages of the game method compared to traditional ones.

AMOs are widespread in various educational systems, and this trend is enhanced by the use of business games outside of the classroom, on their own. .

How are the theoretical principles of the psychology of active methods of problem-based education implemented in the methodological plan, i.e. how are problem situations created in order for the student to have the need to solve an intellectual problem, the desire to think?

The essence of the educational problem is the conflict between known and unknown knowledge. The search for the unknown is a system of cognitive, mental actions that lead to logically uncovering the connections and relationships hidden in the situation of the problem. A problem task is created by the teacher and puts the student in a problematic situation, depriving him of the opportunity to get a ready answer. He has to find it through mental efforts, using the previous knowledge as a tool. And since the assignments are based on the curriculum, solving them cannot become simple "mental gymnastics" (like solving puzzles) or disputes over casuistic questions in scholastics, but always some kind of theory, idea, ends with mastering a principle, a norm, a method of action.

A problem question is a part of a problem task or a separate educational question (question-problem) that requires an answer through thinking. A question that requires multiplication from memory is not a problem.

A problematic task is an educational assignment created by a teacher, methodologist, textbook author in the form of a problematic or problematic question (question-problem) in order to put it to students in a problematic situation.

Based on the above methods of active education, it serves to develop the cognitive activity of future teachers and to ensure the motivational function of the educational process.

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