

ACTIVE AND INTERACTIVE FORMS OF ORGANIZING ACTIVITIES IN HISTORY LESSONS

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Annotation

The article considers active and interactive forms of conducting history classes as the most effective in the implementation of urgent educational tasks, involving the direct participation of students in the formation of the necessary knowledge, skills and abilities.

Keywords methods of teaching history, pedagogical technologies, interactive teaching methods.

A step in this direction was the adoption of new state educational standards. The analysis of their content shows that they require a transition to fundamentally new models of educational activity at each stage of education.

The practice of teaching and studying the content of history shows that its assimilation by students is most effective where active and interactive forms of teaching are widely used. Active teaching methods underlying the realization of the goals of developmental learning form independent thinking, teach to highlight the main thing in the material, develop speech, communicative abilities.

However, the foundations, which have received a consistent presentation in the works of these authors, originate from the statements of ancient scientists, philosophers of antiquity. These include thinkers such as Pythagoras, who gave the main role to active learning. The ancient Roman philosopher Seneca believed that it was necessary to develop an independent personality, and the student himself should speak, not his memory.

Among the active methods most often used in the practice of teaching history are the method of specific situations, the method of incident, the method of brainstorming, the shuttle method, the method of business (role-playing) games, the method of immersion.

The method of specific situations involves mastering knowledge based on the search for a way out of a certain educational and cognitive situation that is practically significant for the trainees.

The incident method is the acquisition of knowledge based on the search for a way out of a professionally important situation in unfavorable conditions (lack of time, information, emergency, etc.).

The method of brainstorming (brainstorming, generating ideas, etc.) provides for a group solution of an educational and cognitive task in a limited time by putting forward certain hypotheses without analyzing the logic of their formation and content.

The shuttle method involves solving a learning problem with the simultaneous promotion of an idea and its critical analysis.

The method of business (role-playing) game is a complex solution of a certain practically significant educational and cognitive task based on the performance of the roles of various specialists by the trainees.

The immersion method provides for intensive mastery of the educational material as a result of its long-term complex impact on the trainees.

Thus, active learning methods are learning by activity. The active methods are based on dialogical communication, both between the teacher and the students, and between the students themselves. In the process of dialogue, the ability to solve problems collectively develops, and most importantly, the speech of students develops.

Interactive methods involve changing the communication scheme. The teacher acts as an organizer of the learning process and a consultant, but is by no means its center. The main thing in communication is the mutual connections between students, their interaction and cooperation. At the same time, the result is achieved through the mutual efforts of all participants in the educational process.

Interactive methods (from the English interaction - interaction, impact on each other) are teaching methods based on the interaction of students with each other. Interactive learning is a special form of organization of cognitive activity, a way of cognition carried out in the form of joint activity of students. All participants interact with each other, exchange information, solve problems together, model situations, evaluate the actions of others and their own behavior, immerse themselves in the real atmosphere of business cooperation to solve the problem. One of the goals is to create comfortable learning conditions, such that the student feels his success, his intellectual viability, which makes the learning process itself productive.

In this issue, it should be noted such pedagogical technologies as the technology of critical thinking and the technology of problem-based learning. The technology of critical thinking is based on the creative cooperation of a student and a teacher, on teaching students an analytical approach to any material. This technology is designed not to memorize the material, but to pose a problem and find its solution. In the process of implementing this method, the student can work with the text, any historical material, data analysis, discussions, writing a historical essay, essay, fixing the considered material in the form of his own conclusions, notes in a notebook, drawing up a diagram.

The technology of problem-based learning consists in creating a problem situation, awareness and resolution of this situation in the course of joint activities of students and teachers, with optimal independence of students and under the general guidance of the teacher, as well as in mastering knowledge and general principles of problem solving by students in the process of such activities. This technology as a method most often uses discussion.

Another method is immersion in history. It involves direct contact of students with traditions, customs, documents of the studied period of history. The use of this method significantly activates the cognitive interest of students. Thanks to immersion, a holistic picture of any stage, epoch or period is created.

Recently, laboratory and practical classes have become widespread in pedagogical practice. Educational lectures, seminars, group forms of organizing students' work in the classroom, etc. Round tables on the problems of Russian history are one of the most common forms of organizing the educational process. During the round table session, high school students apply previously acquired knowledge in a new situation of meeting with opponents, acquire stable skills of communication culture and discussion. The ability to listen and hear the interlocutor, respect the opponent's opinion even in case of disagreement with him.

One of the new forms of training is the work of translating historical information into the script of a documentary or feature film. High school students will have to break any fragment of the textbook into separate episodes (frames), arrange them, provide an appropriate description of the visual series, the designation of the soundtrack, ensure the involvement of fragments of musical works, "running line", etc.

However, it is worth paying attention to the fact that the innovation process is organic not only for students, but also for the teacher. Proceeding from this, the most correct would be a reasonable combination of those methods of work that the teacher already owns, and those that he learns through self-education or with the help of a teacher training system available in each region.

Thus, as practice shows, the use of active and interactive methods in teaching leads to positive results: they allow students to form knowledge, skills and abilities by involving them in active cognitive activity, which is a prerequisite for the effective implementation of the competence approach.

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