DIFFERENT METHODS ON DEVELOPING ACTIVATION OF EDUCATIONAL PROCESS.

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Annotation

Before moving on to the main part, it is necessary to reveal the content of basic concepts: method, active learning, activity, speech activity, productive types of speech activity elation, play activity.

Method (from the Greek methods - research, path to the truth) - the way of work of the teacher and student, with the help of which mastery of knowledge, skills, skills is achieved, forms the whole worldview of students, their abilities develop.

Key words: Before, consists, development, memory, attention, intellectual, partially, practical.

This concept indicates the existence of a certain method of achieving any goal in the educational process and the achievement of this goal in the process and the result at a certain organized, orderly pedagogical activity. If there are similar learning situations, it is possible to use the same methods with the same expectation of success, i.e. there is "reproducibility of methods" in similar pedagogical conditions [Kolonikova 2007: 5].

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Teaching methods are divided into three general groups: passive, interactive and active methods [Golant 1957: 24].

Active learning is the organization and conduct of the educational process, which is aimed at the overall activation of the educational process.

Cognitive activity of students through a broad, preferably complex, use of both pedagogical (didactic) and organizational and management tools what means Activation of learning can occur both through the improvement of forms and methods of teaching, and through the improvement of organization and management of the educational process in general.

Proposals to activate the learning process were expressed by scientists throughout the entire period of formation and development of pedagogy, including long before its formalization academic discipline. The founders of the ideas of activation include Ya.A. Komenskiy, J.-J. Russo, I.G. Pestalozzi, K.D. Yshinskiy and others. Among Russian psychologists, B.G. turned to the idea of activity at different times. Ananyev, L.S. Vygotsky, A.N. Leontyev, B.F. Lomov, S.L. Rubinstein and others.

The concept of "active learning methods" or "active learning methods" appeared in the literature in the early 60s of the twentieth century. Yu.N. Emelyanov uses this term to characterize a special group of methods used in the system of social-psychological education and built on the use of a number of social psychological effects (group effect, presence effect and a number of others). At the same time, it is not the methods that are active, it is the learning itself that is active. It ceases to be of a reproductive nature and turns into an arbitrary internally determined activity of students to develop and transform their own competence knowledge and experience. The characteristic features of active methods include:

• equal position of the teacher in relation to students;

• critical attitude to the information obtained and independent solution of creative problems;

• diversity and equality of opinions, approaches, respect for the opponent's options [Brattseva 2002: 52].

Distinctive features of active learning methods include:

1. targeted activation of thinking, when the student must be active regardless of desire;

2. stable and long-term activity of students (i.e. throughout the entire lesson);

3. independent creative development of solutions, increased degree of motivation and emotionality of students;

4. interactive character (from the English interaction - interaction), i.e. constant interaction of subjects of educational activity (students and teachers) through direct and feedback connections, unhindered mutual exchange of opinions about ways to resolve this or that no problem [Zarukina, Loginova, Novik 2010: 5].

One of the active teaching methods according to the classification of Yu.N. Emelyanov, is a game [Emelyanov 1995: 93]: didactic and creative games, role-playing games, business games, etc.

The term "Activity" was introduced into use in Russian psychology by S.L. Rubinstein. Activity is a set of actions aimed at achieving goals [Rubinstein 2002: 328].

There are various classifications of forms of activity [Stepin 2001] - division of activity into spiritual and material, production, labor and non-labor, etc. One of the types of activity, along with work and play, is educational activity, or the process of mastering objective and cognitive actions, based on the mechanisms of computer science. understanding the material through its transformation, solving typical problems in changed conditions by identifying basic connections between the subject conditions of the situation, generalizing the principle of solution, building a model of the process of solving a problem and control.

From the point of view of the creative role of activity in social development, of particular importance is its division into reproductive activity (aimed at obtaining an already known result by known means) and productive activities.

Highlighting speech activity as a separate type of activity, A.A. Leontyev clarifies that "speech activity, as such, does not exist. There is only a system of speech actions included in some kind of activity - entirely theoretical, intellectual or partially practical. A person has nothing to do with one speech: it is not an end in itself, but a means, an instrument, although it can be used in different ways in different types of activities" [Leontyev 1969: 18]. The main characteristic of speech activity is the unity of communication and communication, expressed through the simultaneous implementation of several functions of the language in speech activity. To the functions of the language A.A. Leontyev says:

1. Behavior regulation function, which appears in one of three possible options:

a) as an individual-regulatory function, i.e. as a function of selective influence on the behavior of one or several people;

b) Completely, the fymentive fymentation is in the YCLOVISIONAL MACCOM Commentary (Opatopa, Pad, Glass), Rass ny aydito;

c) as a self-regulatory function – when planning one's own behavior.

2. Function of the instrument of cognition.

3. The function of mastering the socio-historical experience of mankind.

4. National-cultural function.

5. Function of the instrument of thinking [Leontiev 1969: 20].

In linguistics, there are four main types of speech activity, which are divided into oral and written. Oral types of speech activity are listening and speaking, while written types of speech activity include reading and writing.

Productive types of speech activity are those that ensure the expression of thoughts in oral (speaking) and written (letter) forms [Azimov, Shchukin 2009].

Speaking is the process of forming and formulating a thought at the moment of making a statement [Passov 1989: 39]. The product of speaking is an oral spontaneous text. Speaking is realized using the voice. When speaking, the necessary words, the necessary constructions are selected (therefore, through learning texts by heart, ready-made speech constructions are laid in our consciousness, which we and we subsequently use it unconsciously). For speaking, intonation that corresponds to the meaning of the statement is also important. Writing is the process of creating a text with its subsequent graphic recording [Passov 1989: 41]. The product of this type of activity is a recorded text. The structure of productive activities is presented in the table.

№	Elements structures	Features of elements	
		when speaking	When writing
1	Preliminary orientation	The speaker must understand the purpose and objectives of the statement, determine its theme, type (genre), composition of the future audience (education,	The writer determines for what purpose, to whom and what he will write. Modeling process in progress recipient –
2	Activity planning	The speaker washes, if possible, the content, structure and speech format of the statement	The writer plans the content and form of his speech. He uses it often long-term planning his speech: at the same time he can select the most accurate expressive words linguistic means
3	Implementation activities	Actually speaking	Actually speaking
4	Control implementation of activities	Self-control is realized both during the entire process of speaking and after it	Rereading what is written, the writer checks whether it is adequate form used conveys the intent of the statement

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