

## ПӘНДЕРДІ ОҚЫТУ ӘДІСТЕМЕСІ ЖӘНЕ ТЕХНОЛОГИЯСЫ МЕТОДИКА И ТЕХНОЛОГИЯ ПРЕПОДАВАНИЯ ДИСЦИПЛИН

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### THE IMPORTANCE OF USE ACTIVE LEARNING METHODS

#### Abstract

*Problem of activity of the personality in training – one of actual in psychological, pedagogical science and educational practice. The task of the teacher consists in that not only to tell everything and to show clearly, but also to teach the pupil to think, impart to it skill of practical actions. It can be promoted by active forms and training methods. In work the problem of activity of the personality in training reveals, the characteristic of active methods of training is given, features of their use at a lesson are considered.*

*In the article the necessity of the use of active methods of educating was considered for institution of higher learning. Howled the role of teacher and student is certain in an educational process.*

**Key words:** *pedagogical innovation, interactive technologies of teaching, active teaching methods.*

#### 1 Introduction

At present, cardinal change in the educational space are historical objective processes. The goal of reforming the education sector is to revise the education system, to create conditions for obtaining oriented and step education as a creative adaptation of students. The modern requirement is that the quality of knowledge is determined by the ability of the student to use the knowledge for further development of the individual, the development of society. The main importance of the «Concept of education development of the Republic of Kazakhstan» is a reflection of the basic ideas and principles of the system of continuing education in accordance with the requirements of modern times and the way they are combined with the laws of development of the world educational space.

Therefore, this conclusion will be the main philosophy of education.

#### 2 Materials and methods

Active learning methods differ from traditional methods of learning because in the learning process using his experience to preserve the memory, open an individual and professional skills by analyzing and synthesizing data. Interactive – the English word «interaction». Therefore, interactive teaching methods, based on interpersonal relationships, satisfy the modern educational paradigm «aimed at personal development». At the same time, it not only forms but also develops cognitive activity and independent search, which is a prerequisite for quality education.

Interactive also means «interpersonal communication». Therefore, active teaching methods are the only method that meets the requirements of the modern educational paradigm of «personality-oriented».

At the end of the XXI century the accession of the Republic of Kazakhstan to the Eurasian region in accordance with the strategic program of the President of Kazakhstan «Kazakhstan – 2030», stressed the need for further development of new technology.

Only through education will we be able to know the past, freely navigate the present, predict and shape the future. Looking back at our history, we see that not much time has passed since gaining independence of Kazakhstan, and we see that our country is just getting on its feet.

In connection with the development of science and technology in pedagogy increased opportunities, new technologies along with a specific technique, for example, high educational resources, electronic, information multidisciplinary technology. Currently, one of the most common forms of education is the Internet.

Today, the novelty of such an organization and the method of work of learning is becoming the main criterion for creative understanding of the educational process of other teachers, depending on the new situation. New innovative teaching methods generally force teachers to look for new technologies on their own. The *concept* of innovation means in Latin renewal, novelty. Innovation is a system for developing and applying new technologies, methods and tools, as well as a unified improvement of ideas and processes in them.

Innovative technologies should be considered as a tool for implementing a new educational paradigm in life [1].

The word «technology» – from the Greek word «techne» means the concept of art, profession, science, + «logos» the concept of reading. That is, a set of knowledge about how to conduct production processes and tools. Thus, a set of knowledge about the methods and tools of teaching and learning process can be called technology of the learning process.

Learning technology is a systemic category. Its structure is as follows:

- learning objective,
- content of education,
- means of pedagogical interaction( training and motivation), organization of educational process,
- student, teacher,
- the result of the action (including the level of training).

Learning technology is the organization, management and control of the educational process [2].

Today, to take decisive measures to introduce in practice new learning technologies as a tool for effective improvement of education. Therefore, the concept of humanitarian education in the Republic of Kazakhstan is aimed at the formation of a knowledgeable and creative person. Therefore, today the education system in our country requires a long introduction of non-traditional active forms and methods of education for the development of cognitive activity of students [3].

### **3, 4 Results and discussion**

Practical lesson is an active form of the educational process, supplementing the theoretical content of the discipline. A practical lesson is a type of lesson in which students benefit from lectures held to consolidate and develop their knowledge. Practical training gives students the opportunity to deepen, develop and master the knowledge of theoretical data. Students at the practical lesson orient their actions from specific data-theoretical conclusions. In practical lesson students are usually not engaged in analytical and research work (as in seminars). The purpose of the practical training is to educate students in the «knowledge», «evidence», and «personally compiled» theoretical data.

In preparation for the practical lesson, the teacher prepares special teaching materials. On these materials (idea, problem, formula, rule, definition, order, scheme, schedule, plan, parameters, information, statistics, indicators, etc.) students, using their theoretical knowledge, acquire the skills

to perform specific actions, draw their conclusions. Therefore, such training materials should be accurate and compact.

Students translate theoretical information into practical space using the following actions:

1. Practical implementation (for example, calculation of statistical data, calculation of indicators, reporting, problem, problem solving, application of rules, filling in tables, etc.).
2. Proof of theoretical knowledge (demonstration of practical use or reference to authoritative versions).
3. Self-evaluation of the theoretical information (the practical significance, effectiveness, benefits, or vice versa, definition, clarification, support).
4. Developing proposals, developing theoretical activity (submission of ideas, justifying them and bringing practical value).

Teaching methodology is a unity of methods and approaches that reflect the interaction of the teacher and the student in the learning process.

The use of interactive methods today is a requirement of modern society, to develop the personality of a person, to develop his skills and abilities, to apply it in his practice, in new situations, to expand his thinking, to form a creative person.

In General, the updated structure and organization of training should be multivariate and flexible, aimed at spiritual development, development of interests and abilities of students, the implementation of their life plans [4].

Therefore, in the course of the practical training it is possible to use interactive methods in accordance with the new educational paradigm.

The computer method is based on the system «teacher – computer – student» through various training programs (information, training, monitoring, developing, etc.). The method based on dialogue technologies is associated with the presence of the environment and the expansion of cooperation space in educational and cognitive tasks and solutions on the level of «teacher – student», «student – student», «teacher – author», «student – author».

Methods based on training technologies – a system of actions in the development of a given algorithm of educational and cognitive activity and ways to solve common problems in the learning process (tests, practical exercises).

The project method is not a new method in the world of pedagogy. It was founded in the USA in the 1920s. It is also called the philosophical method in the field of philosophy of development, humanistic orientation of education and is associated with the philosophy and ideas of the American philosopher and educator John Dewey and his student V. Hippatrix. John Dewey offered active learning, through the student's focused activities, given his personal interest in this education. This is an important thing for students to demonstrate their interest in the knowledge they acquire. But why and when? For the accumulation of knowledge are important those studies that are taken from real life, and the knowledge that the child receives so far. The question arises, where and for what purpose? The teacher can provide new information and give a task for independent search by students. As a result, students should be able to solve the problem independently, using their comprehensive knowledge and reach a significant, realistic outcome. Thus, the whole project method creates a variant of actions. Over time, the method of the project has undergone some changes (evolution). This method, caused by the idea (method) of free education, is an important component of the education system, which is now fully developed and built. But its importance remains the same – to increase the interest of students to a particular problem and show the practical application of the knowledge gained through project activities, providing for the solution of one or the whole problem. In other words, combining academic knowledge with practice, pragmatic knowledge and making appropriate connections at each stage of learning.

The project method is based on the development of students cognitive skills, the ability to build their own knowledge, the ability to navigate in the information space, the development of complex, difficult thoughts. The method of the project is always focused on independent, individual, pair or group activities of the student. This technique is organized by the method of group training.

ning. The method of the project is on the one hand the use of different methods, on the other hand, the integration flexibility of creative knowledge in various fields of science, technology, which designs, predicts any solution to the problem. The result of the completed project should be clear, that is, if it is a theoretical question, the exact result should be ready for use [5].

The method of «brainstorming» is aimed at solving the problem, based on the creative activity of students, based on the fact that students are given the freedom to choose the answer when solving the problem and shows a wider range of ways to solve it. After which the best ideas and solutions will be selected.

The teacher puts in front of students not a difficult decision that does not require much thought. Students are divided into 2 groups: initiators and critics.

The purpose of the initiative group: to present several solutions to the problem.

The purpose of the group of critics: to find among the proposals to choose an effective way to solve the problem.

Students are not allowed to test each other. This approach can be used in lectures and seminars.

## 5 Conclusions

The importance of the level of social development, the role of the education system, human resources as a criterion of economic power and national security of the country is increasing in Kazakhstan. Changes in the system of social relations have an impact on education, demanding that it be impartial, adequate to the realities of the new historical period and meet the needs of economic development. Students should not have a set of knowledge and skills focused only on the Kazakh education system. Pupils are much more important and more difficult to master the ability to independently analyze, build and effectively use information to demonstrate themselves and contribute to the welfare of society. If necessary, change the principles of learning and the role of the student, who has shown the passivity of knowledge and skills, to the active subject of cognitive manifestations. Of great importance in the educational process is the activation of cognitive activity of the student for the formation of the need and skills of self-knowledge and its application in practice, targeted and systematic participation in scientific approaches of knowledge. With the help of active methods corrected work performed to achieve the goal. Active teaching methods used in practical classes, arouse interest in learning, develop students' mental abilities, contribute to the search, understanding of new knowledge. The most important thing in learning is the cognitive work of students. Active teaching methods provide knowledge of the most reliable facts, bring theory and practice together.

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**АБДИМОМИНОВА, Д.К., АХМЕТОВА, А.С.**

**ЖОҒАРҒЫ ОҚУ ОРНЫНДА БЕЛСЕНДІ ӘДІСТЕРДІ ҚОЛДАНУДЫҢ МАҢЫЗЫ**

*Оқыту барысын тұлғаның белсенділігі психологиялық, педагогикалық ғылымдар мен білім беру тәжірибесіндегі өзекті мәселелердің бірі. Оқытушының міндеті тек қана бәрін түсінікті етіп*

аңгімелеп, көрсетіп беру ғана емес, сонымен қатар студентті ойлауға, практикалық әрекеттердің дағдысын үйрету.

Осыған орай бұл мақалада жоғарғы оқу орындарында оқытудың белсенді әдістерін қолдандудың қажеттілігі қарастырылған. Белсенді оқу үрдісінде оқытушы мен білім алушының рөлі анықталып, тұлғаның оқудағы белсенділігін арттыру үшін қолданылатын әдістердің жиынтығы қысқаша түсінігі оларды қолдандудың ерекшеліктері берілген. Оқу үрдісінде белсенді әдістерді қолдану жайлы ұсыныстар берілген.

**Кілт сөздер:** педагогикалық технологиялар, оқыту әдістемесі, енжар, белсенді және интер-белсенді әдістер.

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#### **ЗНАЧИМОСТЬ ПРИМЕНЕНИЯ АКТИВНЫХ МЕТОДОВ В ВУЗЕ**

*Проблема активности личности в обучении – одна из актуальных в психологической, педагогической науке и образовательной практике. Задача педагога заключается в том, чтобы не только доступно всё рассказать и показать, но и научить ученика мыслить, привить ему навык практических действий. Этому могут способствовать активные формы и методы обучения. В работе раскрывается проблема активности личности в обучении, даётся характеристика активных методов обучения, рассматриваются особенности использования их на уроке.*

*В статье была рассмотрена необходимость использования активных методов обучения в вузе. Была определена роль преподавателя и студента в учебном процессе.*

**Ключевые слова:** педагогические инновации, интерактивные технологии обучения, активные методы обучения, педагогическая технология.

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### **ОСОБЕННОСТИ УПРАВЛЕНИЯ КОМАНДОЙ ЮНЫХ ФУТБОЛИСТОВ**

#### **Аннотация**

*В настоящее время проблема совершенствования системы управления тренировочным процессом спортсменов теснейшим образом связана с объективными знаниями структуры соревновательной деятельности. Мониторинг соревновательной деятельности позволяет иметь сведения о технической и тактической подготовленности спортсменов, об уровне развития интегральных двигательных качеств, обеспечивающих эффективность действий спортсменов в соревнованиях, о функциональных возможностях организма спортсменов и других видах их подготовленности. Высокая спортивная форма всех игроков может стать важным помощником команды на пути её к успеху. При этом ведущим элементом считается психологическая готовность игрока к соревнованию.*

**Ключевые слова:** футбол, команда, соревновательная деятельность, спортсмен, техника, тактика, физическая подготовка, управление командой.

#### **1 Введение**

Футбол – соревнование не двух спортсменов, а двух коллективов, команд. Соревновательная подготовка футболистов непосредственно складывается из участия в контрольных