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ACTIVE TEACHING METHODS AS MEANS OF DEVELOPING STUDENTS' CREATIVITY

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АКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ КАК СРЕДСТВО РАЗВИТИЯ ТВОРЧЕСТВА УЧАЩИХСЯ

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Abstract. In the article, you can get an answer to such questions as the place of a lecture in education and on the basis of this concept about the content of a lecture, what can and cannot be talked about. You cannot give all the material in a lecture. In fact, both an inexperienced teacher and a teacher with vast experience can make one methodological mistake: they want to include all their knowledge in the lecture. The teacher, trying to have time to present all the prepared material, lectures quickly. This of course reduces the effectiveness of the lecture. This note provides specific suggestions and discusses the didactic and psychological conditions for organizing the lecture. This article is recommended for university professors for use in lectures.

Аннотация. В статье предметом анализа является процесс преподавания педагогических дисциплин в высших учебных заведениях. Были проведены исследования в целях определения использования активных методов, которые будут развивать творческие способности студентов на лекциях. Рассматривается использование ряда эффективных методов при проведении лекций. На основе этих методов определены условия применения активных методов обучения при проведении лекций. Анализируются дидактические, психологические условия организации лекции и даны ряд конкретных рекомендаций. Также было обнаружено, что активное обучение имеет значительное место при проведении лекций, и что активное обучение оказывает большое влияние на развитие творчества студентов. Полученные результаты будут способствовать улучшению процесса преподавания педагогических дисциплин в вузах. Материалы этой статьи рекомендуется преподавателям вуза для использования на лекционных занятиях.

Keywords: lecture active learning, logical proof, visual lecture, seminars, psychological conditions, adaptation, reflection.

Ключевые слова: лекция, активное обучение, логическое доказательство, визуальная лекция, семинарские занятия, психологические условия, адаптация, размышление.

In a higher education institution, a lecture is the main form of education. Lectures are often delivered by experienced and theoretically trained scientists-professors and associate professors, doctors and candidates of science. Lectures at the university are of great importance, because they are organized in a more democratic way than in a school, and the democracy of university education is characterized by the fact that a student gets knowledge mainly through creative search, choosing the style and form of independent work with scientific literature, the lecture helps him to make the

right, most rational choice. This is where his responsibilities come from. The first task of the lecture is Informational. For the student, the lecture is a source of scientific information adapted for them, which is presented to scientists interested in the sensitivity of students, so that they can believe in the truthfulness of what is said and independently work with the literature to study it more deeply, to expand their understanding of what is heard in the lecture. The lecture is focused not only on scientific literature but also on references to books and their authors, shows the emergence of theories and ideas: when and by which scientists they were developed, what are the needs of life they are associated with, what literary material should be read for a more in-depth study. The third task of the lecture is to explain. In explaining the essence of the theory, it is necessary to achieve a correct understanding of the scientific content by students. This requires active efforts of students, if there is not enough time for a lecture, a complete formulation of the procedures for structuring understanding applicable to practical exercises (seminars, interviews, etc.), but for a clear explanation of the theoretical principles. The fourth task of the lecture is persuasion, mainly by substantiating the lecturer's words. The lecturer's word can be represented by both evidence, real facts, and the power of logic, but if the facts are presented separately, without any relation to each other, and the thesis is not relevant without a proven point of view, many other facts can be cited that can confirm something to the contrary.

The proof of truth is of great importance in teaching pedagogy, where theoretical conclusions are made on the basis of generalization of experimental facts. Of course, to prove the theoretical position of psychology, we must turn to the facts and arguments obtained in the experiment. The data obtained using the experimental method can be particularly reliable if they allow us to prove the reliability of the method of obtaining.

Logical proofs are those arguments in which one idea is justified with the help of others, if their truth is obvious to the audience or has been proved to them earlier. It is natural that this attitude of the lecturer to the book increases the authority of the lecture and increases the authority of the teacher as an educated and creative person. The function of persuasion is most important for educational lectures, only if the lecturer convinces him of his rightness, importance and necessity and awakens the desire to explore them deeper and closer during independent work, the student can master scientific positions and gain their own property and trust. The next, fifth task of the lecture can be called motivating or inspiring, because the lecture, in addition to providing students with important scientific information that they need, should interest them and inspire them to study this science in depth. That doesn't necessarily mean it will be fun, but it's possible that it will be entertaining. What makes the lecture interesting and appreciated is the depth of thought that reveals the secrets of scientific thought, the importance of information that is still unknown.

To be interesting, the lecture must meet several psychological conditions. What are these conditions? The first condition is the moment when the student realizes the personal value of obtaining knowledge in this field of science. This moment comes only when the student realizes the usefulness of the knowledge provided by the teacher. The second psychological condition for the emergence of interest in the lecture is that the audience receives new information from the proposed material, but at the same time this information must be closely related to the initial knowledge, which must be significantly supplemented and explained. The third psychological condition that causes interest in the lecture is to stimulate the mental activity of the students. Before learning "what and how" from the lecturer, the question "why and where" should arise. Therefore, the teacher does not immediately begin to talk about the educational material, for example, about memory, and before starting, he may ask the question « why is it so difficult to gain knowledge when there is so much scientific information». Thus, it encourages the student to think, explore, and

search for answers to questions. If there is no answer in his mind, he instantly triggers his thinking, which may lead to some answer, but may also give nothing at all. At any time, the student should receive a response from the teacher. Therefore, he listens attentively to the lecture and eagerly awaits his answer, comparing it with his own answer or gaining new knowledge.

Since the student has little time to think about such questions in the lecture, the teacher cannot often use this method of activating thinking to show interest in the lecture. But before you propose a new problem that involves a principled position, you should start with a question to think about.

Secondly, we need new material that will contribute to a general and deeper understanding of previously known phenomena, facts, and theoretical positions. The absolute novelty lies in the fact that old knowledge, which is not related to the old at all, can remain in the memory of students and, consequently, will be forgotten and misunderstood.

Third, the information in the lecture should be interesting, it is not only given for memorization, but also encourages active reflection, inspires the creative abilities of a person and thus provides moral satisfaction.

Thus, whatever the task of the lecture, none of them can fully solve the problem of teaching, but all of them direct the student to work independently with psychological literature. Literally speaking, an active type of lecture serves as a detonator that includes the student's mental activity at work and directs him in the right direction. It can be called the source of the student's cognitive activity spot [6, p. 125].

Based on this understanding of the place of the lecture in education, we can answer the question about the content of the lecture - what should be said in the lecture, and what should not. All this cannot be included in the lecture. Even an inexperienced teacher who really goes down the path of learning for the first time, a teacher with a wealth of research experience, as well as a scientist who goes down the path of wise learning with a lot of research experience, makes one methodological mistake: the more knowledge they have, the more they want to include it in the lecture. With so much theoretical and real-world information, the teacher can read quickly because of the rush, anxiety, and fear that he will not have time to present all the prepared material. All this, of course, reduces the effectiveness of the lecture.

The main principle of choosing the material for the lecture is purposefulness, i.e. if the selected material meets the teacher's goal and allows you to achieve it, then it becomes appropriate. The selected material should serve to solve specific problems that allow achieving the overall goal of the lecture.

The second important principle of choosing the content needed to describe the lecture is to take into account the level of training of students. If students are studying psychology for the first time (as a rule, these are first-year students of the university), then it is necessary to provide information (familiar examples from life, some figures representing the quantitative side of mental phenomena, etc.) that will help explain their mental activity. In addition, it is necessary to think in advance about what scientific concepts should be included in the field of education and how to explain them.

The latter is very important, since the meaning of concepts in their definition may or may not be understood on a daily basis. The combination of such scientific concepts and words in everyday life is simple: in everyday life, people use scientific concepts in psychology in simple language. As a third principle, which guides the lecturer in choosing the material for the lecture, there will be a focus on subsequent practical classes and independent work of students with literature. Once you have selected the general and basic means to disclose the lecture, the teacher is responsible for assimilating this general information.

The fourth principle of selecting the material for the lecture is what kind of literature students will use in their independent work, or rather, take into account the fact that there is currently a lack of scientific psychological literature. This theoretical data is difficult to find in student textbooks and difficult to access primary sources. For the most educated and experienced lecturer, each lecture can be considered as an adaptation as a creative task, since the teaching method for each lecture is individually adapted to the needs and capabilities of a particular audience.

As for the concept of "adaptation", it is important to note the most important points that must be taken into account when teaching: scientific theory and education are not the same thing. The main purpose of education that includes a particular theory is to make it accessible to an untrained audience and to adapt the knowledge gained to the level of scientific understanding. The teacher solves this problem when choosing the material for the lecture. But the following questions arise: what methods and techniques, ways and means can be used to ensure that the content of a lecture on pedagogy is understandable and interesting to the student, is close to his daily life, and most importantly, should encourage him to think about the problems of real life. The method of lecturing solves this complex problem. One of the first questions to be solved during the lecture is to convey to the audience the scientific content of the main concepts of the topic. Not only the basic concepts of science, but also the explanation of various unfamiliar terms in general. If the teacher does not define a single concept that has meaning for the topic, then the student does not assimilate the entire topic without knowing the same word [3, p. 140]. The formation of concepts involves, in addition to a simple explanation of the meaning of words, a special pedagogical task. This is a special procedure, because it is too complicated, the explanation will be insufficient due to the limited lecture time, so seminars and other group classes will certainly be organized for students to master the basic concepts and categories of psychological science. In the lecture, an explanation of the content of the definitions must be given, without which further study of the topic may be ineffective. Let's look at the various active lecture methods.

These lecture options can successfully complement a traditional lecture and be used during a lecture in one or more classes, or can be developed as part of a traditional lecture or course of lectures by the author.

Problem lecture. It is impossible not to touch on such a methodological issue as the problematic nature of the narrative. Problem-based learning methods as various active methods have been sufficiently discussed above. However, these methods are used in a special way in lecture training. If in the independent study of literature or in practical classes and seminars, they are used mainly to activate the mental efforts of students, to independently find answers to problem tasks, then in lectures, as a rule, the teacher must answer. However, the methodological effect of asking problematic questions in the lecture is to stimulate students' thinking. Sometimes they can't find the answer due to lack of time. However, the activity of thinking increases, the teacher's interest in waiting for a response or further narration of the lecture is higher than in a simple story. What makes a lecture presentation different from the usual one, when we look at it as an answer to a problem, is that the lecturer delivers his speech in the form of reflection.

During the reflection, the lecturer conducts a mental analysis of the problem in public. The example of demonstrating scientific thinking is important for teaching students how to think. But the most important thing for them is the thinking itself, its course and outcome. Students see with their own eyes how to understand something incomprehensible with the power of reasoning, how the answer to the question arises, and how to solve an unresolved problem. Students are interested in ways to find answers to problems," technologies " of thinking. Of course, the answer itself is unknown, that is, some theoretical positions of psychology must be mastered. For students, finding

answers is easy to master as a product of collaborative thinking with the teacher. What topics and what questions to ask in the problem method, of course, is decided by the teacher himself, but it is not easy to choose a topic for a problem presentation. What methodological tips can be given here? For some reason, the teacher will not make a mistake if he formulates the main question or concepts of the subject in a problematic way. Having put the problem before the audience, the lecturer proceeds to the explanation, analyzes the definitions given, each of which is a clarification of the subject of psychology, which has not yet been clearly defined and continues to be controversial. This situation belongs to the developing process of psychological science. The complexity of the problem for the student and at the same time the importance of its deep understanding requires the teacher to think carefully, involve students in the discussion using active methods, namely problem-based and interactive learning. If the teacher has several different views on a theoretical issue (scientific concept, law, etc.), he can compare these views in the presentation of the lecture and use the problem method in the organization of scientific discussion between them. Some educators fear that not only psychologists but also sociologists and philosophers may be confused by the conflict between so many freshmen's "immature minds". Yes, maybe if you give them to memorize or just as an explanation. However, if a teacher uses different perspectives on a particular psychological phenomenon to interpret the process of scientific development, the origin of scientific concepts, and seeks to live, then students will be interested in listening to such a lecture [3, p. 142].

The use of active methods of problem-based learning allows the lecture to better, more effectively perform its task of persuasion and direction, since only when the problem posed at the lecture is solved by the teacher through active thinking it convinces the student, generates new problems and thereby activates his thinking, encourages him to reflect on specific questions of theory, to a broader and deeper understanding of the problem, to an independent search. After the problem is explained in the lecture, the discussion of the topic will be active in the next seminar.

Visual-lecture. As a result of the search for new opportunities to implement the ways of visual understanding. A visual lecture is a combination of oral information and additional, clarifying information transformed into a visual form. The index not only complements the oral information, but also performs the function of a meaningful informant. It consists of the following options, suitable for preparing for such a lecture, for demonstrating using visual techniques or technical tutorials, or for creating hand-made slides, films, photographs, using get a specific visual structure. Delivering such a lecture can be recommended for a wide range of prepared materials. Different forms of visualization are used depending on the educational material: natural; visual (slides, drawings, pictures); symbolic (diagrams, charts, pictograms, tables).

A lecture for two people is a kind of lecture that is a continuation and improvement of the problematic presentation of the material, but at the expense of a dialogue between two teachers.

A lecture can be based on a contradiction of positions that complement or contradict each other, and sometimes exclude each other.

Pedagogy as a teaching method for a lecture for two sets the following requirements: the conversation should demonstrate a culture of discussion; the conversation should stimulate students and involve them in the discussion, encourage them to ask questions, express their point of views. The advantages of a lecture for two people are as follows: for students, updating their knowledge, which is necessary for their personal participation in communication with teachers; problem situations are created in front of students, proof systems are invented and applied; since the presence of two sources of information forces students to compare and choose points of view, reject or join one or the other of them; to get full information about the discussion; to see for themselves the ways of conducting the discussion, it is important that the lecture meets a number of leading

requirements for success: personal and intellectual compatibility; developed communication skills; ingenuity.

A planned lecture with pre-errors. This lecture is primarily aimed at strengthening attention, developing creative thinking and developing the independence of educational activities. The teacher announces the topic of the lesson and informs that a mistake will be made in the lecture. The type of error depends on the purpose of the lecture and its content. Errors can be logical, terminological, factual, ideological, or behavioral. If this is the first time the lecture has taken place, it is important to explain the type of error. At the initial stage of using this type of lecture, the student should choose the work with errors that are typical for the student. However, once they have gained experience, they can use the complexities of such tasks. The students' task is to find the mistakes made during the lecture and mark them in the fields of the workbook. The list of mistakes made by the teacher is compared with the student's work. Error detection and analysis takes from 10 to 15 minutes [4, p. 25].

Lecture-suggestion. This type of lecture consists of a summary of the topic being studied and the teacher's answers to questions asked by students. Such lectures will be effective on practical topics. 50% of the study time is devoted to answering questions. At the end of the lesson, the teacher organizes a free exchange of opinions and summarizes them.

Group offer. The teacher determines the practical significance and complexity of the various topics of the course, taking into account the wishes of students. This lecture explains to students the individual, most complex or practically important issues of the educational process. These desires are determined by a written survey of students a few days before. While the group proposal helps students work independently, it is also effective for solving practical problems that may not be present in the lectures.

The press conference will be held with the involvement of highly qualified specialists in the studied problem area. When organizing a meeting, students are provided with information about the professions of the invited specialists in advance, a list of questions will be prepared, completed in writing and handed over to the teacher. Invited specialists should get acquainted with the questions in advance. The advantages of this lecture are as follows: students get the impression that the lecture is given according to their individual needs; students' attention is activated while waiting for the answer to the question they are asking; and the level of trust in the teacher is increased. The disadvantages are as follows: the loss of time-about 7–10 minutes; you may not have time to answer all the questions due to lack of time [5, p. 31].

The lecture-discussion is not only students' answers to the teacher's questions, but also free communication at a distance between logically formed parts of the educational message. Such a lecture activates the cognitive activity of the audience and allows to control the group's thoughts, which are used to correct the negative attitudes and misconceptions of some students. Choosing the right questions to discuss and managing them well can produce a good result. Methods of active discourse can be used in almost all organizational forms of learning, including lectures.

Lecture-discussions usually involve two teachers speaking out, defending fundamentally different points of view on a problem, or one teacher with acting skills (in this case, masks, voice modification techniques, etc.) are used. But often the discussion takes place between the teacher and the students or between the student and the student, not between the teachers. Recently, it is assumed that the participants in the discussion represent certain groups that develop new motives for activity or further activate value-oriented unity, collective identity, and other similar socio-psychological mechanisms [2, p. 33].

“Brainstorming”. The purpose of this lecture is to ask students to develop different ideas and solutions to the problem under study, and then summarize the teacher's answers.

In a feedback lecture, along with the traditional lecture form, it is necessary to periodically use technical tools to inform students about their views on the various questions asked by the teacher. The lecture has the character of an extensive curriculum, in which questions are asked at the beginning and at the end of each logically completed educational information.

This information is provided by the teacher in the traditional form of a lecture. The next section of the training material is intended to assess the level of students' awareness of the problem. If the group of students has a sufficient level of awareness, the teacher can limit himself to a brief summary and move on to the next section of the lecture. If not, then this is a question that explains the problem in more detail and allows the audience to determine the level of assimilation of the new proposed material. Depending on the nature of the students' responses, the teacher may provide additional explanations or move on to a new piece of information.

Lecture on the investigation of small situations. In its form, it is similar to a lecture-discussion, but at the same time discusses specific situations from real practice. The teacher presents this situation in the form of a joint description, or by recording a short video or showing a film. These situations are discussed and analyzed by students in general. At the same time, the teacher activates the students by asking them questions, clarifying all the answers they give to other students, improving the discussion, correcting it in the right direction, but leading the group to a collective conclusion or generalization [1, 74]. For the analysis, the situations that are typical for the majority of the participants in the discussion and have a subjective meaning are selected.

Conclusion

1. It has been shown that the Lecture is effective as a form of communication with students;
2. The lecture includes direct communication with the audience and allows you to: draw the audience's attention to important issues of the topic; determine the content of the topic and take into account the characteristics of the audience; expand the range of students' opinions; use collective experience and knowledge;
3. To motivate students, you can use the following questions: questions that allow you to get feedback, the level of awareness of the problem under consideration, the level of readiness to perceive the educational material, problematic, inspiring, independent conclusions and generalizations.

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