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THE ROLE OF EXHIBITION AND PRACTICAL METHODS IN INCREASING THE LEARNING ACTIVITY OF STUDENTS

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Abstract: In this article, the influence of different teaching methods on students' learning level is analyzed from a scientific and pedagogical point of view. The effectiveness of traditional, interactive, problem-based, project-based, and ICT-based methods in strengthening students' knowledge, forming practical skills, and developing independent thinking is considered in a comparative manner. In the process of research, the methods of observation, test, questionnaire and pedagogical experience are used, and the percentage of influence of each method on the learning results is determined. The obtained results show that the comprehensive use of modern methods increases the motivation of students, strengthens the ability to process information and apply it in practice, and significantly improves the quality of general educational activities.

Keywords: Traditional, interactive, problem, project, observation, test, questionnaire, information, interest.

The degree of influence of teaching methods on students' mastery level:

1. Lecture - 5% of what we heard.
2. Reading - 10% of what we read.
3. Video method, demonstration - 20% of what we see.
4. Demonstration of experience - 30% of what we see and hear.
5. Debate - 40% of what we discuss.
6. Exercises - 50% of what we read, write, speak.
7. Business game, work in small groups, design - 75% of what we read independently, analyze and discuss, defend and demonstrate.
8. Reference text, problem situation, teaching others - 90% of what we learned independently, analyzed and discussed, and taught others.

The above data show that when non-traditional methods are used in the course of the lesson, the highest level of information recall of students is 30%. When non-traditional methods are used, students' level of information acquisition increases even more. Below we will consider some aspects that should be taken into account when choosing the methods that you want to use in the educational process.

The purpose of any education is to form knowledge and skills and abilities to apply it in practice, to develop necessary personal qualities and instructions.

The sequence used for theoretical lessons is as follows:

1. Interest (motivation)
2. Providing information
3. To impart knowledge
4. Giving assignments on processing the learned knowledge
5. Analysis and syntheses

6. Evaluation

The time for this sequence is usually 45 or 60 minutes, and for adults it is 90 or 120 minutes. In this case, it is necessary to go through the above six stages of conducting a theoretical lesson. Before starting the lesson, it is necessary to briefly review the results of the planning phase:

Assessment of the current situation and conditions: Are the results of the analysis still up to date?

Timing: Is there enough time to deliver content to readers?

Room Requirements: Is the classroom free?

Are there enough tables and chairs and are they arranged in a U-shape?

Tools: Will whiteboards, flipcharts and overhead projectors work? Chalk and sponge available?

Documentation: Is there a lesson plan? Are there enough handouts and assignment sheets? Interest (motivation). First of all, it is necessary to conduct a "warm-up phase". This phase begins with welcoming the students and talking about any interesting, even unrelated, topics.

If possible, it is possible to talk about topics that are secretly related to the lesson. an interesting quote or a short, topical story can be chosen. All this, in turn, helps to ease the tense situation of students during the first lesson or to focus the attention of students on the subject of study in subsequent lessons.

It is also recommended to keep a folder of warm-up ideas. If the lesson is held for the first time with a new group of students, the teacher should briefly introduce himself and give the students an opportunity to introduce themselves. This creates confidence in students, students feel the respect shown to them. This can also be visualized using a flipchart or pinboard. Based on the defined and selected teaching subjects and modules, motivation and introduction to a specific topic is carried out by stating the purpose of theoretical science. It is necessary to try to find reasons and arguments for intrinsic (internal) and extrinsic (external) motivation. In any case, it is necessary to conduct some kind of motivational event. Because it is a condition for attention, readiness to read and learn. [1]

Providing information and knowledge. Then the instructor takes the students to a special area. Explains new material, gives short lectures, organizes discussions, conducts educational talks, games and problem-solving discussions. Their teaching methods are suitable for a particular subject in a particular situation. In the next lessons, before starting a new topic, the topics covered should be returned in a short, summarized form.

Handouts appropriate to the topics should be distributed to students. This makes the learning process and teaching easier. Handouts will not be distributed unless they are on topic. It is advisable to distribute them one after the other according to the topic, to give enough minutes to read them and to teach them aloud to someone to focus the students' attention on the information. After that, it will be possible to start the discussion of the topic. Giving tasks to process acquired knowledge. Tasks that allow students to think and process are necessary for active processing of acquired knowledge. They create an opportunity for an active phase to come after a relatively passive phase of knowledge acquisition. Working in groups or solving tasks individually and presenting results are effective teaching methods. Homework can also be included here. [1]

Analysis and syntheses. Through topic analysis, the elements of the existing situation can be considered separately. Specific features or details may be discussed here.

Synthesizing these details into a whole makes it possible to create a correct image and determine the relationship. Here we are talking about determining the levels of relevance of knowledge. Because it is connected with other fields of science through synthesis to get closer to practice and to use the acquired knowledge in the future.[2]

Evaluation. After each assignment, students should evaluate their work. Another option is to discuss the results openly and honestly in groups. At the end of the course, time should be allocated for a final interview. This, in turn, is a good opportunity for the results of the participants, their fulfilled and unfulfilled expectations, as well as for teachers to reflect on their own results.

The teacher also asks himself, "Did I achieve the goals or not?" Why didn't I get it?" should ask questions like A special assessment sheet can be developed for this purpose. It is difficult to listen attentively for more than 20 minutes. Different prior knowledge can be ignored. Only a small part of the students can see the teacher's actions. The demand for students can quickly increase. A lot of preparation is required.

List of used literature:

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