ETHIOPIAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 11, Issue 10, October-2024 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

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METHODOLOGY OF USE OF INTERACTIVE METHODS IN TEACHING SECTION OF GUIDE TO CAREER CHOICE FOR 8TH CLASS STUDENTS

Abstract: In this article, the organization of the educational process, the use of interactive methods in the lesson, the setting of specific requirements for the students' readiness to participate in the interactive lesson, and the active participation of the students in the lesson the acquisition of necessary knowledge, readiness for communication, working in mutual cooperation, independent thinking, the ability to freely express and defend one's opinion are discussed.

Key words: information technology, interactive methods, modern technologies.

The interactive method serves to activate the acquisition of knowledge and develop personal qualities of students by increasing the activity between students and the teacher during the educational process. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education are: conducting informal debates, the opportunity to freely describe and express the educational material, the number of lectures is small, but the number of seminars is large, the creation of opportunities for students to take initiative, small group, large group, class team assignment, written work and other methods, which are of special importance in increasing the effectiveness of educational work. Currently, one of the main directions in the field of improving educational methods is the introduction of interactive education and training methods. Teachers of all subjects are increasingly using interactive methods in the course of lessons.

As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it based on reasons, healthy communication, discussion, debate are formed and developed.

In this matter, the American psychologist and pedagogue B. Bloom created a taxonomy of pedagogical goals in cognitive and emotional spheres. He divided thinking into six levels according to the development of cognitive abilities. According to him, the development of thinking is at the levels of knowledge, understanding, application, analysis, generalization, and evaluation. Each of these levels is represented by the following symbols and examples of verbs corresponding to each level, including:

Knowledge is the initial level of thinking in which the learner can pronounce terms, know specific rules, concepts, facts, and so on. Examples of verbs according to this level of thinking: to be able to return, to be able to strengthen, to be able to convey information, to be able to tell, to be able to write, to be able to express, to distinguish, to be able to recognize, to tell, to repeat.

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When having comprehension level thinking, the student understands facts, rules, schemes, tables. Based on the available information, he can predict future consequences. Examples of verbs according to this level of thinking: justify, replace, clarify, define, explain, translate, rearrange, illuminate, interpret, clarify.

At the level of application thinking, the student can use the acquired knowledge not only in traditional, but also in non-traditional situations and apply them correctly. Examples of verbs according to this level of thinking are: introduce, calculate, demonstrate, use, teach, determine, implement, calculate, apply, solve.

At the analytical level of thinking, the student can distinguish parts of the whole and their interrelationships, see errors in the logic of thinking, distinguish between facts and consequences, evaluate the importance of information. Examples of verbs according to this level of thinking: generate, separate, classify, classify, guess, predict, spread, distribute, check, group.

In thinking at the level of generalization, the student performs creative work, plans an experiment, uses knowledge in several areas. Processes information creatively to create something new. Examples of verbs according to this level of thinking: create new, generalize, combine, plan, develop, systematize, combine, create, structure, design.

In evaluative thinking, the student can distinguish criteria, follow them, see the variety of criteria, assess the compatibility of conclusions with available information, distinguish between facts and evaluative opinions. Examples of verbs according to this level of thinking are: diagnose, prove, measure, control, justify, approve, evaluate, check, compare, contrast.

The purpose of conducting scientific research aimed at the problems of career choice in general education schools is the development and practical application of the features of education and upbringing, effective methods. consists of solving issues related to the use of technical means. The process of scientific-pedagogical research can be conditionally divided into the following stages:

1. Identifying the problem based on the teacher's study of literature and practical work.

2. Building a hypothesis, that is, organizing teaching step by step. The teacher gives a well-founded proposal by comparing facts and them.

3. Formalization of research results and application to the educational process.

General and special methods of scientific research are used in the teaching methodology of 8th grade technology education, guidance on choosing a profession. General scientific methods include: theoretical research, observation, interview and experiments.

The theoretical method includes the study and analysis of literature, as well as research conducted on the basis of pedagogical experiences. When working on literature, books and magazines,

articles and patents, scientific developments, collections and catalogs, certain nouns obtained from the Internet system are used.

Observation is usually used to take into account changes in students' learning of subjects, their behavior and behavior through natural observation, and to determine ways to provide appropriate educational and educational influence. This method is a teacher's perception of a specific aspect of

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pedagogical experience and events with a goal in mind. It takes into account the speed and number of observations, the object of observation, the time, the characteristics allocated to the observation of pedagogical situations, etc. Also, the observation method allows to determine the current state of education. The purpose of the observation method is not only to illuminate the existing facts, but also to search for and determine the facts that should be determined according to the predetermined goal.

The interview method, being a type of questioning, requires serious preparation by the teacher. Because it is used in the form of an oral conversation during direct contact with the examining student, in the form of free interaction without writing down the interlocutor's answers.

Pedagogical inquiry method - the process of obtaining information from other colleagues of the teacher about some aspects or events of the pedagogical experience is the basis of this method. Asking implies a logically thought-out system of questions, their clear expression, relatively few (3-5). It can also indicate a definite answer ("yes", "no").

The experiment is a test-test method - based on this experiment, it is conducted in order to check and determine the processes of applying scientific hypotheses or practical works related to the educational process. If, during the observation, the teacher perceives and examines the existence as it is, then the process of experiment changes this existence, identifies its internal laws, and effective methods of influencing it. The first feature of the experiment is that the teacher himself participates in it, organizes the work, implements it and analyzes the result.

In conclusion, it can be said that interactive education provides an opportunity to solve several problems at the same time. The main of these is that it develops students' communication skills and abilities, helps establish emotional relationships among students, and helps them to fulfill educational tasks by teaching them to work as part of a team and listen to the opinions of their peers. provides.

At the same time, it is known from practice that the use of interactive methods in the course of the lesson eliminates the nervous tension of students, gives them the opportunity to change the form of their activity, to attract their attention to the main issues of the subject of the lesson.

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