IMPOVING THE EFFECTIVENESS OF LEARNING MILITARY CONCEPTS BASED ON INTERACTIVE METHODS

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Annotation: Teaching, conveying the essence of each topic to students the skill requires the teacher to do a lot of research, a lot of reading. Knowledge a teacher who is rich in the ocean skillfully conveys the essence of the subject to the minds of the students can transmit. Can choose teaching methods depending on the purpose of the topic. Educate students using scientific teaching methods wisely to serve as a great basis for finding one's place in life, for the formation of consciousness does. The teacher's ability to communicate a particular science to students, it is important for these students to choose their future careers. So through this article I want to explain interactive methods for teaching military concepts.

Key words: interactive methods, military concept, knowledge, cluster;

The criteria for choosing interactive methods are their military training and education development is focused on solving problems. This criterion is differentmethods are a way of assessing the feasibility of solving a problem in a given areabecause their capabilities in mastering the military elements of social experience vary. The next criterion for choosing interactive methods is their military trainingis to conform to the nature of the content.

The content of the method is also defined as part of the movement. Therefore this military criterion is undoubtedly taken into account. One method reveals the full content of the topic, while the other allows you to master it positively. Another criterion for choosing interactive methods is their studentsfull compliance with the learning opportunities, i.e. for effective learning activities to ensure the unity of internal and external conditions.

The use of interactive teaching methods is unique to the educator capacity. This educator's theory and practice of military teaching methods take into account the degree to which theories of knowledge with the laws of the teaching process are armed with the theory of educational content and other existing laws.

The next criterion for the selection of interactive methods in the military is their compatibility with the forms of organization of the educational process. gross, group, and individual forms require different techniques. For example while the debate method is a debate between two students in a "brainstorming" group the participation of all students will be required. Conformity of interactive methods to military pedagogical technological principles It is known that military pedagogical technologies are also designed on the basis of certain laws and form the basis for the organization of the educational process, and when introduced, ensure the final result, the independence of the student or subject.

Even in traditional education, information is naturally the basis of conversation. However, the main source of information is the experience of the teacher, in the process of which he leads, dominates, that is, he seeks to convey knowledge orally to the student (listener and trainee) during the main part of the lesson. Activity is unique to the teacher, and students (listeners and trainees) remain sluggish in this situation. Their main task is to listen to the teacher, to write where necessary, to answer questions, to speak only in rare cases (when allowed), not only in fasting classes, but also in seminar classes. According to him, the role of "supplier" is no longer represented by the reader, but by the student (listener and trainee). The student (listener and trainee) mainly demonstrates the acquired knowledge, and the teacher listens to his / her thoughts and asks questions where necessary. The group of students (listeners and cadets) in this situation becomes a completely weak participant, listener. At first glance, the perception of information transmitted by a student (listener and trainee) or a teacher gives the impression that it creates an opportunity for a group

of students (listeners and trainees) to acquire knowledge. However, the results of psychological research show that the knowledge (information) received in this way is very quickly forgotten. In particular, according to the research of American psychologists R. Carnikau and F. McElrow, the natural physiological and psychological capabilities of the individual allow to maintain the knowledge acquired in certain forms at different levels. That is: 10% when the person reads the source himself; 20% when hearing information; 30% when you see an event, incident or process that has taken place; 50% when they see an event, incident or process and hear information about them; 80% when he / she transmits information (speaks, demonstrates knowledge); has the ability to memorize 90% of the data when applying the acquired knowledge (information, information) in their work.

As in any field, there are a number of terms in the military that need to be memorized. It takes a lot of courage for a student to memorize them. It is natural for some terms to be difficult to memorize because we do not use them in our daily lives. It is both convenient and easy to use the above interactive method to keep such concepts in mind. Here are some of the ones I found to be interesting:

"Case-study" method

Case-study method - study, analysis of real, real or artificially created situations and based on achieving socially significant results is a method of teaching. This method is clear and realistic for trainees or by analyzing an artificially created problem situation the teacher prepares the knowledge for the trainees serves to shape the skills of finding the most optimal options for solving them, rather than delivering or giving solutions. That is, trainees are trained to directly study and analyze a problematic situation of any content, to conduct independent research to find a solution, and to clarify or teaches you to make alternative decisions. If he is in the process of learning when used as a way to achieve a specific goal, it has the character of a method, step-by-step in the study of any process, if it is carried out on the basis of a certain algorithm, it reflects the technological aspect. Technology-based problem-solving elements that reflect the overall essence of the process.

These are: forms of education, teaching methods, teaching aids, methods and tools for managing the educational process, methods and tools of scientific research on problem solving, methods of data collection, their study and tools, methods and tools of scientific analysis, method of educational communication between teacher and student (listener and trainee) and tools, learning outcomes.

The general structure of case-study technology is as follows:
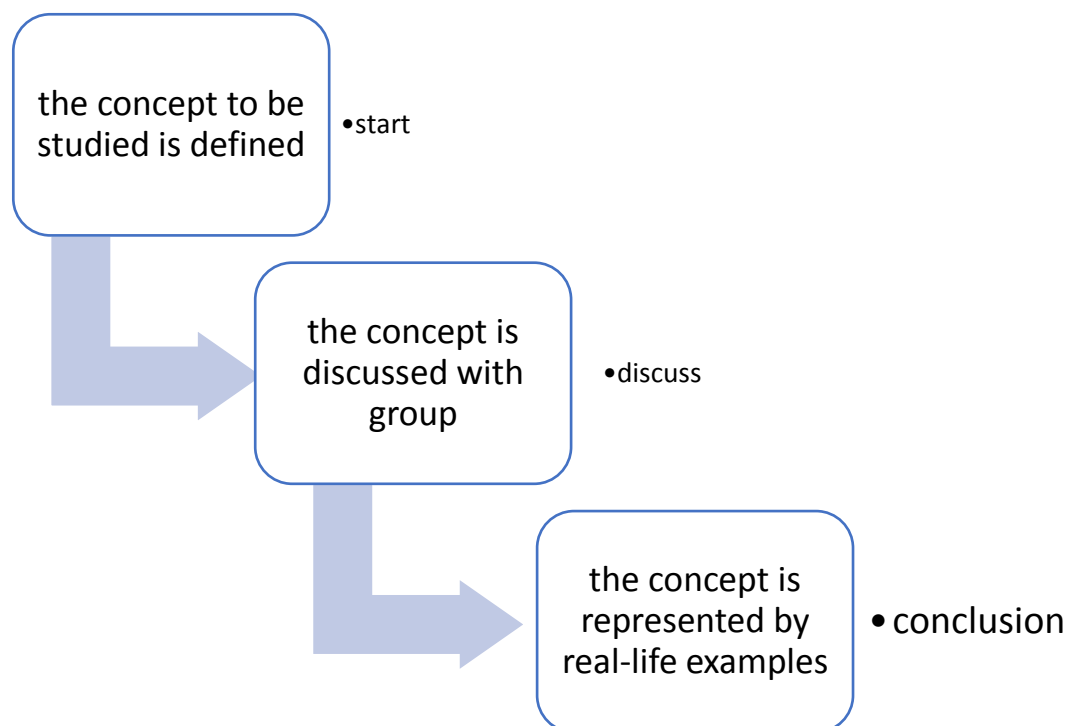
As a result, with the help of this texnology, the concept is remembered when discussed with the group and expressed through real-life examples.

The "brainstorming" method is used by students in the classroom ensuring their activism, encouraging them to think freely, and so on free from the inertia of thinking, colourful on a particular subject the process of gathering ideas, as well as solving creative tasks serves to teach them to overcome the ideas that arise in the stage.

The "brainstorming" method was proposed by A.F. Osborne the basic principle and conditions are set out by each participant in the training absolute prohibition of criticism of the opinion being cast, any bite and the purpose of which is to encourage humor to ensure the free participation of students in the learning process. Education effective and successful use of this method by the teacher in the process. It depends on your pedagogical skills and the breadth of your thinking. "

Conclusion:

Each of the interactive methods shown in the teaching and methodological recommendations improves the quality of teaching and learning, improves the effectiveness of teaching and learning (students, students, listeners and cadets). as well as a group of students (students, listeners and cadets), as well as decision-making partnerships between the team, achieving ideological and spiritual unity, striving towards a common goal, each student (student , student, listener and cadet) have the potential to create the necessary conditions and environment for the realization of the inner potential of the person. Although interactive methods, in their essence, provide a certain level of effectiveness in the implementation of educational or educational goals, each of them has different capabilities in ensuring efficiency in the process of education or upbringing. Therefore, it is advisable for teachers to focus on the topic, problem, or issue that needs to be addressed when choosing interactive methods. In addition, the effectiveness of interactive methods is further enhanced by taking into account the age, psychological characteristics, worldview, life experiences of the learners (students, students, listeners and cadets). This requires a teacher (pedagogue) to have professional skills, qualifications, knowledge, sensitivity and intuition.

Teachers (educators) working in different stages of the system of continuous education in the Republic are required to get acquainted with the essence, features, terms of application of each interactive method, to be able to correctly assess its practical significance. These educational and methodical recommendations serve as a practical and methodical source for teachers working in the field of education.

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