

Use of Interactive Methods in the Process of Forming Universal Competence

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Abstract: Visualized educational technologies significantly increase the universal competence of students in learning new educational material, and also ensure the disclosure of the main content of the subject, the essence of the professional information system related to the field from general professional knowledge. Visualized lectures, methods, web quests, etc. are used to provide theoretical information on the topic, new educational material. The article talks about these.

Key words: interactive methods, teaching ways, pedagogical technologies.

Introduction:

Visualized educational technologies significantly increase the universal competence of students in learning new educational material, and also ensure the disclosure of the main content of the subject, the essence of the professional information system related to the field from general professional knowledge. This is formed on the basis of visually presented interactive methods.

Main Part

Crossens - "intersection of meanings". The nine pictures are arranged in such a way that each picture is related to the picture before and after it. The goal is to create an associative chain by connecting the pictures. The essence of digitization is that pictures that disappear from sight are immediately forgotten. In Crossens, clever pictures are placed in a special way and gradually filled with meaning; a complete formation of meaning appears. Visuals remain within the students' range of vision. The crossword puzzle is complex, so that through the information in each picture, students are ready to create an associative chain link. It is used for the purpose of elucidating in detail a certain aspect of the subject or issue being studied based on the comparison of basic concepts with each other. In many cases, the graphic organizer is used to compare the advantages or disadvantages, effectiveness or ineffectiveness, importance for today and the future of several cases covered in the content of the topic.

"Relationship" Strategy. By its very nature, the strategy allows to divide the main and secondary concepts, which are important in explaining the topic, based on the visual analysis and synthesis of the knowledge acquired by the students. In order to ensure the effectiveness of students' activities, it is appropriate to present a schedule to their attention.

A mental map is a visual representation of thinking. T. Buzen and B. Buzen put forward the idea of developing the thinking process in people through intellectual maps. Using mental maps, high efficiency is achieved in processes such as analyzing one's own activities, studying, understanding and remembering the content of educational material, analyzing problems, making decisions,

assimilating large amounts of information, making presentations. Mental maps provide an optimal graphic representation of thought, a visual representation of thought-provoking problems. How to use mental maps:

- 1) In the center of the white paper, a thought-provoking key word - topic is written and circled.
- 2) New branches are created from this circle - the main topic.
- 3) New networks are also named with keywords
- 4) Networks are created from new networks.
- 5) Each created network serves as a problem-"node", "path of thinking" for visual thinking.
- 6) As a result, a lot of knowledge about the problem is shared.

Web-Quest method. Another successfully used interactive method is the Web-Quest method. Currently, this method is widely used in higher education to organize students' independent work. Web-Quest is a lesson format aimed at developing students' knowledge and research activities, in which most of the information is obtained via the Internet. Web quest is one of the most popular and modern visual types of Internet educational technologies.

Conclusion

Thus, when using digitized programs, first of all, by gradually teaching students to use the program: - preparing to work with the digitized program; - establishing a system of preparing independent presentations by working with digitized software tools; - demonstration of student creativity is achieved. In the course of our research, it was proven that visualization of educational materials in higher education is the leading condition for student knowledge acquisition.

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