INTERFAOL IN THE ORGANIZATION OF THE SCIENCE OF ECOLOGY

USING METHODS

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Abstract: *This article discusses the benefits of using interactive methods in the effective organization of ecology lessons.*

Keywords: *"Brainstorm", "Boomerang", "Gallery", "Zig-Zag", "Stairs", "Museum", "Rotation", "Round Snow", "Boomerang", "Insert" method, "method synquay".*

Today, in a number of developed countries, interactive methods are called methods that form the basis of extensive experience in the use of modern pedagogical technologies that guarantee the effectiveness of the educational process. Interactive teaching methods are currently the most common and widely used in all types of educational institutions. However, there are many types of interactive teaching methods and they are currently suitable for almost all tasks of the educational process. Currently, the most popular interactive teaching methods are: Interactive methods: "Case Study" (or "Case Study"), "Blist-survey", "Modeling", "Creative work", "Problem solving "lim" and others.

Interactive learning strategies: "Brainstorming", "Boomerang", "Gallery", "Zig-Zag", "Stairs", "Museum", "Rotation", "Round Snow", etc. An approach to organizing group work while distinguishing between strategies interactive learning from interactive teaching methods is in some way based on a comparison of the strategic approach. A student may become bored with one type of learning process and may experience a decline in learning. In order to effectively organize environmental lessons in all disciplines and organize a high level of teaching, teachers use many new methods, for example, we can show the organization of the educational process in ecology for students studying in their specialty. We know that brainstorming can help students memorize information quickly.

This method is widely used in solving problems on a specific topic, it allows participants to think broadly and comprehensively about the problem, and a certain ability to positively use their imagination and ideas contributes to the development of skills. In the process of learning using this method, it is possible to find original solutions to arbitrary problems. The brainstorming method allows you to identify certain values within the selected topics, as well as select alternative ideas.

There are a few rules to follow when using brainstorming while teaching. These rules are:

1. Encourage participants to think broadly about the problem so that they come up with unexpected logical thoughts.

2. The number of ideas expressed by each student is encouraged. This allows you to choose the most appropriate of the opinions expressed. In addition, the stimulation of ideas leads to the emergence of another new thought or idea.

3. Each student can base their own thoughts or ideas and modify them. Generalization, categorization or modification of previously expressed ideas (ideas) opens the way to the formation of scientifically based ideas (ideas).

4. Monitoring of any activity of students during training in accordance with the requirements of the standard does not allow assessing the views expressed by

them. If their ideas are valued and implemented, the students will focus on defending their personal opinions, and as a result, they will not have new ideas. It should be borne in mind that the main purpose of using this method is to encourage students to think broadly and deeply about the problem, without abandoning any method of evaluating their work.

In order to effectively use this method in the training process, it is necessary:

1. Create conditions for participants to feel free.

2. Prepare a whiteboard or worksheet to write down ideas.

3. Define the problem (or topic).

4. Determining the conditions that must be met during training. Conditions may include:

(a) Any ideas expressed by students will not be graded;

(b) create an enabling environment for students to think independently and express their personal opinions;

c) the emphasis is on diversity and variety of ideas;

(g) Students should remember the opinions of others, express new ideas based on their own opinions, and draw certain conclusions from the opinions expressed.

5. Seek substantiation of the ideas expressed by their authors and record them.

6. After filling certain sheets of paper with ideas (or thoughts), hang them on the board.

7. Support the expressed ideas by enriching them with new ideas.

8. When laughing at the opinions (ideas) expressed by others, do not allow caustic remarks about them.

9. Do not rush to announce the only correct solution to the problem, as students continue to come up with new ideas.

When used correctly and positively, the mental attack method teaches a person to think freely, creatively and outside the box.

In addition, the "intellectual attack" method, the "general mental attack" method, "I know. I found out. I want to know, Boomerang technology is very widely used, it is very useful.

This technology allows students to work with various literature and texts in and out of the classroom, memorize and recount what they have learned, freely express themselves and evaluate all students during the lesson.

Purpose: To control individual and group assimilation of materials distributed to participants during the training, as well as the level of assimilation of various questions, handouts and texts through dialogue. Giving students the opportunity to earn grades while studying.

Thus, interactive teaching methods are often used simultaneously with various forms of teaching technologies. The use of these methods will increase the activity of the participants and increase the effectiveness of the training.

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