Effectiveness Factors of Interactive Training in Teaching Preschool Logopedics

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Abstract: In the article, the factors of the effectiveness of interactive training in teaching the science of speech therapy before school, the main criteria of interactive education: conducting informal discussions, the opportunity to freely describe and express the educational material, small group, large group, class team Opinions about giving assignments, doing written work and using other methods for working with lib are expressed.

Keywords: Bloom's taxonomy, interactive learning method, analysis, drawing conclusions, expressing one's opinion, debate.

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. Interactive method - by increasing the activity between students and the teacher in the educational process, it serves to activate the learning of students and develop their personal qualities [3].

The use of interactive methods in preschool speech therapy classes helps to increase the effectiveness of the lesson. The main criteria of interactive education: 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 [6].

In this matter, the American psychologist and pedagogue B. Bloom created a taxonomy of pedagogical goals in cognitive and emotional spheres. It is called Bloom's Taxonomy. (Taxonomy-the theory of classification and systematization of complex structured spheres of existence)[5]. 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 the level of thinking are: 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.

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: introduce, calculate, demonstrate, use, teach, determine, implement, calculate, implement, solve [7].

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, adhere to them, see the variety of criteria, evaluate 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[4].

There are many different interactive methods, and all of them, like any progressive methods, first of all, require a lot of preparation from the teacher before the training.

Based on the analysis of the process of organizing the interactive training, the following conclusions can be drawn:

1. When teaching the subjects of the curriculum, it is necessary to take into account which topics it is appropriate to organize interactive lessons. This involves the use of interactive or traditional types of training that ensure the full achievement of the goal of training on one subject.

2. In order for the interactive training to be effective, it is necessary to ensure that the students know the basic concepts and preliminary information on its topic before the new training.

3. It is necessary to take into account that more time is spent for independent work of students in interactive training than in traditional training.

Now, it is known that interactive training methods are mainly used. In the future, it is desirable that these methods become interactive technology to a certain extent. In our opinion, the difference between the concepts of this interactive method and technology can be described as follows.

Interactive education method is implemented by each teacher at the level of available tools and capabilities. In this, each student learns at different levels according to his motives and intellectual level. Interactive learning technology ensures that every teacher delivers a lesson that all students learn as intended. In this case, each student, having his own motivation and intellectual level, learns the lesson at a predetermined level [4].

Based on the study of some experiences in the practical application of interactive training, we can show some factors that affect the improvement of the quality and efficiency of these trainings. They can be conventionally called organizational-pedagogical, scientific-methodical, and factors related to the teacher, students, and educational tools. We should assume that they will have a positive or negative effect according to their nature.

Organizational and pedagogical factors include:

➢ training a group of trainers who conduct interactive training from teachers;
➢ to organize teaching of interactive methods to teachers;
➢ creation of necessary conditions for interactive training in the classroom;

- ➢ ensuring that the speaker's and participants' workplaces are comfortable;
- ➢ prevention of violations of sanitary and hygienic standards;
- ➢ ensuring compliance with safety regulations;
- ➢ maintaining attendance and discipline;
- ➢ organization of supervision, etc.[1].

Scientific and methodological factors include:

- ➢ The correct selection of appropriate interactive methods to ensure the fulfillment of the requirements of the DTS and the full achievement of the intended purpose of the lesson;
- ➢ quality preparation of interactive training development;
- ➢ to ensure that each element of the interactive training is related to the topic being studied;
- ➢ determining the subject and content of the training based on the latest scientific and theoretical information;
- ➢ use of modern highly effective methods;
- ➢ to determine the level of preparation of students in advance and conduct interactive training at the corresponding level;
- ➢ being able to allocate enough time for interactive training, etc.

Factors relevant to the teacher:

- ➢ shallow knowledge of the subject;
- ➢ defects in speech: pronunciation, literary language standards, grammar rules, unfamiliar or foreign words, use of terms without explaining their meaning, excessive use of dialect words, errors in writing and presentation put and write unintelligibly[1];
- ➢ defects in behavior and pedagogical behavior;
- ➢ Neglect of dressing and appearance;
- ➢ inability to use educational tools effectively and correctly;
- ➢ Lack of observation, ability to feel the passage of time, and the ability to allocate it correctly;
- ➢ lack of listening skills;
- ➢ lack of goodwill, sincerity, and the ability to work in cooperation with the student;
- ➢ non-observance of logical connection and consistency, etc.

Factors related to students:

- ➢ low attendance, coming late to training;
- ➢ arriving without necessary preparation;
- ➢ lack of knowledge of scientific terms;
- ➢ inability to concentrate;
- ➢ deficits in hearing ability and listening skills;
- ➢ low interest, slow thinking [3];
- ➢ low level of preparation on the subject of the lesson;
- ➢ lack of interest, etc.

Factors related to tools used in training:

- ➢ lack of educational tools, being in disrepair or unusable condition, lack of high-quality and modern tools;
- ➢ not choosing the appropriate types and number of tools for mastering the subject of training;
- ➢ not preparing the equipment for work before the start of training;
- ➢ non-observance of safety rules when using tools, etc. [2].

In short, organizing and conducting interactive training taking into account the factors briefly described above will help to further increase the quality and effectiveness of these trainings. Interactive training has a unique organizational structure, the types of activities related to its organization and conduct are separated and names are given in the form of separate tasks for each of them. In this case, it is envisaged that during one training, the leader of this training will perform these different tasks at the same time. In addition, 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, it 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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