

IMPLEMENTATION ACTIVE LEARNING METHODS IN THE STUDY OF THE HUMANITIES IN HIGHER EDUCATION

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Among the main conditions that determine the effectiveness of the teaching - learning, a special place is occupied by teaching methods because they directly determine the form and nature of the relationship of teachers and students significantly influence the formation of relationships between them. The nature of the relationship between teacher and student defines a paradigm of the national education system, the entire focus of the educational process.

In recent decades, under the influence of general didactic science, educational psychology and humanization and democratization of education created modern active learning methods were created, called in didactics active methods of teaching and learning activities. The use of active methods in the learning process can improve the effectiveness of learning activities of students. When it refers to the purposeful activity of the teacher directed the development and implementation of methods, tools and learning that would enhance the skills of productive communication in terms of the learning process , the development of skills to argue complex situations, identify major and minor , their causes and find ways and means to solve them, the development of mental processes (attention, memory, thinking), maintaining a constant interest and motivation, independence, and the ability to predict the development of different situations and make decisions. The ability of the teacher to reveal the internal resources of the student, using active methods of teaching can provide constructive changes in education, helping the young person to assess their skills and capabilities to properly define their place in life and open the way for him to carry out a full career.

So, based on the foregoing, we have set a goal of research - theoretical basis and experimentally verify the effectiveness of the use of active learning methods of teaching principles in the study of humanities.

This study used the following methods:

- Theoretical: Analysis of psychological, pedagogical and educational literature on the study, study and theoretical understanding of the experience of academics;
- Empirical: monitoring training activities of students, surveys of teachers and students, analysis of written work of students and their responses in the classroom;
- Pedagogical experiment, qualitative and quantitative analysis of its implications.

Analyzing psychological, pedagogical and educational literature, conducting monitoring of training activities of students: answers to exercises, written work, came to the conclusion that it is active learning helps to keep students to generalize and develop their independence of thought, teach important to highlight the learning material, develop speech. Active learning methods are also helping to train and develop students creative thinking, generate them appropriate practical skills and knowledge, to stimulate interest in and increase employment, enhance and sharpen the perception of educational material.

In practice, teachers of humanities harbor such as active learning case study, Timelines, Socratic Method, "brainstorming" ("attack"), teaching and thematic discussion, role play, professional game, professional consultancy, organizational and active play.

Summarizing all the above, we note that the use of active learning methods in high school in the study of humanities is a prerequisite for training highly qualified specialists and leads to positive results: they can generate knowledge and skills of students by involving them in active teaching and learning activities as educational information goes into the personal knowledge of students.