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THE USE OF MODERN TEACHING METHODS AND TECHNOLOGIES İN GENERAL EDUCATION AS A KEY TOOL OF MODERNIZATION

Abstract. Education has always been structured in accordance with the progress of science and technology, alongside the development of society. Similarly, the improvement of educational content, the renewal of teaching methods, the use of instructional technologies and visual aids have constantly remained in focus, ultimately leading to the alignment of the teaching-upbringing process with the demands of society. At the dawn of the 21st century, the Republic of Azerbaijan emerged as an independent state, and through its independent, sovereign state policy, it achieved modern development in the field of education, as in all other areas. Over the years of independence, Azerbaijan has rapidly advanced across various domains and has become one of the leading countries in the world. As we know, education on its own encompasses a broad scope and multiple directions. This research will focus specifically on the modernization of general education and its contemporary developmental characteristics. The modern development of general education in the Republic of Azerbaijan has already started yielding results. Integration with global educational practices has further expanded its reach. Measures taken during this period have already borne fruit. During the years of independence, a number of studies have addressed various challenges in education and the teaching-upbringing process and research in this direction continues. The rapid advancement of science, technology and particularly computer technologies has created conditions for individuals to improve and develop themselves. Consequently, not only ICT but also new teaching methods have emerged as a necessity of the era. The development of the education system and the renewal of its content have also led to changes and enhancements in teaching methods. The decrees, decisions and reforms adopted in the field of education in our country not only ensure development but also

facilitate renewal. For this reason, it would be more appropriate to describe this process as "modern development". One of the key factors determining the relevance of education in our country is precisely the process of renewal. As noted in the article, a teaching method refers to the joint activity of teacher and student aimed at achieving specific goals in the learning process, and includes the means and approaches for guiding this activity effectively. A teaching method is a complex, multifaceted process. The aims, content, principles, regularities and forms of instruction are all reflected in the teaching method. As a complex and multifaceted concept, it fulfills important functions. New instructional technologies prioritize the intellectual and moral development of students, enabling their active participation in learning and allowing them to express their ideas clearly and logically. Teaching methods represent a powerful factor ensuring the efficiency of the instructional process. The changes occurring in society and in the content of education also lead to the renewal of teaching strategies. Concepts such as interactive and active learning and pedagogical technologies, which are now a reality, have become increasingly relevant. Problem-based instructional technologies, unlike traditional ones, are not based on delivering ready-made information to pupils. Instead, they aim at the independent acquisition of scientific knowledge. This approach is grounded in presenting a problem and seeking solutions for it. Problem-based learning follows its own distinct methodology. In interactive learning, every pupil is given the opportunity to voice their own ideas and perspectives. Even the weakest students are engaged in the learning process and participate in discussions. This fosters a culture of listening and respectful attention to peers' ideas. However, this does not mean that the teacher's role is diminished in interactive lessons. On the contrary, preparing and managing such lessons requires significant effort, dedication, professionalism and creativity from the teacher.

Keywords: education; method; instructional technologies; pupil; teacher; modernization.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. The 21st century has brought with it a rapid pace of development. Political, economic, and technological innovations taking place around the world have also elevated 21st-century education to a new level. The rapid advancement of science, engineering, technology, and especially computer technologies has created conditions for

personal growth and self-improvement. Therefore, not only ICT, but also new teaching methods have become a demand of the time. The development of the education system and the renewal of educational content have also led to changes and improvements in teaching methods.

In the educational process, the method is also considered as a system of rules governing the interaction between teachers and students – a regulated interaction aimed at achieving specific educational goals. The modern development of general education in the Republic of Azerbaijan has begun to bear fruit. Integration with global educational experience has further expanded its reach. The measures implemented during this period have already shown results. Since gaining independence, several research studies addressing various issues of education and learning in Azerbaijan have been written, and research in this field continues to progress.

Active learning refers to the use of interactive methods, as well as widely adopted techniques and tools. In books published after the country gained independence, despite the use of traditional methods employed in the past, these methods were often presented as new approaches. The concept of interactive teaching methods was developed and implemented following the launch of the Education Reform Program. Such lessons are characterized by their structure and content, the diversity of methods used, their engaging nature, the continuous involvement of students in the learning process, and the development of students' creative initiative and independence. A modern lesson is one that accelerates the thinking process and enhances students' cognitive activity. In these lessons, the teacher acts as a guide and director. A modern lesson is a lesson of exploration, understanding, and action. It takes into account the individual characteristics, inclinations, and interests of each student.

The development of life skills in students, enabling them to find their place in society and achieve success, is one of the most important requirements of today. Therefore, when implementing subject curricula, priority is given to active teaching methods that are based on student engagement and help them develop essential skills.

"Active learning, in this context, does not allow the activities of teachers and students to deviate from the set goal; both are required to achieve specific results. The teacher's activity is demonstrated through a solid understanding of the psychological and individual characteristics of students and the proper organization of the learning process, while the students' activity is reflected in their learning process, initiative, and research efforts" [1].

"Professional application of active learning transforms the school environment, changes students' attitudes toward education, and creates conditions for developing an active life position. This method provides opportunities to acquire qualities such as independent knowledge acquisition and discovery of innovations, practical application of gained knowledge, the ability to collaborate with peers to solve problems, and the pursuit of self-realization" [6].

The most optimal way of acquiring knowledge is through interactive teaching methods. In conversations with teachers, there are those who believe that active and interactive teaching methods are essentially the same. According to Prof. A. Agaev [1], although active learning methods and interactive learning methods are similar in meaning, they differ in certain aspects. The closeness of active learning methods to interactive methods stems from their very nature. However, they differ from each other due to the nature of their emergence and application. For instance, interactive methods arise organically during the course of a lesson – one method may naturally replace another – and they ensure the full and independent participation of all learners. In contrast, active methods are designed to activate pre-planned learning activities [1].

The effective use of both active and interactive teaching methods largely depends on the teacher's pedagogical and methodological expertise. A teacher's greatest skill lies in their ability to choose the most appropriate method for each subject. The use of active learning methods eliminates students' indifference toward the educational process and education itself, creating conditions for improving the quality of education. Active learning also provides students with the ability to adapt to constantly changing conditions and transforms their perspectives on society and the world as a whole. Students now also recognize that the use of active learning methods is the most convenient and appealing way for them to acquire knowledge, skills, and habits. Of course, this requires a change in the moral and psychological environment at school, as well as the creation of new relationships between teachers and students.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. A. Alizade [2], A. Agaev [1], F. Sadygov [11], F. Rustamov [10], R. Guseynzade [7], and other scholars and educators have actively participated in innovations. The books *"Current Issues of Education Modernization",* published by A. Mehrabov, A. Abbasov, M. Mahmudov [8], and *"Scientific and Theoretical Problems of Education Modernization",* prepared for publication by I. Jabrayilov [12], mainly discuss the requirements of reforms, the nature of their implementation, and the state of the education system.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***aim*** of the study is to identify the development trends and features of the modernization of general education in the Republic of Azerbaijan, as well as to determine the dynamics and characteristics of its renewal.

In accordance with this aim, the following ***tasks*** are proposed to be addressed:

• Review of studies conducted on the modern development of education in the Republic of Azerbaijan;

• To characterize the new social conditions during the years of independence and interpret the essence of the state's educational policy;

• To reveal the role of non-governmental organizations in the modern development of education within the context of civil society;

• To identify the main directions of the modern development of general education and ensure a comprehensive approach to the issue;

• To characterize the features of modernizati.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

Innovations and changes in the content of education begin primarily with primary education. In this regard, the application of modern methods and technologies has attracted the attention of educational programs and international projects. The preparation of the "Step by Step" educational program became the first step in this direction. The main goal of the program is to equip children with life skills for the modern world and to develop in them the skills for active participation in the democratization of society. The program considered the following qualities necessary for children:be ready to accept changes and actively participate in them;be ready to read;be able to think critically and creatively; be able to set and solve problems.

The primary education component of the "Step by Step" educational program is divided into several initial and subsequent stages. At this stage, children develop in an educational environment based on principles of communication, care, and collective behavior, founded on mutual respect and democracy. During this stage, students develop character, acquire basic mathematical knowledge, create the classroom work center, and perform corresponding tasks.

The program pays special attention to family involvement in the process of assessment and learning. Its goal is to monitor children's development and identify their achievements. This program focuses on personal development and

ensures that students acquire proficient writing, reading, speaking, and mathematical thinking skills. The work carried out during the "Step by Step" educational program phase, which involves students aged 8–9, is based on the knowledge and skills acquired at the primary stage, and the corresponding instructional and methodological work is conducted. First and foremost, primary school teachers familiar with the principles and content of the "Step by Step" educational program and skilled in using active learning methods were trained. As a result, primary school teachers in several pilot schools across the country received training and implemented this program. Thus, new teaching methods have become a vital necessity.

"New interactive methods, qualitatively different from traditional techniques, are methods of organizing and managing students' cognitive activities. They are characterized by the teacher creating a problem-based cognitive situation, encouraging an active research stance among students during the resolution of this problem situation, and fostering independent discovery and assimilation of knowledge that is interesting and new to the student" [9].

Interactive learning implies the development of thinking rather than mechanical memorization, emphasizing students' understanding, independent inquiry, and freedom. The following aspects should be considered in active learning:

1. In learner-centered education, the student is regarded as the main participant, with their cognitive interests, needs, abilities, and capacities taken as the foundation.

2. Educational and developmental aspects must be taken into account; that is, learning should focus on the student's potential to acquire knowledge and skills. It should also contribute to the formation of their moral qualities.

3. Active learning should be based on the principle of collaboration. In the learning process, the teacher, student, and parent should act as equal partners.

4. Active learning should emphasize the student's independence, research skills, and engagement.

New educational technologies are very useful for better assimilation of the curriculum content and the development of students' thinking processes. Educational technologies have a complex structure. The effectiveness of the educational process largely depends on the correct selection and application of these technologies.

According to Professor M. Ismikhanov, "learning technologies are understood as a system of operations aimed at organizing and managing education in accordance with the set goal" [5].

Learning technologies can include:

- Traditional educational technologies;
- Active educational technologies;
- Programmed and problem-based educational technologies;
- Developmental educational technologies;
- Educational games.

New learning technologies have many advantages. Such lessons are conducted in a state of full activity, where not only the teacher but also the students are engaged in creative search; independent thinking is formed, initiative is strengthened, and a tendency toward innovation develops. A teacher who sets this goal uses specific methods and tools to stimulate students' interest in learning and ensures a creative atmosphere during the lesson. In doing so, the following should be observed.

- Instead of giving knowledge to the student in a ready-made form, one should create a desire to acquire it;
- Instead of asking questions that require ready-made answers, one should ask problem-based questions;
- It is necessary to ensure the future development of the student;
- Instead of providing information to the student, one should involve them in the process of independently obtaining this information;
- Proper planning of the learning process.

R. Guseynzade attribute the following to facilitation skills:

- collaborative cooperation between teacher and students;
- mutual respect and trust;
- acceptance of students as they are and their constant support from the teacher;
- belief in students' abilities;
- stimulation of thinking;
- creation of incentives and motivation for learning among students;
- adaptation of students to the classroom environment through the teacher's special sensitivity [7].

In traditional teaching technologies, the teacher is the central figure. The goal is for the teacher to deliver knowledge verbally, and for the students to memorize it. Here, memory plays the main role. In this process, the teacher is active while the students are passive. There is no interaction or feedback in such lessons. In traditional teaching, the teacher acts as a transmitter of information, while the student is merely its receiver. In such lessons, the content is studied

mostly on a theoretical level and is not connected to real life; the student's interests, abilities, and individual characteristics are not taken into account. As a result, the effectiveness of the lesson decreases.

This does not entirely negate traditional education. Traditional education has proven itself within the education system over many years, and its outcomes have demonstrated a positive impact. Our students and graduates, who were educated under the influence of traditional education, have distinguished themselves both in our republic and abroad through their knowledge, skills, erudition, and moral values, becoming respected professionals and expressing their views in the socio-political and public life of our country. The active and interactive teaching methods used today have been formed on the basis of traditional education and have found their validation.

Currently, active learning methods that require inquiry and research have their roots in problem-based learning. To implement problem-based learning, three methods are used that remain relevant today:

1. The method of interpreting problems – In this case, when presenting a problem, the teacher's task is to clarify its essence.

2. The heuristic and partially inquiry-based method – Here, the problem posed by the teacher becomes clear through a joint search conducted by both the teacher and the student.

3. The research method – Students independently solve the problem posed by the teacher [4].

One of the modern teaching methods and technologies is active learning. Active learning is based on students' cognitive and practical activity as well as their independence. This learning model is implemented in an environment of research and collaboration. The student becomes a subject and an active participant in the learning process. During active learning, interaction, relationships, and communication are established between the teacher and the student. While in a traditional lesson the teacher was considered the central figure, in an active lesson, the teacher and students work together. The key features of an active lesson are cooperation, engagement, and adherence to democratic principles.

In problem-based learning technologies, the teacher creates a problem situation and engages students in the process of inquiry. They solve the given problem either partially with the help of the teacher or independently.

Currently, active teaching methods that require inquiry and exploration have their foundations in problem-based learning. To implement problem-based learning, three methods are used, all of which remain relevant today:

1. The method of problem interpretation. In this case, when a problem is posed, the teacher's task is to clarify its essence.

2. The heuristic and partially exploratory method. Here, the problem posed by the teacher becomes clear through a joint search conducted by both the teacher and the student.

3. The research method. In this case, students independently solve the problem presented by the teacher [7].

One of the modern methods and technologies of education is active learning technologies. Active learning is based on cognitive and practical activity as well as the independence of students. This model of learning represents a method implemented in an environment of inquiry and collaboration. The student becomes a subject and an active participant in the learning process.

During active learning, interaction, relationships, and communication are established between the teacher and the student. While in traditional lessons the teacher was considered the central figure, in active lessons, the teacher and students work together. The key characteristics of an active lesson are collaboration, purposefulness, and adherence to democratic principles.

When implementing active learning, four main aspects should be noted:

1. Creating a problem situation. At this stage, the teacher poses questions related to the problem, preparing students for reflection.

2. Conditions for dialogue and collaboration. Hypothesis formulation and analysis are carried out cooperatively, leading to problem-solving.

3. Student as a researcher, teacher as a facilitator. The student acts as a researcher, while the teacher acts as a facilitator, intervening in the problem when necessary and asking guiding and supportive questions.

4. Psychological support – respect and trust. A psychological environment is created during the learning process.

The relationship between the teacher and students is built on mutual respect and trust; even the weakest student becomes involved in the process and develops self-confidence. Unlike active lessons, it is not recommended to use interactive teaching methods for every subject. When applying interactive methods and techniques, it is important to consider the lesson's objectives, the content of knowledge, skills and abilities, their nature, possibilities for integration, as well as the conditions and material resources available.

As is well known, modern development is manifested in complete renewal. Lessons conducted using interactive teaching methods are very engaging, focused on the interests and needs of students, and help shape their personality. Therefore, every active and dedicated teacher should approach the organization

of the process creatively. When organizing interactive learning, the following requirements must be observed.

One type of modern educational technology is pedagogical game technologies. Educational games are an important tool for reinforcing and applying knowledge, fostering students' interest in learning, developing their cognitive activity, and creating a businesslike and emotional atmosphere during the lesson.

Educational games include didactic games, business role-playing games, puzzle games, competition games, and so on. Didactic games possess strong educational and developmental qualities. They are among the activities that develop the mind. In each didactic game, thinking, speech, and cognitive activity are developed. Didactic games serve to solve didactic tasks. The group of didactic games includes board and printed games, verbal games. For example, completing any word or sentence, recognizing shapes, plants, animals, birds, fruits, vegetables, and so forth.

When organizing the game "Seasons", the teacher familiarizes children with natural phenomena and the characteristics of different seasons. Organizing business role-playing games encourages students to approach problem-solving from various perspectives. During the process, they become participants in the events. It is considered advisable to conduct the game in this specific sequence. Interactive teaching methods yield positive results when a supportive pedagogical environment prevails in the classroom. The foremost aspect of this environment is the presence of a socially moral and psychological atmosphere. It is unreasonable to speak of the quality of education and upbringing in educational institutions where a healthy moral and psychological environment is lacking. Therefore, the relationships between the school principal, teacher, parent, and student should be built on democratic and humanistic principles.

The proper creation of a favorable educational and learning environment fosters a positive atmosphere in the school, where mutual respect and cooperation prevail, and sincere, friendly norms of behavior are established among participants in the educational process. Such relationships strengthen the attachment of teachers, students, and parents to the school.

The second factor is the presence of an information environment. Information sources are used very limitedly in schools. One reason for this is that these information sources are often unavailable at the school, and the second reason is that even if they are available, the skills to use them are low or absent. Both factors are certainly unacceptable.

In many cases, the teacher and textbooks remain the sole sources of information in the school. The absence of information sources such as fiction, encyclopedias, popular science literature, children's literature, samples of world literature, television, cinema, the internet, etc., reduces the effectiveness of the learning process. This also leads to a loss of freedom between teachers and students. The third environment is the availability of the material environment. This includes material and technical resources – textbooks, teaching aids, equipment, school layout, natural environment capabilities, and so on. The application of new teaching technologies yields effective results when their use is properly managed. That is, when applying methods to specific topics, a teacher working with educational technologies should familiarize themselves with the content of the topic to be covered and beforehand determine which interactive teaching methods they will use, taking into account the didactic possibilities of the topic. In this case, lesson effectiveness increases and the desired outcome is achieved.

In pedagogical literature, textbooks, and teaching aids, various interactive teaching methods are named and explained. Our goal is not to classify these methods, name them, and explain them separately. There are methods that are close in their essence to each other and can be grouped together. For example, methods such as brainstorming, auction, clustering, concept extraction, and verbal associations belong to one group. Methods like discussion, debates, fishbowl, and the Socratic method belong to the "brainstorming" group; methods such as role play, modeling, dramatization, and role-based methods belong to another group; methods such as presentations, essays, and presentation methods form another group; and methods such as problem solving, Venn diagrams, project preparation, decision trees, idea carpets, etc. can be attributed to the group of research methods.

Before implementing interactive teaching methods, a teacher should answer the question of what these methods bring to the school, education, and students, how they shape the student's personality, and what qualities they help develop. What aspects distinguish these methods from traditional teaching methods?

Let us clarify our point by considering several methods.

By applying the "Brainstorming" method, the teacher facilitates rapid idea generation and increases student engagement. Students acquire the skills and abilities to exchange ideas and engage in discussions about the problem.

The use of role-playing games develops students' creative imagination, forms their communication skills and emotional experiences. It facilitates the perception and understanding of educational material, eliminates monotony

during lessons, making them lively and interesting.

The use of the discussion method helps students develop the habit of expressing their opinions independently, ensures active participation, and instills the ability to listen, take turns speaking, tolerance, a culture of discussion, trust in each other's opinions, mutual respect, and patience.

Debates are arguments about a specific issue, involving the confrontation of opposing viewpoints and the defense of positions by the parties. The use of this method develops students' skills in considering events from different perspectives, generating independent thoughts and ideas, while simultaneously fostering critical thinking.

The use of the Cluster method can be applied in teaching all subjects. This method guides students to think around a topic. During this process, new ideas are created, and new knowledge is formed.

An Essay is the independent thoughts of students on a particular problem. The use of this method cultivates students' habits of independent thinking, reasoning arguments based on facts and sources, generalizing, and trains them to express their thoughts concisely and clearly.

The use of the presentation method develops students' communication skills, the ability to clearly and accurately express their thoughts, clear and systematic interpretation, intonation, skillful use of texts, supplementary materials, visual aids, and the ability to engage the audience.

As can be seen, the use of completely innovative (modern) teaching methods requires special preparation from the teacher. Therefore, each teacher should determine the specific goal of the work to be done in the lesson in order to design an active lesson in advance, choose the most effective methods for its organization, and pay careful attention to lesson preparation planning.

As a result of the modern development of general education in our republic, many teachers have emerged who, using active teaching methods, effectively unite the tasks of education and upbringing. They convey to students, at an accessible level, the essence of the political, social, economic, and cultural issues of the era, fostering in them a civic position, patriotism, and a commitment to peace and stability. The experience of these teachers and observations of their lessons have shown that by using modern teaching technologies, they consistently keep educational, upbringing, and developmental goals at the center of attention. They strive to make the lesson optimal, engaging, lively, student-centered, and results-oriented.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following research methods were used in the article: observation, interviews, study of archival documents and school experience, as well as historical-theoretical comparative analysis.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Based on the above, we have reached the following conclusions:

1. In the Republic of Azerbaijan, fundamental work has been carried out to create the normative-legal framework for education and to modernize all levels of education, including general education. The educational systems of many countries have been thoroughly studied, along with the models and mechanisms they employ.

2. Taking into account Azerbaijan's national characteristics, regional specifics, the rich experience accumulated in recent years, and progressive traditions, and relying on a strong scientific and pedagogical potential, new models have been developed for various levels of education, including general education. Concrete steps have been taken, experiments conducted, and analytical studies performed.

3. The development of general education was based on legislative foundations, with a properly defined systemic-structural framework of education. The modernization process of general education was carried out gradually in accordance with the socio-economic development of the country.

4. The establishment of the material and technical base for general education, the renewal of school infrastructure, their equipping with modern tools, and the use of information and communication technologies to enhance learning effectiveness have laid the foundation for the modern development of general education.

5. The content of general education has been updated, with instruction organized on the basis of national and universal human values. The creation of a democratic and humane environment within the education system has found practical realization.

CONCLUSIONS / ВИСНОВКИ

• Conceptual projects and programs of the Azerbaijani state have played a significant role in the development and modernization of general education.

• Important work has been carried out in the preparation of teaching staff for general education schools; the requirements for improving the professional

level and activities of teachers have acquired new essence and content. Their pedagogical-psychological and professional skills have been significantly enhanced, along with strengthened communicative and didactic abilities.

• The development of a new assessment concept within the general education system has become one of the priority directions in the education sector development project.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. It is necessary to increase the number of widely accessible works covering the modern development of general education in the country, which could be useful for teachers. Efforts should be made to adapt the professional training of teachers who will work in general education schools to contemporary requirements. Considering the dynamics of the modernization of general education, the preparation of new research works will have important scientific-theoretical and practical significance.

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ВИКОРИСТАННЯ СУЧАСНИХ МЕТОДІВ ТА ТЕХНОЛОГІЙ НАВЧАННЯ В ЗАГАЛЬНІЙ ОСВІТІ ЯК КЛЮЧОВИЙ ІНСТРУМЕНТ МОДЕРНІЗАЦІЇ

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Анотація. Освіта завжди структурувалася відповідно до прогресу науки і техніки, поряд з розвитком суспільства. Так само вдосконалення змісту освіти, оновлення методів навчання, використання навчальних технологій та наочних посібників постійно залишалися у центрі уваги, що зрештою призводило до узгодження освітнього процесу з потребами суспільства. На початку 21 століття Азербайджанська Республіка стала незалежною державою і завдяки своїй незалежній, суверенній державній політиці досягла сучасного розвитку в галузі освіти, як і в усіх інших сферах. За роки незалежності Азербайджан швидко просунувся в різних сферах і став однією з провідних країн світу. Як відомо, освіта сама по собі охоплює широкий спектр та численні напрями. Це дослідження буде зосереджено саме на модернізації загальної освіти та її сучасних характеристиках розвитку. Сучасний розвиток загальної освіти в Азербайджанській Республіці вже почав давати результати. Інтеграція зі світовими освітніми практиками ще більше розширила її охоплення. Заходи, вжиті продовж цього періоду, вже принесли плоди. Протягом років незалежності було проведено низку досліджень, присвячених різним проблемам в освіті та освітньому процесі, і дослідження у цьому напряму тривають. Швидкий розвиток науки, техніки, і зокрема комп'ютерних технологій, створив умови для самовдосконалення та розвитку особистості. Отже, не лише ІКТ, а й нові методи навчання стали необхідністю епохи. Розвиток системи освіти та оновлення її змісту також призвели до змін та вдосконалення методів навчання. Укази, рішення та реформи, прийняті в галузі освіти у нашій країні, не лише забезпечують розвиток, а й сприяють оновленню. З цієї причини було б доречніше описати цей процес як «сучасний розвиток». Одним з ключових факторів, що визначають актуальність освіти у нашій країні, є саме процес оновлення. Як зазначається у статті, метод

навчання – це спільна діяльність вчителя та учня, спрямована на досягнення конкретних цілей у процесі навчання, і включає засоби та підходи для ефективного керівництва цією діяльністю. Метод навчання – це складний, багатогранний процес. Цілі, зміст, принципи, закономірності та форми навчання відображаються в методі навчання. Як складне та багатогранне поняття, воно виконує важливі функції. Нові навчальні технології надають пріоритет інтелектуальному та моральному розвитку учнів, забезпечуючи їхню активну участь у навчанні та дозволяючи їм чітко та логічно висловлювати свої ідеї. Методи навчання є потужним фактором, що забезпечує ефективність освітнього процесу. Зміни, що відбуваються у суспільстві та у змісті освіти, також призводять до оновлення стратегій навчання. Такі концепції, як інтерактивне та активне навчання, а також педагогічні технології, які зараз є реальністю, стають дедалі актуальнішими. Проблемно-орієнтовані навчальні технології, на відміну від традиційних, не базуються на наданні учням готової інформації. Натомість вони спрямовані на самостійне отримання наукових знань. Цей підхід ґрунтується на представленні проблеми та пошуку її рішень. Проблемно-орієнтоване навчання дотримується власної особливої методології. У інтерактивному навчанні кожному учню надається можливість висловити власні ідеї та погляди. Навіть найслабші учні залучені до процесу навчання та беруть участь у обговореннях. Це сприяє культурі слухання та шанобливої уваги до ідей однолітків. Однак це не означає, що роль вчителя применшується на інтерактивних уроках. Навпаки, підготовка та проведення таких уроків вимагає від учителя значних зусиль, відданості, професіоналізму та креативності.

Ключові слова: освіта; метод; навчальні технології; учень; учитель; модернізація.

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