APPLICATION OF INTERACTIVE METHODS OF TRAINING AT THE ORGANIZATION OF OUT-OF-CLASS WORK ON BIOLOGY

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In modern education, interactive methods of learning are gaining popularity, with the most effective combination of the material and the ability of students to make use of the knowledge gained in practice afterwards. In this regard, this research was carried out to test the effectiveness of interactive teaching methods in organizing out-of-class work.

Keywords: out-of-class work, interactive methods, environmental education

Out-of-class work is an important tool for the formation of the schoolchildren's environmental competencies. Out-of-class work makes volunteer-based, purposeful classes of students, that take place in their free time, under the supervision of the teacher, to excite and display their cognitive interest and creative initiative in expanding and supplementing the school curriculum on biology. Forms and methods of conducting out-of-class work are various.

Interactive learning offers the logic of the educational process that differs from the ordinary one: not from theory to practice, but from the formation of new experience to its theoretical comprehension through application. Interactive forms and methods of teaching are among the innovative and conducive to the activation of cognitive activity of students, independent comprehension of educational material. Interactive methods give the teacher an excellent opportunity to change pedagogical interaction, present it as a compulsory circumstance for optimal development of participants in the pedagogical process.

Formation of the schoolchildren's environmental competencies in the sphere of environmental protection through the use of interactive teaching methods will effectively solve the issues of sustainable development of the Republic of Belarus.

Out-of-class work was carried out on the basis of the Ostrovskaya secondary school among pupils of 8–11 forms,. Before and after the activities with the students, a questionnaire was given to determine the level of the students' ecological culture in order to make a conclusion about the effectiveness of interactive teaching methods. Based on the questionnaire data, two extra-curricular activities were developed. One extracurricular event included brainstorming and the composing of sinquane and was conducted with a group of students of 8 and 9 forms (27 students). The second extracurricular activity included the construction of a cluster and the composing of a sinquane and was carried out with a group of pupils of the 10th and 11th forms (23 students).

As a result of the research, it was found that the use of interactive teaching methods is effective in organizing out-of-class work in biology (the percentage of interested students in environmental activities grew from 36 % to 96 %). The most effective method for mastering new material is the cluster construction method (85,1 % of students coped with the task). These interactive methods are also effective in mastering the material and motivation for students, they help to keep the students interested and attract their attention to a particular environmental problems.

THE EXPERIENCE OF APPLICATION OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES OF STUDENT-ECOLOGISTS TRAINING

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The work evaluates the use of innovative technologies during the process of training on the "Human Anatomy" discipline.

Keywords: innovative technologies, computer technologies, method of discussion.

Educational technology - is a special set of forms, methods, ways, techniques and tools of teaching systematically used in the educational process on the basis of the declared psychological and pedagogical attitudes, which