METHODOLOGY OF TEACHING SPECIAL SUBJECTS IN INSTITUTIONS OF HIGHER EDUCATION

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Annotation: *This article discusses the problems of the methodology of teaching special subjects in higher education institutions. Moreover, the results of the analysis of the application of modern models and methods of teaching disciplines were described in detail.*

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The modern development of society is based on new ideas of the world of information technology. They play one of the important roles in the education system, which requires solving the problems of expediently taking into account the nature of the system-forming links between the components of the innovative educational system. The link for building a new education environment is integrated technologies built on a modern base of information and communication tools. The implementation of such technologies in the learning process will form the ability to projectively determine the future, responsibility for it, students' faith in themselves and their professional abilities to influence this future. The use of these technologies requires high competence from the teacher, i.e. possession of modern methods of coordinating the learning process in various fields of knowledge.

Currently, there is a trend towards the development of continuous education, which requires an increase in the flow of information, i.e. constant expansion and updating of knowledge in any area of life.

The teacher plays an important role in this learning process. They are responsible for the students, therefore they must control the subject of study, the style of communication with students, the educational environment, pedagogical equipment and technology.

The educational space is faced with new requirements that ensure the training of highly qualified, competitive personnel, appropriate and quickly adapting to the rapidly changing socio-economic conditions facilitated by informatization and technology.
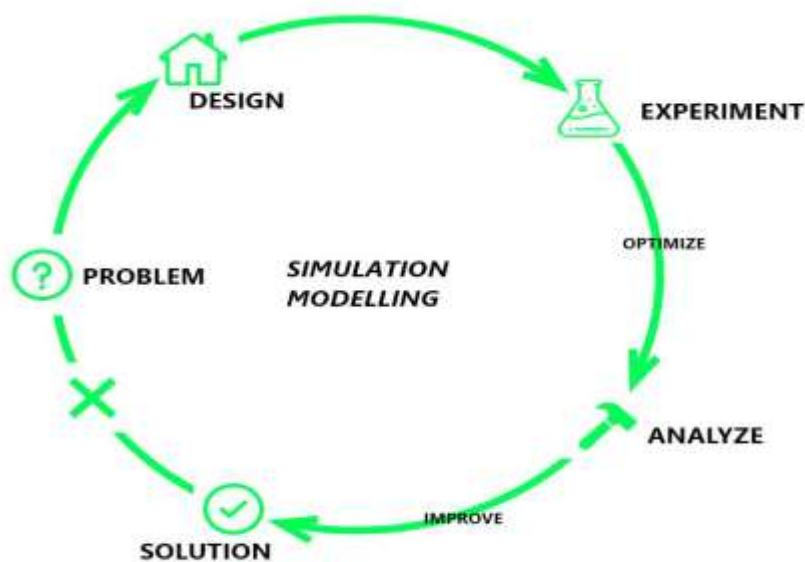
In connection with these changes, they began to think about designing a model of teaching methods, designing the content of the organization of meaningful educational information, the pedagogical activity of the teacher and the educational work of the student in the educational space.

In pedagogical practice, student-centered teaching methods began to be used, as they contributed to increasing the effectiveness of the material provided to students. In this

process, the activities of the teacher in the implementation of such teaching methods can be divided into several components: motivation for educational activities → target setting → determination of the content and order of the educational activities of students → the actual teaching activity of the teacher → management of educational and cognitive activities of students → summing up → forecast for improving the choice teaching methods.

When choosing a learning model, it is necessary to take into account especially important factors of the learning environment, which are associated with both pedagogical and psychological aspects. And therefore, it is necessary to classify learning models according to the nature of educational and cognitive activity on

– simulation models;

- non-imitation models.

All educational institutions often use graphic organizers in order to consolidate and evaluate the materials covered. As an example, we can present examples of the application of this technique in the process of teaching special subjects of our university. The most important part of education is teaching students to think independently, accept and assimilate the material presented. The future of potential specialists in our country mainly depends on the self-study of students and the competence of teachers.

The teaching of special disciplines in higher educational institutions includes the study of the possibilities and methods of studying selected disciplines at a professional level, the study of modern teaching methods and the possibility of obtaining available skills for their application, as well as the development of methods for the final control of students' knowledge, special disciplines. The learning process in higher educational institutions should encourage students (bachelors, specialists, masters, etc.) to use the acquired knowledge in practice and in solving the tasks assigned to them. Also, it is important for a teacher to correctly present the topics of his disciplines in a higher educational institution. The teacher must take into account the individual characteristics of students, their age, and the degree of workload.

The teaching method is a set of techniques and the ordering of the teacher's actions aimed at achieving the set learning goals. There are several main methods of teaching special disciplines in higher educational institutions, with an in-depth study of both humanitarian and technical specialties:

1. Inert - this method is used to teach students of any course and specialty. It is aimed at listening to lectures in the classroom, where students take a passive role of listeners and obey the directives of teachers, and the teacher, in turn, is an actor and manages the course of the lesson. This method of teaching, according to modern pedagogical technologies, is the most ineffective, but sometimes this method works well, for teachers with good experience, and when working with students who have clearly set goals aimed at in-depth study of the proposed disciplines

2. Intensive - a method where students are not passive listeners, but active participants in this lesson. In this type of lesson, the teacher and students are on an equal footing. Students can ask questions and have an active dialogue with the teacher.

A good teaching methodology ensures the unification of the interests of both the teacher and students, based on the combination of the need to study a special discipline with positive motivation for mastering this course. The effectiveness and quality of conducting a lesson on a subject is determined by the professional talent and methodological skill of the teacher. He must be able in each specific case, from the whole variety of existing forms, methods and means of teaching, to select the most rational ones, taking into account the specific characteristics of the contingent of students, personal level of training, and his practical experience.

As a result of the use of modern methods, we can say that in the educational process, the emotional response of students to the process of cognition, the motivation of educational activities, the interest in mastering new knowledge, skills and their practical application, contribute to the development of students' creative abilities, oral speech, the ability to formulate and express their own ideas. point of view, activate thinking.

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