

INNOVATION OF EDUCATION THROUGH ACTIVATING TECHING METHODS

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Abstract:

In the contribution, we deal with activating teaching methods. We point out the specifics of activating teaching methods and compare them with traditional teaching methods. We indicated the possibilities of educational innovation also with the use of activating teaching methods.

Key words: educational process, didactics, creativity, activating methods.

Introduktion

In recent years, we had the opportunity to record a huge change in the organization and financing of education and science. It is possible to notice shifts forward, but also steps back. Education is undergoing various reforms, a certain competition has arisen in the form of church and private schools. Municipalities and regions took over the financing and management of schools. Another change can be sensed through the exchange of textbooks. However, it is not possible to find so much information about the concretization of new procedures in the form of activating methods of the educational process. The philosophy of education formed in the framework educational programs has come to the fore, emphasizing the teaching and learning of general skills, which include communication, critical thinking, independent work with information, creativity and social skills. Pupils cannot acquire these skills only through classical teaching methods, in which pupils are passive receivers of information. It is necessary to change learning

through innovative methods into an active, communicative activity, during which, on the contrary, students will actively participate in the teaching process.

By using activating methods, the teacher becomes more pleasant, interesting and fun for the students. If the correct motivation of the students is added to this, better quality results should naturally occur in education. Student motivation is a big problem in today's secondary vocational schools. Learning is boring and cumbersome, student results are limited due to stereotypes in the teaching process, he points out (Oberuč, Zapletal, Porubčanová, 2015).

Not even the fact that nowadays there are more students with learning disabilities in secondary schools and the teacher should be ready and able to include such students in teaching. For example, activating teaching methods can be very helpful for this as well. With the help of activating teaching methods, it is possible to achieve educational goals more efficiently and quickly. Also, better development of key competences and achieving better educational results.

Mutual communication between teacher and student is implemented in the teaching process through teaching methods. More precisely, according to Maňák (2003), the teaching method can be characterized as a coordinated system of the teacher's teaching activities and the student's learning activities, which is aimed at achieving the teaching goals set by the teacher and accepted by the students.

Teaching methods are an elementary part of school didactics. The method is part of the factors that affect the course of teaching and mediate the transfer and acquisition of knowledge, skills and habits. The effectiveness of the methods used is directly related to the goal and result of teaching. It is not possible to clearly determine a universal method. The practical use of teaching methods is influenced by the developmental and individual characteristics of pupils and the specifics of the subject. The new concept of upbringing and education promotes the teaching model that supports the independence, creativity and activity of students.

Activating methods

In addition to the appropriate choice of method and teacher's actions, the students' willingness to learn is also an important part. Because unless the student shows his personal activity in learning and teaching, every super method or aid will remain without effect. The authors Čadílek and Loveček state: „The teacher chooses teaching methods in professional subjects in such a way that he respects the regularities of the teaching process and at the same time that the

teaching is conducted in the sense that the pupils do not only receive ready-made knowledge, but on the contrary, that they work independently and, as far as the content of the curriculum allows, they themselves recognized and discovered new connections and possibilities of using their own acquired knowledge.“ (Čadílek, Loveček, 2005, p.42)

The school typically ranks among conservative institutions that tend to preserve established ways of working. At the same time, however, the school must adapt to the surrounding world and the rapid development of technology in recent decades. All over the world it is shown that the use of purely traditional teaching methods is failing. Based on new concepts of the educational process, activating methods are gradually coming to the fore. Emphasis is placed on the direct participation of pupils in the teaching process, their involvement in teaching activities, Pupils think and solve problems. The essence of activating methods is in the student's individual approach to education. But this does not mean that teaching turns into self-study and that the teacher recedes into the background. In this system concept of the educational process, each article of the system has its own irreplaceable role, which is also fulfilled by the teacher in activating methods. The function of the teacher as an advisor and guide is very demanding, because although he directs and helps, the goal itself is achieved by the student (Čáp, 1990).

Information and knowledge are the main driving force of the development of modern society. This fact puts pressure on the school to handle the increase in knowledge with the procedures that have prevailed so far, i.e. by storing in memory. However, the student can no longer assimilate such a large amount of information using the traditional procedure, which is why the students feel disgusted and overwhelmed. Therefore, it is necessary to lead the student to activity using new methods. Based on the methods, we achieve the most success in the education of pupils (Bursová, Akimjaková, 2021). Professional literature speaks of the need for a new culture of teaching and learning. Activating methods get the word.

Čáp (1990, p. 149) lists four aspects characterizing the personality in terms of their manifestations, namely: „temperamental, motivational, operational and cognitive aspects, which participate to varying degrees in the attitudes and activities of the personality.“ The activation of pupils in the educational process means a focus on personality development, on the growth of competences, on reaching ever higher horizons. Activity is necessary for improvement, but it is not the final result of education. The opposite of activity is the passivity of pupils, which reflects the lack of interest of pupils and also hinders the educational process. The next level of personality development is creative activities. Creativity

is understood as a human quality manifested by self-realization in the creation of something new. Due to age, equipment and focus, creative activity has a different focus and different level. Activation methods offer students the opportunity to progress towards independence and creativity, i.e. more accurately and holistically perceive, recognize and experience active stimuli, sharpen their perception and thinking, successfully solve problems, and communicate objectively and successfully (Hanuliaková, Porubčanová, Hasajová, 2016).

We have to realize that it is not possible to induce pupils' activity with directive interventions and instructions, but it is necessary to look for ways to stimulate, inspire, motivate and sensitively guide pupils in finding their own path in the desired direction. It is necessary to take into account that even activating methods have their limits and pitfalls, they should not lead to uncontrolled playing or to the realization of untargeted attempts. In today's time, when television and computers lead to passive reception of new information, innovative activating methods help students develop the necessary traits of an active personality. Knowledge gained in this way is more solid and permanent (Maňák, 2003).

Effectiveness of teaching methods

There are a large number of activating methods, procedures and their variants. Due to the possibilities of this work, I will select some.

Discussion methods - unlike the interview method, the teaching method of discussion is defined as a form of communication between the teacher and students, in which the participants exchange opinions on a given topic, present arguments for their claims based on their knowledge, and thus jointly find solutions to the given problem (Maňák, 2003).

The basis of all discussion methods is mutual communication, note Oberuč, Zapletal, Porubčanová (2015). The mutual discussion of all participants, alternating questions and answers and, last but not least, the group format, differentiates the discussion from a directive interview. In the discussion, each member gets the opportunity to actively participate and express his opinion, by which he participates in the conclusion of the discussion. The discussion requires engagement, therefore it has a strong activating potential. It also requires a certain maturity of the participants, as it places demands on the decency of speech, formulating thoughts and respecting other opinions. A frequent case of exchange of views is a debate. It can be competitive, partnership, etc. It is defined as a formalized way of conducting a dispute, when individuals or groups discuss

with the aim of reaching a favorable decision. A specific form of discussion is the „snowball method“. It consists in the students' common familiarization with the topic. First, they discuss it in pairs, then they join into fours and then into larger groups, until all the participants - pupils of the class - join the discussion. Another type of discussion is a panel discussion. The basis of this discussion is the so-called a panel made up of experts who comment on the issue among themselves from their point of view and then start discussing it with the other participants. Various types of conversations are the prelude to a developed discussion, which are often also a means of student activation. In addition to the heuristic conversation, the Socratic conversation also carries an activating charge, which provokes thinking and taking a position with targeted questions.

Heuristic method - in this exploratory-heuristic method, the teacher poses a problem, the students state hypotheses, propose solutions, draw conclusions, reveal connections between phenomena. The student is guided by the teacher's question to solve the problem independently and uses exploratory cognitive techniques, i.e. he observes the object of his interest, compares, evaluates, documents, discovers and evaluates new knowledge. Finally, he answers the teacher's question. The simplest is a problem question starting with the adverb „why“, which should be heard many times in the lesson. This method can have different levels of difficulty, so it is applicable for every age group.

Socratic method - in these dialogues the teacher takes the leading position. With questions, comments and pointing out disputed points, the teacher tries to achieve productive uncertainty in the students and thus lead them to knowledge. The prerequisite for the success of this method is the students' previous knowledge. It is necessary to think in advance about the content of the questions and their sequence, while the given problem must not be beyond the pupils' abilities.

Situational method - also called case study. The situational method is based on solving model situations, selected from different areas of life. This method follows the need to connect school with life. Pupils will receive a description of a situation or case that happened in practice, together with tasks to solve it. Case methods contribute to the development of creative thinking and the application of theoretical knowledge in practical situations. They develop the skills to discuss, argue and defend their opinions. For the teaching process, a case must be chosen that is in line with the teaching objectives, and students must have access to the facts and data that are necessary to solve the case. Individual cases should be chosen in accordance with the mentality and educational level of the pupils.

The staging method - it is dynamic, students play certain roles and in the subsequent discussion they try to find a way out and a solution to the problem.

Staging methods are based on old traditions of presenting various events, rumors, myths in model situations.

Didactic games – are activities that develop the student's personality in a playful way. Every didactic game should contain a didactic goal, a sufficiently attractive subject, a reasonably difficult task, clear and well-thought-out rules, the right motivation, a suitable environment and a general atmosphere. By following the rules of the game, learning self-control, losing and winning, students socialize. Project teaching - a teaching project can be characterized as a complex work task, during the solution of which students simultaneously acquire new knowledge and skills. It is characterized by the highest degree of independence of cognitive activity. Pupils are given the task of solving a real problem. First, they propose a solution plan, activities to solve it, then they publish and defend the results of the work on the project. Pupils also engage in problematic activities outside of school.

Open teaching - represents a modern method of teaching... when using it, the relationship between teachers and students and especially the relationship with their activities during teaching changes in a fundamental way. Teaching is opened up, students are given much more freedom in deciding how to get hold of the learning contents. Pupils are free to choose the activity they want to engage in and which should be a way for them to learn specific subject matter. The freedom to choose an activity associated with responsibility leads to the fulfillment of educational goals and also to better memorization of knowledge.

Learning in real-life situations – a stream of modern pedagogy that tries to compensate school work with experiences from real life, and to strengthen the student's activity, experiences, interests and needs during learning.

Computer-supported teaching - nowadays we have at our disposal didactic games, electronic textbooks, encyclopedias and also various programs designed to practice the material. Not to mention that the Internet and computer literacy is considered a basic requirement for education. Connecting the computer with additional devices, e.g. printer, scanner, data projector, interactive whiteboard, significantly enables us to improve the quality and speed up our work.

STAD (Student – Team – Achievement – Division) – the author is R. Slavin. The teacher divides the class into 4-member heterogeneous groups ... with different levels of achieving study results. The teacher will explain the subject matter and the group work is aimed at ensuring the mastery of the subject matter. The output is a control work on which everyone works independently. The result achieved by each student is compared with the average result of the group and the reported difference is valued in grades. Points are assigned to the group based on

each student's improvement compared to the previous period.

TGT (Teams – Games – Tournaments) – by De Vries and Slavin. Heterogeneous groups are assembled according to the principles of the previous method. In this method, instead of a test, a tournament is organized, during which students compete with members of other groups and win points for the group treasury.

Both methods are aimed at ensuring that even a student achieving less satisfactory academic results can be successful, because he works and improves compared to his previous performances.

In general, it can be stated that the basic aspect of the optimality of the choice of method is its pedagogical effectiveness.

The teaching method is effective if:

- *informative supporting* – provides students with full-value information on the relevant issue, at the same time provides a broader perspective than scripts, textbooks, contributes to the creation of students' competence,
- *formatively effective* – develops students' cognitive processes, shapes their personality,
- *rationally and emotionally impressive* - activates the student to learn and learn,
- *in accordance with the system of science and knowledge* - to respect scientific terminology and new knowledge of science, relationships between known objects and phenomena; to ensure learning in accordance with the logical regularities of the teaching process and learning,
- *educationally effective* – the teacher uses the relevant content in such a way as to influence the development of the student's moral, aesthetic, social and work profile,
- *didactically economic and time efficiency* of achieving the educational goal,
- *natural in its course and results* – mediates the issue,
- *natural and non-violent* - so that students understand the content and are able to use it in further learning,
- *usable in practice* - so that students can apply the issue in further activities and practice based on it, it brings school closer to life,
- *adequate for the teacher* - it is a professional, but also pedagogical-psychological prerequisite and personal, character traits,
- *adequate for the student* - to respect the age and individual characteristics of the students (Hnuliaková, Porubčanová, Hasajová, 2016, p. 74).

Activating methods are definitely suitable for developing students' thinking and creativity. We also consider them to be beneficial in developing communication

and cooperation between students, and last but not least, they increase interest in the topic discussed.

Today there are many methods, both traditional and activating. It is not possible to use only activating methods. Therefore, it is necessary to find a suitable balance between activating and classical methods. It is important to think about which of the methods will be the most beneficial for the given issue and will help to fulfill the goal of the teaching process.

Conclusions

Of course, it is also necessary to think about the fact that the activating method will also interest the pupils. Currently, secondary vocational schools have been dealing with the problem of student motivation for a long time. When it is necessary to cover a large amount of subject matter, students often cooperate little, they are not interested in the subject matter covered. Often times, even learning is boring and cumbersome, the results of students are thus limited due to the stereotype in the teaching process.

It is therefore very important that the teacher is ready and able to involve such students in the lesson. Creative and activating teaching methods should be helpful in this. With the help of activating teaching methods, it is possible to achieve educational goals more efficiently and quickly. Also, better development of key competences and achieving better educational results.

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