The Use of the Jigsaw Method in the Development of Professional Training of Future Teachers

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ABSTRACT

This article describes the importance and features of the use of interactive technologies in the process of training future teachers in the higher education system. The content of the jigsaw method, the stages of application, the essence, advantages, conclusions and recommendations are also given.

Keywords: Higher education system, future teachers, interactive methods, jigsaw method, small group, cognitive activity, professional qualities.

Scientific research is carried out on the formation of professional competencies in teachers of secondary schools by raising the level of educational quality to a new level by means of improvement innovation achievements in World educational and research institutions, preparing future teachers for professional pedagogical activity, creating new paradigms of teaching and effectively using didactic capabilities of interactive technologies. In this regard, the application of modern pedagogical and information and communication technologies, as well as interactive educational methods, in the course of the lesson is of great importance in achieving the effectiveness of the quality of education in the process of training future teachers in the higher education system [1].

The essence of interactive education is that the educational process is organized in such a way that all students of the group are involved in the educational process, having the opportunity to dream and reflect on what they know and think. The joint activity of students in the process of mastering, mastering educational material means making a unique individual contribution of each individual, exchanging knowledge, ideas, methods of activity. In addition, it occurs in an environment of benevolence and mutual support, which not only allows you to acquire new knowledge, but also develops cognitive activity, transferring it to higher forms of cooperation [3].

Interactive methods of Education help to solve the following problems:

- in those who receive education, their interests in science are formed;
- the learning material is optimally mastered;
- students are considered necessary in their individual search for ways and options for solving the problem, the development of intellectual independence;
- in the education of working in a team, attentiveness to the opinion of others is formed;
- teaching everyone to respect their right to their own opinion, their dignity;

- formation of reciprocal movement among learners;

- the formation of professional and life skills, relationships, thoughts in students.

In the effective use of interactive educational methods in the process of Higher Education, the Jigsaw method can be recognized.

Another approach to organizing education in groups was developed in 1971 by the American psychologist scientist, professor Eliot Aronson, and was called Jigsaw [4].

It is a collaborative learning method that ensures both individual responsibility and achievement of team goals. This process takes its name from the puzzle, since this process involves combining pieces of the task to form a complete picture of a puzzle-like task. The task is divided into parts, the group is also divided into the same number of groups as the task. Each of these groups is given a separate topic and allowed to get acquainted with it. These groups are mixed and new groups are formed, consisting of members of each group.

The Jigsaw method is implemented in the following steps:

1. Students work on a task that is divided into groups of 4-6 people and divided into pieces (blocks of logical or certain meaning). Each member of a small group is assigned to work on a small topic that is considered a component of the topic to be mastered. The student works on the task assigned to him, collects information and assimilates the material.

2. Then students studying in the same but different small groups meet as experts on this topic and Share this information. This is called an" expert meeting". For example, students who are engaged in the study of the concepts of the introductory part of science meet as a team of specialists, collect information, share with experts on their topics and repeat their presentations. This is called the" expert " group. This is especially useful for students who may have difficulty learning or arranging their part of the assignment, as it allows them to hear and practice with other "professionals".

3. They then return to their subgroups to teach them everything they have learned. They, in turn, report on their part of the task (like the teeth of a saw). At this stage, students learn to listen carefully to colleagues, independently understand new material, ask and answer questions.

Since the only way to master the material of all blocks is to listen carefully to teammates and record the necessary ones, no additional effort is required from the teacher. Students are interested in the conscientious fulfillment of their duties by their comrades, as this is reflected in their final assessment. Each student and the entire team report on the entire topic.

4. At the final stage, the teacher can ask any member of the team to answer any question on this topic. Or the level of knowledge acquisition of all students can be determined by the test method, in which the average value of the acquisition performance of students in each subgroups can be calculated and the ranking of subgroups can be determined.

At the stages of this educational process, the following psychological and pedagogical qualities are formed and developed in students:

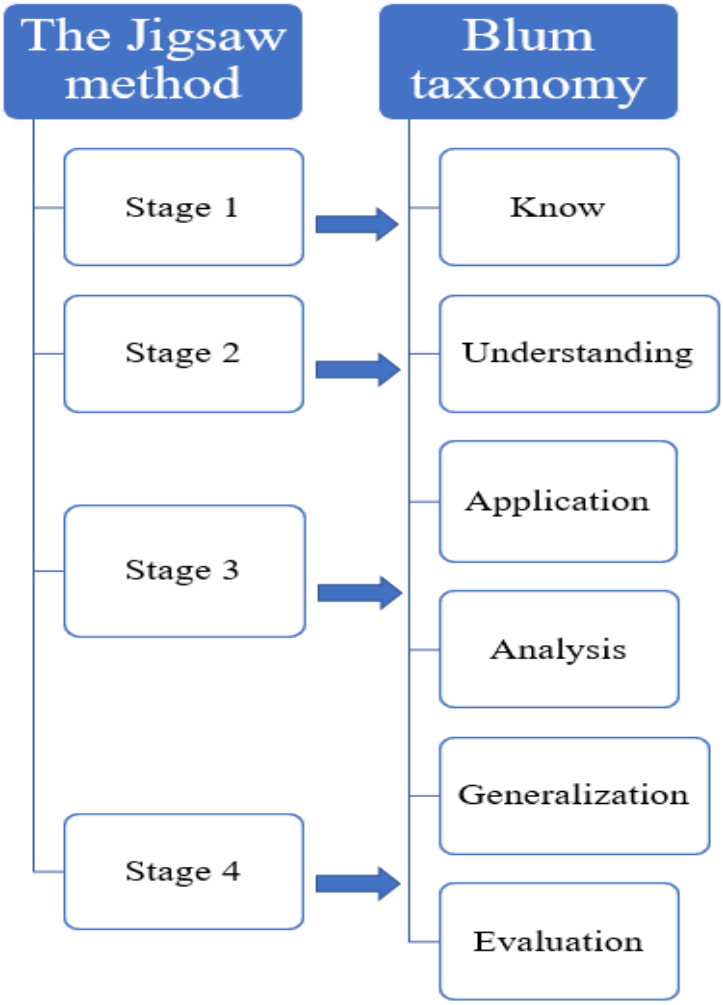
At Stage 1-to realize the task and problem, to get down, to work on oneself, to work independently on a given task;

In Step 2-to state one's opinion, listen and react to the opinion of others, to reason, to perceive, to imagine, to draw conclusions;

Stage 3-attentiveness, lucidity, comprehension, perception, thinking, comprehension skills, solidarity among teammates, speech culture;

At Stage 4-professional qualities develop, such as memory, thinking, generalization, decision making, responsibility, etc.

Comparing the knowledge, skills and competencies that are formed in students in the process of applying the" Jigsaw " method and the definition of the educational goal with the taxonomy of the Blum, it can be expressed as follows [2].



The advantages of the Jigsaw method for teachers can be attributed to:

- easy to learn;
- is one of the most effective methods in terms of factors affecting the quality of Education;
- similar to the game, which significantly increases the activity of students;
- can be used in conjunction with other pedagogical methods;
- application mucinality within one lesson;
- does not require material materials.

The "Jigsaw" method really provides the necessary conditions for increasing cognitive and speech activity of learners, giving each student the opportunity to have sufficient verbal practice to develop the necessary skills in the development of new material, deepening knowledge, developing abilities, expanding their worldview and improving their communicative competencies [5].

In place of the conclusion, it is worth noting that the use of the Jigsaw method in the educational process leads to the fact that educational efficiency is high, calculated from its main factors, and on the basis of this method, students are motivated to study, learn and work on themselves. Students also develop self-confidence, the formation of group work skills, the ability to listen to the opinion of each other, respect for each other and other human and creative-professional qualities. Therefore, the formation and development of the above pedagogical-psychological and professional qualities is of great importance in the development of future teachers as a competent person and a qualified specialist.

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