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A Paradigm Shift From "Teaching" To Learning "

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ABSTRACT

The article discusses the learner-centered and creative approaches, which is directed to improve educational process. The author describes approaches, methods and techniques, which develop cognitive activities of different levels.

KEYWORDS

Education, development, creative process learner-centered approach, methods, professional skills

INTRODUCTION

The main goal of the modern general education system is to focus on each student and on the results achieved by him. Accordingly, in the center of the personality-oriented educational process are the student, his development, creativity and the result he has achieved. Result orientation implies not

only memorization by the student of the information transmitted to him, but also the transformation of this information into stable, dynamic and functional knowledge, i.e. development of appropriate skills.

THE MAIN RESULTS AND FINDINGS

In all school collectives, an attitude is needed for initiative and creativity, for the development of the need for creativity in every student. All this opens up new problems for teachers. The actualization of the problem of educating a creative personality makes it necessary to introduce something new into the teaching methodology, to ensure a higher level of independence of schoolchildren and trust in them. The teacher, who primarily values obedience in children, expects assent from them, does not challenge them to a lively exchange of views, does not look modern today.

If the teacher speaks in the lesson, and the children listen, it means that he is working alone, and the children are “in creative simple”. Today, you cannot build a lesson like that.

The main intellectual quality that needs to be brought up is the productivity of thinking, that is, the ability to create something new, something that was not there before, to achieve a result that has novelty and social significance. A fresh look at the familiar, expressed by a student, a guess, an original work plan, an interesting proposal - all these are the results of the productivity of thinking.

Thus, there is a paradigm shift from “teaching” to “learning” and encourages a shift of effort from teacher to student [1]. The main idea of active learning is to teach the student to collect new information by comparing old and new knowledge, to draw conclusions independently.

With this approach, the student is an active participant in the learning process. The teaching methodology takes into account the

interests of students in the learning process as much as possible, their stimulation so that they can analyze and interpret facts, phenomena and concepts.

Learner-centered learning is an instructional approach in which learners can influence the content, activities, materials and pace of learning. This learning model places the learner at the center of the learning process. This learning process provides an opportunity for the teacher to gain additional time to help each student develop a deep understanding of the subject, and provides a personalized approach to students who learn in different ways to achieve their goals [2].

The activities of children should develop in such a way that there are more creative elements in it, and therefore, that it requires more and more profound activity from the individual. It is necessary to develop all the abilities in the child, but especially those that most fully reflect his individuality.

The teacher is responsible for the fact that each of his pupils has maximized their potential. For this, it is necessary to persistently and patiently discover the abilities of each student, to increase his creative potential. It is necessary to develop actively - the creative aspect not only in the mastery of the basics of science by schoolchildren, but also in ideological, moral, labor, aesthetic education. It is important to form a person who knows how to bring creativity into all spheres of life and activity, to enrich the surrounding reality with it.

With a student-centered approach, the teacher gives students the opportunity to learn on their own. The educator develops skills in them that

they must use effectively. This approach includes methods such as actively using experience in teaching instead of lectures, participating in role-playing games of students, solving open problems and those problems that require creative thinking that cannot be solved only by following examples from the text.

Thus, the creative process is another important factor for the implementation of a person-centered approach.

Creativity requires a particularly high level of dedication, the desire to overcome the boundaries of their capabilities. Also, creativity helps to develop a personality harmoniously, versatile and holistic.

Creativity shouldn't be a rare occasion in the classroom. All the life of the guys you need to penetrate them. We need an attitude to creativity in cognition, work, communication, any collective affairs, in organizing students' free time. [3].

It is important that children are free to choose their own business. But it would be a mistake to think that it is enough to give the child free time and he will find something to do that interests him. No, interest in a useful business must be instilled, otherwise, during leisure, the child will learn to simply sit back. We must give the child to independently try their capabilities in various activities. And this requires not only an extensive network of circles, which everyone would have to attend, but also a multifaceted extracurricular activity of schoolchildren, in which children could satisfy their versatile interests.

The constant companion of creativity is discipline and hard work. Without instilling

these qualities in schoolchildren, it is impossible to achieve the maximum development of their personality, to form people whose creative potential will be maximally realized in socially useful matters.

It's easier for creative people to succeed. After all, they always have a lot of ideas. This can and should be learned. We must look for a creative person in ourselves, develop creative abilities, learn to think in an interesting and non-trivial way.

Consequently, an active lesson should be planned so that the teacher can help students to build (construct) knowledge themselves, find the meanings and relationships of objects, and analyze themselves. This increases the activity and interest of the students. Student-centered learning forces students to be mentally, and often physically, active in learning through activities that include gathering information, thinking, and solving a problem. Properly implemented student-centered learning can lead to increased motivation to learn, longer retention of knowledge, deeper understanding and a more positive attitude towards the subject being studied.

Active learning requires a learner-centered learning “environment” in which attention is focused on learners' activities and behaviors, which is a key indicator of what learners have learned. It is naturally recognized that the teacher is considered a priority, in the end it is the teacher who develops and implements the learning environment, but the attention here is clearly focused on the students.

Student-centered methodologies include a wide range of tools that enable students to

participate in the learning process. Student-centered learning strategies develop students' literacy and critical thinking skills in a supportive classroom environment.

At the same time, student-centered teaching methods do not mean permissiveness. They have structure and limits. Ground rules should be established and clear to everyone from the very beginning. It should be noted that when a teacher interacts with students and between students, the dialogue itself is insufficient if there is no interaction. The quality of this interaction is critical to the quality of the teaching.

In learner-centered learning, teachers use a variety of ways to involve learners in subject matter through hands-on experience and group activities. In classes that provide such instruction, students work in a team, and even if they are not particularly interested in the subject, the roles assigned to them within their teams will keep them and their thoughts occupied.

The teacher must understand that learners have different levels of motivation, different views on teaching and learning, and different views of the particular classroom environment and practice. Thus, teachers must know how to formalize and communicate their knowledge to students so that they are interesting to students and involve them in the learning process, because this leads to increased academic performance. The better teachers understand these differences, the better they can meet the diverse learning needs of all of their students. The teacher plays an influential role in creating a good and memorable learning experience for students. A good learning experience, in turn, motivates learners to put

more effort into learning more intensively, to overcome difficulties.

Responsibilities of the teacher to ensure the effective teaching of students. Well-implemented student-centered learning helps students learn and achieve their goals.

The basic principles of student-centered learning in relation to the teacher-student relationship are:

- Students take on more responsibility for their learning;
- Student participation and involvement is essential for learning;
- More equal relations between students contribute to their growth and development;
- As a result of training, the student sees himself as different. [4].

The use of these techniques by teachers also stimulates professional and personal growth. Every day the teacher will study the life of the class. This should be stimulating and satisfying for teachers as they provided a supportive environment for their students.

So, once again, we denote that student-centered learning places students at the center of the learning process, views classes as student communities; prepares them to be successful both in and outside the classroom. Educators using student-centered learning design structures that focus on a shared commitment to learning. They view individual and collective learning as the most important goal of any educational experience.

CONCLUSION

In this article, the briefly described approaches and techniques are certainly aimed at improving the methodological training of teachers, which contribute to the development of the ability to solve problems at different levels. Note that the presented approach allows you to most fully activate the work of each student and involve them in making independent decisions using modern resources. The process of assimilating knowledge becomes more stable, students acquire skills and abilities to apply certain methods of independent decision. Of course, the knowledge acquired later will make it possible to form a certain basis for a successful professional activity. Such an organization of training makes it possible to make classes more interesting, and the preparation of students becomes better, more active and optimal.

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