

**Ministry of Education and Science of Georgia
Akaki Tsereteli State University**

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Ekaterine Losaberidze

**Modern Pedagogical Technologies of Planning and
Delivering a lesson**

**03.01 Theory of Education
The Dissertation of PHD**

The Abstract

**Kutaisi
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The work is performed at the Pedagogic department
Of Akaki Tsereteli State University

Research Director: Imeri Basiladze

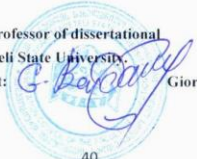
Official Estimators:

1. The professor of Batumi State University - Lela Tavdgiridze
2. The professor of Telavi State University - Davit Makhashvili

Maintenance of Thesis will be held at 13.00 on July 3 2018, on the
dissertational board meeting of Akaki Tsereteli State University
Pedagogic Department.

The address: Auditorium #1114. I Building, Tamar Mephe Street,
Kutaisi 4600

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Scientific Secretary, professor of dissertational
board of Akaki Tsereteli State University,
Pedagogic Department:  Giorgi Berdzulishvili

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Overall Review of the Scientific Work

The actuality of the PH.D thesis: The essential changes are taking place in the educational system of Georgia. Sharing the Western experience is the main direction to be followed. Our country carried out a range of reforms in order to transform post - Soviet educational system, They should respond to rapidly changing demands and should also be competitive throughout the world.

A new model caused essential changes in the process of teaching. The methods, tasks, methodology have also been changed. One of the fundamental directions is the teaching process itself which is focused on a child. It's quite constructive, active and collaborative.

The historic reality shows that the influence of Soviet educational system is distinctive. It is expressed traditionally by the leading role of a teacher in teaching process and the methods they use.

A new innovative lesson which is equipped with new methods, technologies, appears from the beginning of the 21st century. The center of this process is a child, who is actively involved in it. A teacher is a facilitator, who gives instructions. By this method a teacher-focused lesson is being gradually replaced by a child-focused lesson. Personal experience, interests, abilities and knowledge of each child should be taken into consideration. Active teaching process increases students' responsibilities, active involvement and motivation.

At the beginning of the 21st century the works of the following authors were published: K.D. Muri, D. Muijsi, D. Rainold, J.L. Steel, K.S. Meredil, Charles Temple, C. Gordeziani, G. Jinkhadze, I. Basiladze, A. Nargizishvili, S. Lonzhanidze, K. Melashvili, Z. Tsutskiridze, S. Gorgodze, S. Janashia, N. Imedadze. They discuss the necessity of implementing different teaching methods.

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We consider that it's very important to study the new reforms and technologies, as the quality of the whole teaching process depends on it. It isn't correct to refuse every aspect of the former educational system. The lesson is still considered to be the main form of organizing teaching process. It will be reasonable to use the combination of traditional and modern methods of teaching.

We reckon that modern pedagogical society realizes the necessity of modern educational paradigms, which play a very important role in developing a modern individual. Pedagogical, educational and teaching technologies are being implemented.

Summarizing all the above-mentioned, we can conclude that our thesis "Modern Pedagogical technologies of planning and delivering a lesson" is quite up-to-date in educational space and this research will help the current educational reform of Georgia. It will deepen the positive attitudes toward modern teaching technologies.

The goal of the research is to show the advantages of implementing modern pedagogical technologies in teaching process while planning and giving a lesson. To compare them to traditional characteristics of teaching methods and to reveal the advantages of combining modern technologies with traditional ones.

Research Subject is to reveal specific characteristics of traditional teaching, lesson model, theoretical basis of teaching, pedagogical technologies, to plan the lesson and to work out recommendations.

Research Object is to work on scientific, pedagogical and methodological literature connected with PH.D thesis, the necessity of implementing contemporary pedagogical technologies at a modern lesson.

The aim of the PH.D is to study the specifics of pedagogical and didactic attitudes toward the teaching process while planning the lesson. Also to analyze the basic characteristics of traditional teaching methods and to

study pedagogical and methodological basics of Western model. In particular:

1. To analyze the lesson as the main form of organization the teaching process in connection with modern tendencies;
2. To reveal the main characteristics of traditional teaching process;
3. To reveal specific characteristics of lesson development;
4. To define teachers' attitudes towards the detailed planning of the lesson and using the modern pedagogical technologies at the lesson;
5. To analyze the reasons for the lack of motivation at the lesson. To give recommendations to increase motivation;
6. To analyze self-constructing learning and self-assessment; How new technologies are implemented in modern teaching process;
7. To represent the lesson not only as a form of organizing the teaching process, but also as a mean of revealing cognitive, intellectual and social development;
8. To plan a lesson by combining positive aspects of traditional and innovative methods and to implement them at school.

The theoretical and methodological basis of the research consists of:

- Classical teachers' ideas;
- The human and democratic ideas of education;
- Didactic principles of the lesson;
- The ideas of imaginative and interactive teaching;
- The teaching concepts focused on a child.

Research methodology. While working on the thesis we have used various methods. Actualization of historic, original and translated resources. Selective, comparative, contrastive, descriptive, assessing methods on the basis of various schools.

The main stages of the research. The research is divided into different stages:

• **The first Stage** : It includes the choosing of the topic, stating its actuality. To find certain science fiction, to study monographs, scientific articles(original and translated ones). Defining the essential directions of the research.

• **The second Stage** : to search didactic-methodological basis of a traditional lesson.

• **The third Stage** : To analyze a didactic model of a traditional lesson.

• **The fourth Stage** : To choose the methods of research. To define the research strategy, to choose a particular group involved in this process.

• **The fifth Stage** : To reveal research methods; to realize survey methods, pedagogical-didactic analyses of the given material, to finalize the thesis.

• **The research hypothesis.** The importance of modern technologies in teaching process while planning the lesson should be discussed in details. Objective analysis would show advantages and disadvantages of implementing interactive teaching methods. The combined usage of traditional and modern teaching methods guarantees the high quality of education.

The Scientific innovation of the research:

1. The following issues were represented clearly in Georgian educational system: management of Jesuit schools, classroom-lesson system, selecting the teachers, pedagogical technologies of educating and upbringing students.

2. The significance of planning a lesson based on modern pedagogical technologies to increase the quality of teaching process is thoroughly discussed in our research.

3. According to pedagogical and psychological analysis we have elaborated certain recommendations for discussing the issues such as

choosing teaching methods, planning the lesson, revealing controversial items connected with motivation.

4. To plan the lesson by combining the positive aspects of traditional and innovative methods in teaching. To define its importance in mastering knowledge and skills effectively.

A lesson is a mean of students' cognitive, intellectual, motivational and social development.

Theoretical value of theresearch: to study modern pedagogical technologies of planning and delivering a lesson will make it possible:

• To combine positive aspects of traditional lesson with innovative teaching methods;

• Various interactive teaching methods and pedagogical technologies will promote students' motivation and will improve the quality of education.

Practical value of theresearch- teachers will be able to use theoretical statements and conclusions given in this thesis in their theoretical and practical activities (to deliver innovative, integrated lessons, and the lesson aimed at developing penetrating competence).

The statements that are to be highlighted

- The steps of forming and developing pedagogical technologies in teaching process;
- Approaches to teaching and learning process in traditional education;
- The basis of implementing active teaching process;
- The means of increasing students' motivation at the lesson;
- Using interactive teaching strategies and the technology of planning a modern lesson;
- The role of using innovations and pedagogical technologies in teaching process.

The given outcomes of the theoretical research

- The identification of the role of Jesuit educational system. They gave hierarchal, structural, methodological form to a classroom system. They brought teaching-learning technologies, methodological and organizationl aspects to the advanced level.
- The identification of traditional teaching method, the concept of modern education which is in favor of delivering inherited scientific knowledge at the lesson, memorizing facts. It also supports the leading role of a teacher and formal teaching methods.
- The influence of traditional education on modern one is also completely studied in our survey and stereotypical attitudes toward changes were stated.
- The detailed study of the basis of pedagogical-psychological teaching and their role in successful teaching career.
- The role of motivation in achieving success.
- The analysis of the reason for low motivation. Defining the ways to solve this problem.
- The necessity of implementing innovative teaching methods is also discussed in the thesis.
- The identification of general and particular directions of using modern pedagogical technologies in teaching process. The necessity of using all these methods at the lesson.
- The necessity of planning the lesson beforehand.
- The further study of combining positive aspect of innovative teaching methods with traditional ones. It promotes the quality of education.
- The identification of the theory of behavioral learning and operant conditionality, which will help teachers to raise the quality of teaching and motivation in students.

- Conducted research showed that there were several stages connected with teaching-learning process in the 20th century. Each stage is characterized by specific features.
- Teaching principles used at a modern lesson includes: the principle of positive emotional atmosphere and motivation; the principle of combining individual and group work; the principle of metacognitive teaching.
- The identification of the role of planning the lesson, cooperation between a teacher and a student. All these factors cause students' positive attitudes toward the teacher and the subject itself.
- The identification of the lesson as a form of organizing teaching process, and also as a means of cognitive, intellectual, motivational and social development.

The size and structure of the paper work. The research paper includes: introduction, two chapters, general conclusions, and references. Research problems are defined. Research methods and tools are indicated, general statements are formulated. The introduction states the aim of the research paper, explores its actuality, theoretical and practical value; identifies a problem; determines some methods for conducting the research; formulates several statements.

Brief summary of the dissertation

Chapter one the stages of development and important characteristics of the lesson as the main form of organization of teaching process.

The first section discusses the issues connected with the origin and development of the technologies of teaching process. The history of school teaching is also discussed in it.

In the history of education the idea of classroom-teaching belonged to a Roman educator Marcus Fabius Kvintiliane (35-100). In the XVII century I.

A. Komenski defined the essence of teaching, its principles, methodology, the form, duration of the lesson, a break and etc. In the XVI century Jesuits educational system was formed. The founder was Ignatius Loiola. The final version of curriculum was published in 1599 - "The Jesuits Ratio Studiorum" - The system and methods of teaching Jesuits society. It is a practical document which is a guideline for schools. Educational purposes, school schedule, syllabus, the manners of a rector, prefect, a teacher, the managing of colleges, school subjects, the hierarchy of teaching, methodology, trainings for teachers, academic year and holidays -all these issues are discussed in this document. They gave consequential, hierarchical, structural and methodological form to the education and the technologies of teaching process organization were established.

Jesuits educational system is characterized by the following features:

- The teachers were trained with great care. This period - "managing" went on for about five years;
 - Jesuits school was free;
 - The main aim of education was to prepare the youth professionally;
- The main characteristics of Jesuit methodology are:
- Praelectio, which meant to explain a certain passage from the composition in lower grades, to give definitions. The form of a lecture was used in higher grades;
 - Discussions, competitions, contests - all these methods were used to raise motivation and interest in children;
 - Discussions, competitions, contests - all these forms were used in order to develop interest and motivation;
 - To elaborate memory abilities with great care;
 - This methodology aimed at preparing a person for thinking. According to the principle of Jesuit curriculum, learning process is intensive. They

preferred to study a few number of subjects in details rather than to study many subjects superficially;

- A game played a very important role in Jesuit educational system.

The second section - The approaches of teaching and learning in traditional education - deals with theoretical, psychological and methodological bases of traditional teaching and learning process, the principals and regularities of teaching.

According to traditional pedagogy, amassing the knowledge is quite specific. It isn't characterized by discovering new ideas, but by understanding, memorizing and using the gained knowledge in practice. Traditional pedagogical system is focused on the interaction between the subject and the object. A child- the object of influence, a teacher -a supervisor. The pedagogical process is characterized by the role interaction. A teacher is on one side, she delivers material, a student is on the other side who follows the instructions, listens carefully, memorizes everything.

Traditional educational model includes the following tasks:

- To stimulate a child's teaching activity;
- To organize creative work;
- To develop children's thinking and cognition;
- To develop scientific point of view and moral-ethical culture;
- To accomplish learning skills and habits.

The third section - The didactic model of a traditional lesson -highlights the types and structure of the traditional lesson, methodological basis of teaching-learning process. Expectations, regulations and principles of teaching.

Traditional didactic isn't just external form of the lesson. Specialists consider that this process includes internal and external motivators, it also creates a certain mood for learning.

Traditional lesson is based on the following didactic standards:

1. To plan the lesson
2. To involve children actively in teaching process.
3. To work on the same issue at the same time with the whole class.
4. Teachers' leading role.
5. Preparation for the lesson.

Teachers make the plan of the lesson beforehand, the aims, content, teaching methods, organization, the structure and types of a lesson are taken into consideration. All these components are tightly connected with each other.

Traditional pedagogy uses different types of lessons providing the teaching content and aims.

1. Presentation of new material at the lesson;
2. Combined lesson;
3. Revision lesson;
4. Checking and Assessment;

The lesson itself consists of three elements: introduction, the main part of the lesson and the conclusion. The traditional lesson represents:

- Teaching process oriented on a teacher;
- A lecture-lesson based on asking and answering questions;
- Traditional lesson is mainly authoritarian and enforceable;
- At traditional lessons children are passive and they aren't involved in this process;
- Traditional lesson doesn't encourage them to develop their social competence;
- Traditional lesson enables us to deliver a large amount of information quite quickly;
- The methodology of giving traditional lesson has been tried out several times.

The fourth section – spreading pedagogical ideas and searching the forms of organizing teaching methods in Georgian pedagogical thinking in the 20th century – explores the characteristics of experimental pedagogy, the theory of free upbringing. It also deals with specific features of labor schools in Georgian educational system in the 20th century.

The theory of "Free Upbringing" spread from the beginning of the 20th century. V. Lais and J. Dewey's point of view about laborious upbringing was very popular. The most remarkable is D. Uznadze concept which was formulated in his letter "The main tragedy of upbringing and experimental pedagogy." He thinks that the main problem is to overcome misunderstanding between a teacher and a child. Children's character and interests are the most important things. Since 1921 Georgian education was the part of Soviet educational system. All the reforms and changes were reflected in it. In 1921-1930 Soviet educational system was characterized by advanced feature of education. Different forms of organizing teaching process were used during this period. Soviet education of 1921-1930 was distinctive by progressive education. This period was characterized by rejecting the form or organizing teaching-learning process. Different forms of organization were discussed, such as: experimental excursions, complex teaching, laboratorial (Delton) study, project study and etc.

They were trying to implement children's independence in this process. They had to learn not just by explaining the material from books, but also by observing the natural phenomenon themselves.

In Soviet pedagogy the unchangeable form of organizing teaching process was "a lesson" (30-50 of the 20th c.) Several pedagogical-psychological directions had been formed by advanced teachers since 60s of the 20th c. Their aim was to reveal children's abilities in junior classes.

In 1964 Georgian scientists and teachers created experimental didactic laboratory. Later the head of the laboratory became Shalva Amonashvili. He found out a child as a person, as an equal participant of teaching process, as an unique individual. Georgian scientist and teacher – Shalva Amonashvili was the founder of collaborative human pedagogy. In 1986 Soviet government declared the transformational course which made influence on education too. The aim of this reform was to humanize education, to change its content, form and methods of teaching and upbringing. At that time education was decentralized.

From the researches we have conducted, we can conclude that there were several stages in teaching-learning process in the 20th century which were characterized by the following specific features:

- 1910-1920 the period when free upbringing and experimental pedagogy were established.
- 1920-1930 the period of establishing advanced education "Labour School."
- 1931-1960 – traditional, authoritarian teaching "School for learning".
- 1960-1990 – the period of developing teaching, human pedagogy and the reform.
- 1990-up today- the period of active changes and reforms.

Chapter 2 – A lesson and pedagogical technologies.

Section 1 discusses how to implement pedagogical-psychological bases of active teaching in learning-teaching process.

In active teaching – a student is the subject of this process. He relies on a teacher who is an instructor. Active teaching is also known as interactive teaching. The peculiarity of interaction is determined by its social character; a teacher-a student-a student.



Modern teaching is based on development and teaching theories, which focus on the influence of psychological and social factors in learning/teaching process. We have discussed Jon Dewey's conception, Behaviorist's theory (John Witson, Ivan Pavlovi, B.F. Skinner), Psychological Constructivism (J. Piazhe), Social Constructivism (L. Vigotski), the theory of mutual dependence (Morton Doichi), the theory of social dependence (R. Jonson, D. Jonson) ant etc.

According to the theory of social dependence the basic of success is human relations and collaboration.

The researchers worked out practical procedures, as means of cooperative, individual and specific endeavor in a classroom by connecting the theory of social dependence with education.

The second section analyses the means of increasing motivation at the lesson. It discusses the theories about motivation, how they can be used in teaching process. Motivation plays a very important role in effective teaching.

Motivation is a broad and complex issue, it includes several theories. We have discussed some of them, such as: D. Uznadze, Behaviorists, humanists(A. Maslou, M. Kowington); their values of expectation, cognitive and socio-cognitive, socio-cultural approaches connected with motivation in teaching process.

We have marked out Dimitri Uznadze Theory of Mood and its role in raising the motivation. According to his theory a child needs certain mood and readiness to get involved in any kind of activity. These factors make active their skills and abilities. Teaching process should be focused on increasing intellectual curiosity.

According to the theory of mood a teacher:

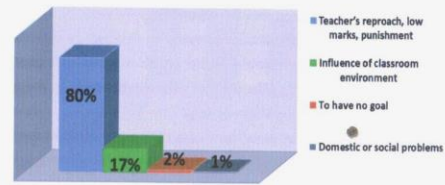
- Plans various activities and creates positive atmosphere;
- Corresponds the material to the students' mood and level;
- Creates the classroom environment focused on a student;
- Emphasizes not only children's intellectual development, but he tries to make them be more active, be fully involved in this process;
- A teacher does his/her best to reveal children's abilities completely.

The factors which make positive influence on motivation are: self-effectiveness, stating the reasons of success or failure and classroom environment.

We have conducted the survey to reveal the reasons for the lack of motivation. We made up a questionnaire. We have interviewed 351 students aged 15-17 to define the factors having negative effects on their motivation.

According to this survey we outlined the strategies and decided to publish the results connected not just with the students having problems with their motivation, but all the children in general.

What do you think is the potential source of lack of information



- To have respect and love toward children
- To use punishment rarely
- To use recommendations in order to dispose of problematic behavior
- To define the goals of teaching clearly
- To help them to form their private purposes
- To be fair to every child

The third section discusses the intellectual strategies of teaching at the lesson, children's involvement in this process and the effectiveness of teaching.

It is possible to organize students' interaction according to their individual, competitive and cooperative methods of teaching. By using all these methods it is possible to increase motivation, to improve the quality of knowledge and to develop social skills.

Active interaction means that teaching process takes place in a friendly and cooperative environment. We think that the base of interaction is teaching process based on collaborative methods. The strategies of active,

interactive teaching are: group work, work in pairs, jigsaw technique, analyzing the case, discussion, role game/simulations.

Let's discuss the strategy of using jigsaw technique as an example:

- A teacher divides students into groups (5 or 6 children);
- A teacher divides the lesson into 5-6 segments;
- Every student has to work on each segment;
- Students working on the same segment create a group of experts who discuss the issue in details. The number of group depends on the number of segments the topic is divided into;
- The members of the expert group returns to their group after discussing the issue;
- Each student represents his or her segment;
- Every group unites the segments;
- Each jigsaw group makes a presentation;

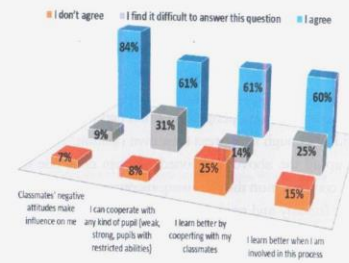
We think that if a teacher wants to use jigsaw technique at one lesson:

1. The group should be experienced in using this technique.
2. Use jigsaw technique without a group of experts.

This technique is quite useful in some cases when there are no friendly relationships in class, or when the students are too shy.

To discuss the effectiveness of constructive and interactive methods, we have conducted a survey among children. We have interviewed 315 children aged 14, 15, 16.

We have made a questionnaire, which states the connection among the following elements: cognition, emotion, motivation and mutual dependence.





After having analyzed the results, the following problematic issues connected with skills and behavior have become vivid:

- The low index of self-assessment;
- The influence of classroom environment and classmates on a child;
- Not - defined position toward active teaching;
- Lack of abilities which are necessary for cooperative teaching; can't assess the positive effects of collaborative teaching;
- No readiness for cooperation;
- Lack of abilities for interactive teaching – isn't able to listen to the rest of the group, to accept other people's opinion and to cooperate;
- Aren't confident enough to express their own opinion.

So, to sum up all the above mentioned, we can conclude that teachers should take into consideration the following recommendations:

- To encourage friendly and positive relation among children;
- To use the methods to make them active at the lesson;
- To use cooperative teaching strategies at the lesson;
- Not to react negatively to their mistakes. Give them chance to correct mistakes by themselves; Your reaction towards mistakes defines the

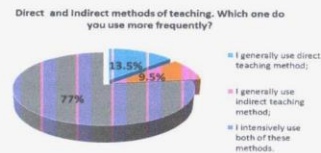
students' reaction. If this reaction isn't negative, students are able to express their opinions freely,

- If the teacher wants to use jigsaw technique at the lesson she has to follow several rules:
- The group should be experienced in using this technique;
- To use jigsaw technique without the group of experts;
- This technique is especially useful in classes where students don't have friendly relationships. Jigsaw makes them be more sociable.

Section four - the technology of planning a modern lesson represents the importance of planning the lesson and all the necessary strategies are discussed. A teacher should know how to plan the lesson. The lesson plan should be based on students' interest, previous knowledge and experience. The teacher should take into consideration the following: individual abilities, motivational, cognitive, emotional, lingual, social and other factors, such as curriculum, to make focus on the aims and results, students' involvement; to use teaching strategies properly; the variety of teaching methods, to choose resources, to choose the forms of classroom organization (individual, group work, pair - work); to control the results.

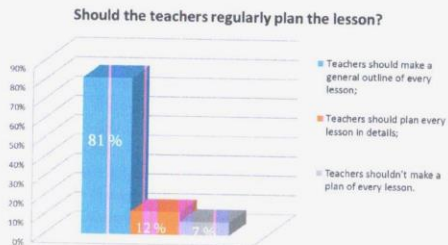
In order to find out which method is preferable, we have conducted the survey. 200 teachers were interviewed. They had to answer the following question:

Which method do you use more frequently at the lesson Direct or Indirect teaching method?



The results show that combined model of teaching is common. We have already conducted the survey connected with the planning of a lesson. Our target group was practitioner teachers. We have interviewed nearly 200 teachers. They had to answer the question

Does a teacher have to plan the lesson daily?



We consider that the results of the survey should be taken into consideration and teachers can make a general outline of the lesson; on one hand it is just a kind of experience, on the other hand a teacher should have a detailed plan of each lesson. Curriculum provides us with purposeful and plan-based teaching process. Spontaneous approaches are excluded. Various activities are provided by taking into consideration students with different abilities and interests.

Section five represents the role of innovations and pedagogical technologies at the lesson. The innovation can be new pedagogical theory as well as teaching methodology, teaching instrument, classroom environment or academic structure, which causes changes in teaching-

learning process. The use of modern technology at the lesson, is the important part of teachers' innovative occupation.

Pedagogical technology is systemic and consequential, convenient for students. It is a process of realizing planned pedagogical system, it is based on certain rules, methods, principles, concepts, approaches, tools, resources, teachers' mastery and tact. All these means lead us to accomplish our aims and tasks.

Pedagogical technology includes: pedagogical tasks; authoritarian, democratic and free style of teaching, the style of relationships and the technology of class management. Modern technologies of education differentiate Socratic method, didactic method and teaching method by doing. Pedagogical and educational technologies mean to give a lesson based on didactic and methodological requirements in complex.

General Conclusions and Recommendations:

The following conclusions and recommendations were formulated on the basis of the conducted surveys and research:

- Jesuit educational system plays a very important role in accomplishing the technology of teaching process. They gave consequential, hierarchical, structural and methodological form to a classroom system and they made teaching-learning technology, methodological and organizational aspects advanced. They are equal to the standards of modern educational system.
- The concept of traditional education supports the idea to deliver scientific knowledge, to memorize facts. It represents teachers' leading role and formal teaching methods.
- A traditional lesson is:
- Teaching process oriented on a teacher;
- A lecture –lesson which is based on asking and answering the questions;
- A traditional lesson is authoritarian and directive;

- Children are passive at a traditional lesson;
- It doesn't encourage them to develop social competence;
- A traditional lesson makes it possible to deliver a large amount of knowledge in short time;
- The method of delivering a traditional lesson has been tried out several times;
- In the 20th century there existed several stages connected with approaches of teaching and learning. They were distinct by specific characteristics;
- 1910-1920 the period of establishing free upbringing and experimental pedagogy;
- 1920-1930 the period of establishing progressive education "Labour School";
- 1931-1960 traditional, authoritarian teaching "School of Teaching";
- 1960-1990 the period of developing teaching, human pedagogy and reforms;
- 1990- up to now the period of active changes and reforms;
- The influence of Soviet education on modern Georgian educational system is quite clear.
- Behaviorism technology includes defining the aim of the lesson, using stimulus which strengthen the proper behavior.
- Constructivists consider that best teaching is focused on the following elements: teaching strategies children use at the lesson, social skills, the ability to solve problems, development of critical and creative thinking.
- Children's active involvement at the lesson is vivid while cooperative teaching. Cooperative interaction is a kind of support for children. It makes positive influence on their motivation, on development of cognitive and social aspects;

- The basic of successful active teaching is positive relationships between children;
- Knowledge of metacognitive strategies and skills are the basis of active teaching;
- Children's internal and external motivation is very important for high quality education.
- A child has to realize, discover new knowledge based on the previous experience. To be equipped with proper skills which are necessary in real-life situations.
- The principles of teaching at the modern lesson are: positive emotional atmosphere, combining the principles of individual and group-work, metacognitive principle of teaching.
- The combined use of traditional and modern methods is vital to raise the level of knowledge and increase effectiveness of teaching process.
- The cooperation between a teacher and a child is very important while planning the lesson. Taking into consideration children's interests and necessities causes positive attitude toward a teacher and the subject itself.
- The aim of interaction is the active participation at the lesson, the construction of teaching process, cooperative teaching, the skills to find out and solve the problem, to gain proper habits and knowledge.
- Active interaction between a teacher and a child is based on the following strategies:
 - Group work;
 - A pair-work;
 - Jigsaw technology;
 - Case study;
 - Discussion;
- The use of modern technology is very important in order to improve the quality of teaching process and to increase motivation;

- The technology of pedagogical relations implies the relationships between teachers, children and their parents, though the technology of class management implies the regulations to control children's behavior and to create safe classroom environment;
- We can give the following recommendations to the teachers based on the conducted survey and research:
 - Respect your pupils;
 - Use punishment rarely;
 - Use recommendations to get rid of problematic behavior;
 - Use self-assessment and peer-assessment;
 - Use strategies of interaction and active teaching;
 - Clarify the aims of teaching;
 - Help them to formulate private goals;
 - Encourage positive relationships among children;
 - Avoid expressing negative reactions to mistakes. Give them chance to correct the mistakes themselves as your attitude toward mistakes defines their reaction to the mistakes.

The Essential Scientific Results of the Thesis are published in the following publications:

1. Motivation and means of increasing motivation in children. "Scientific Journal Language and Culture" ISSN 1987-7323, #16, Kutaisi, 2016
2. Planning the modern lesson. "Scientific Journal Language and Culture" ISSN 1987-7323, #17, Kutaisi, 2017
3. Teaching and Learning approach at a traditional lesson. "Scientific Journal Language and Culture." ISSN 1987-7323, #18, Kutaisi, 2017.