SUMMARY OF NEW CONCLUSIONS OF PhD THESIS

Title: **Applying interactive pedagogical perspective on teaching biology at Secondary school grade 9**
Speciality: Theory and Teaching Methodology of Biology
Code: 62. 14. 01. 11
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New conclusions

1. The present study has systematized and identified the theoretical basis for the application of interactive pedagogical perspectives in teaching Biology in grade 9 at secondary schools by defining the concept of interactive pedagogical perspective, the teaching model of interactive pedagogical perspective, philosophical foundations, psychological foundations and the models of learning styles.

2. The study has identified the practical basis by conducting the survey of the reality of the application of teaching methods of secondary teachers in teaching biology, studying the reality of designing and applying interactive pedagogical perspective in teaching Biology in grade 9.

3. The study has analyzed the content and structure of the curriculum of Biology grade 9, generalized the suitable knowledge for different students.

4. Applying the interactive pedagogical perspective to the lessons through designing the specific process including the following stages: i/ Stage 1: Classify learning styles, ii/ Stage 2: Prepare the lesson plan basing on learning styles and iii/ Stage 3: Organize learning activities basing on learning styles; In each stage there are many different steps arranged in the logic of the teaching process.

5. The results of pedagogical experiment of the dissertation have confirmed that the effectiveness of applying the interactive pedagogical perspective in teaching Biology grade 9 basing on students‘ learning styles is consistent with the hypothesis set before. The experimental results has proved that the application of interactive pedagogical perspective in the teaching Biology grade 9 basing on students‘ learning styles is feasible and effective.

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