ADVANCED PEDAGOGICAL TECHNOLOGIES AND THEIR APPLICATION

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ABSTRACT

This article aims to achieve all the innovations in education through the use of new pedagogical technologies in the training of competitive personnel in line with international standards. Taking into account these requirements, the following is the use of new pedagogical technologies in extracurricular activities in primary education to teach students to learn independently and freely, as well as to realize their personal potential. We decided to think about.

Keywords: *educational institutions, pedagogical system, publications, didactic problem, primary education, teacher's level, didactic process.*

АННОТАЦИЯ

Данная статья направлена на достижение всех инноваций в образовании за счет использования новых педагогических технологий в подготовке конкурентоспособных кадров в соответствии с международными стандартами. С учетом этих требований следует использовать новые педагогические технологии во внеклассной деятельности в начальном образовании, чтобы научить учащихся самостоятельно и свободно учиться, а также реализовывать свой личный потенциал. Решили подумать.

Ключевые слова: *образовательные учреждения, педагогическая система, публикации, дидактическая проблема, начальное образование, педагогический уровень, дидактический процесс.*

INTRODUCTION

The problem of preserving the free person requires the transfer of educational work in educational institutions to the "rails" of pedagogical technology. Of course, this process will not be easy: the system of education, which is being built and introduced on a voluntary basis today, must be transformed into a strictly science-based pedagogical system. In fact, the elements of social experience - knowledge, skills, creative activity, attitudes to objective being - are the product of the

pedagogical process and are stored within a particular pedagogical system. Pedagogical technology is a project of the pedagogical system being introduced into practice. So what is the pedagogical system? What is its composition? The answers to these questions can be found in existing pedagogical publications.

N. V. Kuzmina teaches that the pedagogical system consists of interdependent elements subordinated to the purpose of education and upbringing, which are: pedagogical purpose; educational and scientific information; means of pedagogical communication; students and educators.

According to V.P.Bespalko, "a pedagogical system is a set of interrelated tools necessary to maintain the qualities of a particular person in an orderly, purposeful and premeditated way to create a pedagogical effect."

MATERIAL AND METHODS

Therefore, in every society, the goal of preserving the individual is defined, and there should be an appropriate pedagogical system. If the goal changes, the existing system will change. The National Training Program has set itself the goal of educating citizens who feel responsible to society, the state and the family. This means that the National Program is a state order in the field of education and is fully consistent with the essence of the ideology of national independence. Only the social (state) order clearly defines the general goals and objectives of education or guarantees the conditions of the pedagogical system for higher (secondary, secondary special, vocational) education.

Any pedagogical system consists of the following interrelated invariant elements: 1 - students; 2 - educational goals; 3 - the content of education; 4 - didactic processes; 5 - organizational tasks; 6 - educator or teaching aids.

The pedagogical system, as in any scientific theory, includes two concepts: didactic problems and pedagogical technologies (PT). Didactic issues in the pedagogical system, as an important area of human activity, should consist of a clear goal and the conditions for its implementation, as well as information (content) for this activity.

If the purpose of solving didactic problems is the need to preserve certain qualities of the person, the conditions are the primary indicators of the quality of the student, and the information is the content or educational impact of the subject.

Each didactic problem is solved in the pedagogical system by the corresponding elements of PT, which are: didactic process, organizational forms of teaching and pedagogical or technical means of teaching. Education always serves the needs of

society, and it can be consciously or intuitively adjusted quickly but slowly to meet those needs.

Indeed, at the threshold of the 21st century, the driving force of educational development, the real engine, is the didactic issues and the pedagogical system that integrates PT. The successful design of the curriculum and the guarantee of the final result depends on the teacher's level of understanding of the essence of didactic issues and their correct identification in the classroom. This task is still not understood by teachers, and in some cases they do not distinguish between methodology and technology.

Therefore, one of the prerequisites for the design of software is didactic issues. This is because every teacher needs to have a clear idea and expression of the pedagogical issues that need to be addressed before embarking on pedagogical activities, and at the same time be able to explain them to their students.

RESULT AND DISCUSSION

Today, at every step and in the work of the teacher of any educational institution, it is possible to observe that a random group of students directs the efforts to master the content of education chosen voluntarily in order to achieve a clearly defined goal.

An important part of a teacher's career is designing a didactic process (or learning structure). It is this didactic process that forms the basis of pedagogical technology, or it determines the ways in which the content of the lesson is passed on to students in order to achieve the goal of education (upbringing) within a specified period of time. It is impossible to create an effective pedagogical technology without a good knowledge of the theoretical foundations of the didactic process together with water.

So what is the essence of the didactic process? What are the pedagogical requirements for their design? In psychology and pedagogy, the didactic process is interpreted as a process of shaping the personality of the specialist.

Let's start with the structure of the learning process:

This process can be formally expressed by the following conditional formula a lesson is a learning activity performed by a student and a teaching activity performed by a teacher. Based on this formula, the most important pedagogical law №1 is noted: there is no teaching process other than the individual learning activity of the student and the teaching activity of the teacher who accompanies it.

A study of many psychological and pedagogical literature and research has shown that the didactic process consists of the following interrelated components: motivation, student learning and its management by the educator.

Before studying the stages of this process, it is necessary to compare the above two formulas. Note that the teaching process consists of two types of activities - the teacher's teaching and the student's learning. These water components of the learning process have the same meaning or represent the same activity as the next two stages of the didactic process. The difference - the first element in the didactic process - is the presence of a motivational phase. Motivation for learning is a concept related to teacher skills.

Let us proceed to a detailed analysis of the structure of the didactic process.

Motivation is the inner driving force, the emotion, that drives a person's behavior, and the educator tries to control it and take it into account to organize the learning process. In order to put it into practice, the teacher needs to gather impressive evidence from the experiences of the activities being studied and show students how to get out of awkward situations based on knowledge of the main points of the subject being taught. Depending on the teacher's pedagogical skills, the motivations that students develop may be strong or weak. This means that the teacher needs to determine the level of motivation that is appropriate for the purpose and content of each lesson. In pedagogy, there are many ways to engage students in a lesson. A more effective method is to give students specific problem-solving tasks at the beginning of the lesson that can be suggested or articulate the topic.

Problem situations represent a clear or vague understanding of a student's difficulty, and overcoming it requires the search for new knowledge, new methods, and actions. If a student does not have the basic knowledge to look for ways to overcome difficulties, he will not be able to accept problematic situations and, of course, will not have a process of struggle and conflict in his thinking.

Here are three ways to look at it:

1. The situation is clear. There are similar examples to solve it. In this case, the solution method may be standard.

2. The situation is similar. In this case, it is necessary to compare it with other situations, such as the sun. They may not be exactly alike, but because they have a holistic basis, they can be optimized to bring the situation closer to the situation under consideration, and a sensible solution can be found.

3. Unknown situation. This is not the case in practice, it is impossible to compare it with any other model. We need to find a new solution to the problem of water.Problem situations are pre-constructed for educational purposes and incorporated into a specific part of the learning process. The motivational phase of the didactic process requires that problem-solving tasks be included more early in the

lesson and that students' full attention be drawn to the lesson topic. The student, in turn, should be able to see new problems from familiar situations, identify new tasks of the object, the structure of the object, and be able to find alternative solutions.

The motivational phase of the didactic process allows students to accelerate their entry into learning activities. In order to maintain this activity at the required level of activity, the teacher must be able to choose the methods and techniques of its organization depending on the quality of students' mastery.

The use of historical materials in explaining the topic of the lesson also helps students to develop strong motivations and interest in learning. However, the historical approach to the presentation of the study material should be complementary and logical within the system of knowledge acquired on the topic. A short film on this or that topic is also a strong motivating factor. However, the film lesson should provide the basis for the content of the heuristic dialogue between the teacher and the students, so that the students will be able to explore the topic and achieve the desired goal. What the teacher needs to understand is that developing motivation in the classroom is not the main goal, but one of the tools to accelerate the student's cognitive activity.

The motivational nature of students largely depends on their academic performance. Learning, in the broadest sense, is the process by which students acquire new knowledge. But not all learning is learning. In order to rise to the level of learning activities, students need to master new methods of learning activities that enrich them as they acquire knowledge, independently set learning tasks, self-control and their own they need to know the criteria for evaluating learning activities.

Everyone involved in the pedagogical process knows that the acquisition of knowledge by students is the result of their own learning activities (in the language of psychologists - cognitive activity). Psychologists have studied this type of activity extensively and identified its various structures that lead to the acquisition of knowledge and action. (Galperin P.Ya., Talizina N.F., Cebaseva V.V.). However, there is still no consensus in the teaching of psychology on the best structure of students' cognitive behaviors. This content and the sequence of students' cognitive actions is called the existence algorithm. Firstly, it emphasizes the strict sequence of actions, and secondly, their consequences are strictly predetermined. Due to the existence of water, the algorithm has a different appearance and content, depending on the type of learning theories (elementary communication, associative, behaviorism, gestalt, stepwise storage of mental movements). The invariant element of any existence algorithm is the sequential movement along the level of mastery in the

learning process. The action of the "step" itself and the content of each "step" depends on the chosen theory of self-determination. The qualitative criteria of the method of selection and the theory of selection are an important goal of the teacher's pedagogical activity and a description of his pedagogical technology.

Research analysis suggests that any learning activity is built on a common project of activities and includes targeted (guiding), executive, supervisory and corrective integrates.

These activities can be done by students directly with the help of a teacher or textbook, with varying degrees of completeness and based on different teaching theories. The teacher should first observe the student's current behavior. Each of the learning activities takes place at a specific stage of development. For example, the completion of the lesson and the mastery of the learning tasks are carried out as follows:

a) comprehension of the ready-made tasks set by the teacher;

b) actively accept these assignments for himself;

c) setting students' homework assignments independently;

g) independently set a number of learning tasks.

The student's intentional actions are provided during the learning process in such a way that they can give a general idea of the laws and methods of the student's actions. Typically, Mh requires adherence to a specific sequence in completing each learning task, and this system of actions is often reflected in a guided map. With the help of these maps, learning materials will continue to be mastered, but this process will now take place in the next stage of cognitive activity.

Person-centered learning technology. To better understand the essence of this technology, it is necessary to analyze the "developmental spiral of the didactic process control system" created by academician Bespalko B. P.

The "Oriented Information Process" ordinate has an individualized approach to the organization of education. Ordinate "Scattered information process" - group. Naturally, the group stage of the training consists of the individual phase, and then returns to the individual phase at a higher level of development. This means that the "advisory" system naturally rises to "group learning", and its significant weakness creates a "tutoring" system. It is not difficult to imagine the reasons for the expansion of tutoring to the size of a "small group".

By the 16th century, revolutionary changes in prose had made it possible to use "textbooks" in the education system. Technical progress in the field of communication is equipped with means of information transmission of classrooms

and apartments. Although the advent of computers has created opportunities for closed control of the didactic process, it has not taken into account the individual abilities of students. The development of personal computer technology, in conjunction with the growth of psychological and pedagogical knowledge, raises the problem of person-centered education.

Academician B.P. Bespalko emphasized the program management of individual learning activities, saying that "it represents a new stage of development in all stages of the public education system and leads to the necessary positive shifts without compromising the health of students." A pedagogical system that combines well-established didactic issues and pedagogical technologies is defined as person-centered learning. The didactic issues in this system are briefly explained. The existing individual pedagogical systems - general secondary, secondary special, vocational, higher education - should become a single system of personal upbringing, education and development. Person-centered education requires the integration of all type education across disciplines. At the first stage of education (preschool education), the child's potential personal orientation is determined by psychological and pedagogical observations, the ability to adapt to a particular type of activity, new talents are identified. This stratification is a field of psychological pedagogy that is unfortunately poorly researched and poorly developed. At the same time, it is well known that early detection and regular development of a person's special talents bears fruit - the true creator of new ideas and methods of work is brought up.

CONCLUSION

An individual's development program is actually given to everyone by birth, but its implementation, unfortunately, is not provided for in the current education system. That is why there are torturers and criminals in the world. Therefore, the introduction of a child into a person-centered education system should be the beginning of his professional training, and the content of the Barca curriculum should be subordinated to the issue of educating the creator of a particular type of activity.

A diagnostic system of targeted pedagogy should be open, meaning that at any stage of teaching, the student can leave or re-enter. This allows the content of education to be selected on a scientific basis in accordance with the identified purpose. The unjustified overload of students in the aggregation of educational content and the pre-existing amorphous and voluntary nature of crisis in teacher teaching leave room for precise design, distribution and dosing over the school years. The system of academic disciplines leads to a strict integration and mastery at a certain level of mastery, without redundancy.

B.F.Satalov, a professor at Donetsk University, developed a technology to accelerate teaching and put it into practice to show the undiscovered aspects of traditional teaching methods.

Learning Objectives in this Technology:

Build knowledge, skills and competencies.

Educate all children of any individual ability.

Accelerated learning.

Principles: repetition, mandatory step-by-step control, study with large blocks;

dynamic integrity of activity, basic signals, purposeful bases of actions;

person-centered approach;

humanity (all students are talented);

inequality of learning conditions, openness of prospects for correction, increasing success;

Integration of education and upbringing.

Content features:

The study material will be included in large volumes.

The material is placed in blocks.

The study material is presented in the form of a basic outline.

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