The Essence Of Pedagogical Technologies In Modern Education

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Summary

The article discusses the use of modern technologies in the learning process.

It has been determined that the modern period of the development of society is characterized by a strong influence of computer technologies on it, a new education system is being formed, focused on entering the world information and educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process associated with making adjustments to the content of learning technologies, which should be adequate to modern technical capabilities, and contribute to the harmonious entry of a teenager into the information society. Computer technologies are designed to become not an additional "makeweight" in training, but an integral part of a holistic educational process, significantly increasing its effectiveness

Key words:
education technology, communication technologies, education system, educational process.

1. Introduction

Pedagogical technology is a scientifically grounded choice of the nature of the impact in the process of mutual communication with students, organized by the teacher and the master of industrial training, in order to maximize the development of the personality as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methodology of upbringing on the practice of upbringing, focused at one point, short in time, barely perceptible in ways, individualized due to the wide variety of personal characteristics of the personality of the teacher and student.

The word "technology" in relation to education entered the lexicon of pedagogical science when the attention of specialists turned to the art of influencing the personality of the child. The encyclopedic dictionary gives the following definition of technology: "... The task of technology as a science is the implementation of physical, chemical, mechanical and other laws in order to determine and use in practice the most effective and economic production processes."

Meanwhile, this word, which came to us from the Greeks, judging by its constituent roots, was calculated for a more universal use of technos - art, skill, logos - teaching. Pedagogical technology reveals the system of professionally significant skills of teachers in organizing the impact on the pupil, offers a way to comprehend the technological effectiveness of pedagogical activity.

In the new understanding, pedagogical technology is not just the use of technical teaching aids or computers - "it is the identification of principles and the development of techniques for optimizing the educational process by analyzing factors that increase educational efficiency by designing and applying techniques and materials, as well as by evaluating the methods used" [1].

This approach is now as widespread as the initial understanding of pedagogical technology (that is, the use of technical means in teaching). Its essence lies in the idea of complete controllability of the work of any educational institution, first of all, its main link - the educational process. When a teacher builds an impact on a child, he must take into account many parameters: the emotional and psychological state, the general level of cultural and age development, the formation of relationships, spiritual and intellectual development, etc. As a result, on the basis of external manifestations, an initial idea of the child's personality is formed, which largely determines the nature of the pedagogical influence.

External expressiveness as a source of personality cognition has been of interest to scientists and philosophers since ancient times. Such as Hippocrates (4th century BC), Aristotle (4th century BC) suggested using facial expressions and plastic to define temperament. The dialogues of the great philosopher Socrates with his students contain many examples of skillful touching of the personality, when he manages not only to influence the relations of his interlocutors, but also to stimulate the work of thought, including them in the discussion, to teach them how to correct themselves.

The Czech humanist thinker J. Komensky also dealt with the problem of touching the student's personality: "It is possible and necessary to teach every teacher to use

pedagogical tools, only then his work will be highly effective, and the teacher's place is the best place in the sun." The ideas of education, expressed in antiquity, in the Middle Ages, were further developed in the works of teachers of a later period.

V.A. Sukhomlinsky relied on "the individual originality of each person." Any impact on the personality must develop it, therefore the teacher must avoid punishing children, school and humiliation of the child are incompatible.

From the point of view of pedagogical technology, these scientists formed the fundamental provisions in the general rules for the application of the method of pedagogical influence:

1) combination of requirements with respect;
2) the rationality and preparedness of any pedagogical influence;
3) bringing this impact to the end.

Further development of pedagogical technology is associated with the definition of the components of pedagogical excellence. The textbook on the theory and methodology of communist education points to the components of pedagogical skills:

1) psychological and pedagogical erudition;
2) professional skills;
3) pedagogical technique.

Pedagogical technique is understood here as "various methods of personal influence of the teacher."

Upbringing as a phenomenon can be viewed from different points of view: social, professional, methodological, etc. Social position poses a set of values that must be conveyed. This requires special training of the teacher so that he can operate with these values, so that he himself is their bearer.

A methodical view of upbringing is the introduction of a pupil to culture. A professional approach to considering this problem speaks of a theoretically possible model of a teacher based on his personal qualities, as well as knowledge, abilities and skills.

When using the term "technology", almost all teachers note the complexity of the pedagogical order. Today in pedagogy and pedagogical literature the terms "pedagogical technique" and "pedagogical technology" are widely used.

2. Theoretical Consideration

Pedagogical technology as a system of scientific knowledge should optimize and ensure the educational process. Education is an objective process that takes place in society regardless of the will and desire of the teacher. Personal development does not stop for a minute. The task

of the teacher is to direct the educational process towards "ascent" to human culture, to promote the independent development of the experience and culture developed by mankind over many millennia. "If upbringing is a constant ascent to culture and the daily recreation of culture in all life acts, then the purpose of upbringing is to form a personality who, in the process of development, would acquire the ability to independently build its own version of life, worthy of a human being. Obviously, familiarization with various variants of the life structure does not exhaust the problem of education. In this way:

- development occurs when he himself, showing activity, interacts with the world;

- the nature of this activity is determined by the subjectively free attitude of the individual;

- pedagogical influence should orient the pupil to a certain attitude towards social values;

- the interaction of the teacher and the entire process of interaction with the child should be carried out at the level of modern culture and in accordance with the goal of education [6].

The interaction between teacher and students in the highest sense of the word implies something more than mutual influence on each other. For the implementation of interaction, it is necessary for the interlocutors to accept each other as equal subjects of this communication. Pedagogical influence, acting as a short moment of communication or a long-term influence, ensures the implementation of functions in accordance with the educational goal. When analyzing the pedagogical impact, one should proceed from its purpose as the initial moment of the teacher's interaction with the student.

In other words, the main purpose of pedagogical influence is to transfer the student to the position of a subject who is aware of his own life.

The implementation of these functions of pedagogical influence is provided by pedagogical technology, which scientifically substantiates the professional choice of the teacher's influence on the child in his interaction with the world, forms his attitude to this world. The essence of pedagogical technology is revealed through a system of necessary and sufficient elements that are interconnected and have an internal logic.

To determine the components of pedagogical technology, it is necessary to answer a number of questions:

- what elements make up pedagogical technology;

- what is their necessary and sufficient presence;

- in what relationship they are;

- what are the general and specific functions of each element.

Pedagogical communication, which is aimed at "opening the student in communication" through the creation of psychologically comfortable conditions for the disclosure of him as a person. Pedagogical assessment, which provides the functions of "bringing in the image" at the level of social norms, stimulating activity and correcting deviations, is possible against the background of the implementation of the assessment, which is not perceived by the student as an assessment, but carried out in a hidden order [9].

The pedagogical requirement is another technological element.

Through it, the subject is ascending to the level of modern culture. Getting accustomed to social norms as a result is his individuality in behavior.

The next technological element is conflict. Conflict as any kind of contradiction between subjects requires the designation of these opposing views. At the same time, the teacher does not insist, but only offers a variant of attitude and behavior and raises the problem of choosing how to act in this situation.

The pedagogical conflict is resolved when the functions of "mental stress relief" are realized.

In this system of components of pedagogical technology, such an element as pedagogical technology occupies a special place.

Pedagogical technique refracts the realization of all other elements, distorting or straightening, strengthening or weakening their influence. For the implementation of each of these elements of pedagogical influence, which has its own specific functions, in practice, not the entire possible set is used, but individual operations are selected that are specific to this teacher.

Thus, the formation of a student as a subject occurs with positive reinforcement in his address, the expression of a hidden assessment, with the unconditionality of the required norm. The identified elements, with designated functions and specific operations, constitute the essence of pedagogical technology. However, the content of pedagogical technology is not limited to this: additional elements, such as the psychological climate, group activity, pedagogical reaction to an act, are generalized or specific [7].

Any training technology includes: target orientation; scientific ideas on which it relies; systems of teacher and student actions; criteria for evaluating the result; results; restrictions on use.

Thus, modern teaching technology is characterized by the following positions:

1. The technology is developed for a specific pedagogical concept, it is based on a certain methodological, philosophical position of the author (they distinguish technologies of the process of transferring knowledge of skills and abilities; technologies of developing pedagogy, etc.);

2. The technological chain of actions, operations, communications is built strictly in accordance with the target settings, which have the form of a specific expected result;

3. The functioning of the technology provides for the interrelated activity of the teacher and students on a contractual basis, taking into account the principles of individualization and differentiation, the optimal implementation of human and technical capabilities, the use of dialogue, communication;

4. Step-by-step planning and sequential implementation of the elements of pedagogical technology should, on the one hand, be reproduced by any teacher and, on the other, guarantee the achievement of the planned results by all students;

5. An organic part of pedagogical technology is diagnostic procedures containing criteria, indicators and tools for measuring performance [11].

Types of modern pedagogical technologies

Personality-oriented learning technologies

- Pedagogical workshop technology;

- Learning technology as an educational research;

- Collective thinking technology (CTT);

- Heuristic learning technology;

- Project method;

- Probabilistic education;

- Developmental training;

- Humanitarian and personal technology;

- Teaching literature as an art and as a human-forming subject;

- Design pedagogy.

Subject-oriented learning technologies

- Goal setting technology;

- Complete assimilation technology;

- Technology of the pedagogical process according to S. D. Shevchenko;

- Concentrated learning technology;

- Modular training.

Information Technology

- ICT;

- Distance learning technologies.

Student Assessment Technologies

- Portfolio technology;

- Mark-free training;

- Rating technologies.

Interactive technologies

- Discussion technology;

- Debate technology;

- Training technologies.

Thus, using these technologies, the learning process becomes more complete, interesting, and rich.

The modern period of development of society is characterized by a strong influence of computer technology on it. Currently, a new education system is being formed in Ukraine, focused on entering the world information and educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process associated with making adjustments to the content of learning technologies, which should be adequate to modern technical capabilities, and contribute to the harmonious entry of a teenager into the information society. Computer technologies are intended to become not an additional "makeweight" in teaching, but an integral part of the integral educational process, which significantly increases its effectiveness [11, 12].

Conclusions

So, in the course of considering modern educational technologies in education, we were convinced that "pedagogical technology is a project of a certain pedagogical system, implemented in practice" [2].

Unfortunately, at the moment in the education of Ukraine there is a traditional pedagogical system without diagnostic goals and objective control with a traditional learning management system. In order to move to a more promising pedagogical system, for example, with the type of learning management "small groups" (in our opinion, this type of management is the most accessible at the moment), its special design and improvement is necessary to such an extent when the goal-result ratio is guaranteed. ". "Renewal of educational institutions is possible only through scientifically grounded improvement of pedagogical technology, which presupposes strictly scientific design and accurate reproduction in the classroom that guarantee the success of pedagogical processes" [6].

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