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Methods Of Using Modern Pedagogical Technologies In Education

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Abstract: This article describes the problems of modern pedagogical technologies in education. In this case, the didactic structure of the educational process makes it possible to distinguish the following pedagogical technologies: pedagogical technology based on the creation of factors that lead to the fulfillment of certain educational goals (in the future, the technology of creating educational factors), ideas about pedagogical technology based on activity given
Key words: modern pedagogical technologies in education, educational process, didactic content, pedagogical technologies, educational goals.

It is known that any pedagogical technology is based on the educational principles that form the modern content of education, and it should be directed to the education of the student's personality and the formation of professional skills. The active subjects of the educational process are pedagogues and students, and their collaborative activities describe the general essence of the process that allows for in-depth assimilation of theoretical and practical knowledge on a specific topic (or the basics of subjects) with little effort and time.

In contrast to the methodical development of the educational process, which is aimed at the active and effective activity of the teacher, the pedagogical technology of education is directed towards the learners (students) and their personal, as well as taking into account the joint activity with the teacher, it is focused on mastering educational materials. The central problem of modern

pedagogical technologies is to ensure the achievement of the educational goal through the development of the student's personality.

The choice of pedagogical technology depends on the level of knowledge and skills to be mastered in the lesson and training.

The educational process aims to regularly awaken the student's activity and curiosity throughout the training. Pedagogical technology based on the creation of educational factors allows students to be quickly involved in educational or educational production activities. Otherwise, tasks that are weak, not sufficiently clear, or not intended for a clear result will lead to an ineffective completion of the training.

In many cases, such situations cause the teacher to have a negative attitude towards the student. This situation causes the student to give in to excessive emotions, decrease motivation for educational activities, get tired of studying, and have a negative attitude towards the subject and the teacher. The relationship between the teacher and the student should be organized on the basis of humanitarian criteria and should be aimed at eliminating unpleasant feelings. The relationship between a teacher and a student should encourage enjoyment of achievements, eagerness to study, and joint creative communication. This creates a means of communication, a "bridge" necessary for the organization of pedagogical influence.

On the other hand, communication (communicative activity), which is a component of pedagogical attitude, can be implemented on the basis of the following form: modeling the pedagogical process, communicating with a group of learners, organizing direct communication (communicative cooperation), developing organization of management of the communication process in the pedagogical process, modeling of the communication system during the implementation of the planned activity.

Pedagogical technology based on the creation of educational factors also includes ways of teachers to influence students based on communication. Common methods or communication influences include: persuasion, evidence-based, direct and indirect influence, self-education, and interactional methods.

The incentive (motivation) of the educational process can be increased due to the active application of pedagogical technology to the educational process. It is known that ready-made knowledge usually makes it difficult to apply it in practice, which is especially evident when solving concrete problems. Therefore, it is necessary for students to be directly involved in acquiring knowledge, skills and abilities. The solution to this problem is related to the use of pedagogical technology based on management.

The choice of the types of pedagogical technology depends on the nature of the knowledge, skills and qualifications being formed, the form of the lessons being organized and the methods and methodical methods used. For example, in order to develop students' creative thinking, to form the ability to critically approach educational materials, and to organize productive activities, as well as to develop them, together with traditional forms of lessons (adapted lessons), conference lessons, active game lessons , integrated (two-component) lessons should be used. In this situation, the educational methods should be proportional to the educational goal. For example, tasks aimed at applying knowledge in different situations, performing tasks that encourage activity in new conditions, creating schemes based on acquired knowledge, classifying, comparing, coherently systematizing, summarizing, etc.

Achieving the intended results is not guaranteed even with a sufficient level of incentive (motivation) and organization of student activities. The improvement of the educational process from the didactic point of view is ensured only by the correct choice of ways of organizing and managing this process. Pedagogical technology management includes two areas: activity management and student team management. The choice of a specific pedagogical technology allows changing the changing situation of the lesson and is carried out depending on the purpose of the activity. It also requires taking measures to change the lesson situation in an alternative way. This, in turn, is related to the demand for managing the cognitive process, as well as the nature of the stages of learning, communication, and activity.

As mentioned above, pedagogical technology allows for personal development.

The following can be indicated as the leading principles of the developing educational technology: generalization of knowledge of various subjects based on incorporation (systematic operation); adaptability, applicability of educational forms, methods and methods in different educational institutions; harmony - a harmonious connection of the content of the educational material related to a specific educational subject with the form, method and methods of personal development; creativity - possibilities of pedagogues of various educational institutions to create pedagogical technologies; feeling of naturalness - taking into account the uniqueness and personal characteristics of students based on the genetic and social aspects of the person.

It is known that the educational process reflects three interrelated triads - education, culture and personal development. Equal application of these three to the educational process facilitates the use of modular technology. One of the advantages of modular technology is the regulation of educational content. It strictly selects the available information that allows students to successfully implement their activities within the framework of the State Education Standards.

The essence of modular technology is to design the educational process on the basis of modules (regulating the content of the educational subject and its sections, dividing professional activities that cannot be divided from a certain stage of education into logically completed parts). Then, for each module, the content and scope of activities related to this module is determined. To realize the goal of modular technology, the module is implemented step by step. Each action (step) performed in this process is considered as a learning element.

The educational element includes: theoretical and practical information related to the teaching of specific elements of the activity, information about the materials that provide the activity necessary for education, identification of goals , i.e. goals that motivate students, learning materials, instruments for controlling the learning environment, such as conditions necessary for students to achieve the desired results, tests, goal standards, etc.

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CONCLUSIONS

The general purpose of the educational technology process is clarified at several levels. The first is the identification of the purpose of the educational institution and the pedagogue and his methodical activity. The second is the identification of the purpose of the educational subject (department), the pedagogue and his methodical activity. The third is the purpose of this module (educational element) and its transfer to a separate module in the student's activity, as well as to its measurable final results.

The transition from traditional methods of planning to educational technology requires the implementation of large-scale work. In particular, it is envisaged to create methodical complexes, to ensure the educational process in didactic, methodical and organizational terms. The procedure for the development of modular pedagogical technology includes the stages of the following sequence: analytical, conceptual, purposeful, substantive and process.

At the analytical stage of the development of pedagogical technology, the "National Program of Personnel Training" and the National Model of Personnel Training, the State Education Standards for educational subjects, the conclusions drawn based on the ideas put forward in them, the way to form a well-rounded person of the young generation the content of directed education, as well as the choice of the organizational form of education to achieve the general, specific goal of the relevant training is taken into account.

At the conceptual stage of putting pedagogical technology into practice, the concepts of education, the main ideas provided for in the stages of the educational system, and general conclusions are taken into account. The structural structure of the module is represented as general secondary education, academic lyceum, vocational college, bachelor's degree, master's degree, and society as a whole. This is especially characteristic of individual elements of the tiered education system.

At the target stage of the implementation of pedagogical technology, the long-term goal of the educational institution (general secondary school, academic lyceum, vocational college, institute or university), educational areas and the

separately received training in this block the representation of a specific block in the subject matter is taken into account.

At the meaningful stage of the practical application of the pedagogical technology, the principles and criteria for choosing the content of educational subjects for this block system are determined. Blocks and individual elements in their content, i.e. clear educational identification, should be reflected in the major topics that make up the content of educational subjects.

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