Prospects of Using Advanced Pedagogical Technologies

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ABSTRACT
The article deals with the prospects of using advanced pedagogical technologies. The emergence of educational standards made the current situation somewhat difficult, because the technologies that guarantee the unconditional fulfillment of the standard and introduced into pedagogical practice have not been developed. New pedagogical tools are needed instead of existing traditional methods in educational institutions in order for every student to reach the level of educational standard.

KEYWORDS: group of students, modern pedagogical technologies, educational process, educational-methodological complex, traditional teaching methodology, guaranteed education

The role of modern pedagogical technologies in creating a mutual support, cooperation and creative environment in the community of teachers, students and students is incomparable. Modern pedagogic technologies were considered to be a set of interrelated components that allow for the perfect design of the educational process in all aspects, setting specific goals and their guaranteed achievement, and realizing the planned results.

Based on this rule, along with the development of a comprehensive project for each taught subject, preparation of a teaching-methodical complex was launched. All information, handouts, references, sources, methods of their use related to the project were included in the composition of the complex. Pedagogical technology means an educational process that is guaranteed to achieve educational goals (obtain the final result), which is exactly similar to technological (production) approaches. Such an educational process is called technological. In the process of technological education, it is an educational process based only on the needs, requirements and characteristics of the personality of the student (student), which does not depend on the personality of the teacher.

The student is at the center of the educational process. Regardless of who is conducting the lesson (an experienced teacher or a young teacher), it is necessary to guarantee the achievement of the intended final result (according to the goal). In education, the teacher acts only as an executor. Pedagogical technology is the integration of pedagogical (social) and technological (production, engineering) approaches. There are different definitions of educational technology. UNESCO definition: Pedagogical technology is the most optimal process of creating and applying teaching and learning methods, bringing them into a single system, using all the possibilities of human potential and technical means. The idea in pedagogical technologies is the controllability of the educational process, which is the main link of school activity or any educational institution and education. According to T. Sakamoto (a Japanese expert), pedagogical technology is the use of a systematic method of thinking in pedagogy, in other words, systematization (systematization) of education or "systematization of classroom education." Sometimes in pedagogical work experience (presented in the previous topics) pedagogical technologies are understood as already mastered (known) and even useful, but the educational methodology is not technologically created (unstructured). But pedagogical technology is a unique innovative approach. In the definitions of pedagogical technology, the main concepts, "systematic method" and all other words represent the components of pedagogical technology as a system. It is the systematic approach that distinguishes pedagogical technology from other approaches to teaching. Such a systematic (systematic) approach is not always followed in the traditional teaching methodology. The design of educational goals, its content, teaching and learning methods, control and assessment of results in interaction and in connection with each other is often lacking in the traditional (traditional) educational process.

For example, in many cases, education is mainly focused on memorizing information, and the future activity of the learner is related to performing certain tasks or making organizational, managerial and professional decisions (see the model of cognitive activity and cognitive activity activation in our previous topics). Or in higher education institutions, sometimes the administration sets the method of controlling the quality of student education as the same for all subjects, that is, without taking into account the specific characteristics of each subject. Therefore, coherence is not observed among the elements of the methodical system, such as goals, content, methods, tools and form set in the educational process. The result is a lack of continuity in learning (see the model in our previous topics on learning continuity).

Pedagogical technologies are supposed to be followed. Pedagogical technology in its essence more closely fits the definition of UNESCO. "New Pedagogical Technologies" is the formation of an independent science in the network of psychological and pedagogical knowledge, and the role, essence, composition, purpose and tasks of this science are defined in accordance with the law "National Program of Personnel Training" in our republic, in accordance with the training of highly qualified highly educated personnel. Yu.K.Babansky emphasized the ineffectiveness of approaches such as reducing educational content in the direction of

extensive (simplification), increasing the number of subjects, and accelerating (intensifying) his educational process to an effective result (increasing the educational image), i.e., increasing educational goals, student activity, It is justified that the implementation of educational goals is brought about by the set of goals set by the teacher. The main factors of speeding up the educational process: strengthening educational goals, increasing educational motivation (interest), expanding the information capacity of the educational content, using active methods and forms in education, improving the performance of educational activities, developing educational skills, using computers and other technical tools in education. But this work in traditional education is like the journey of a traveler who sometimes gets lost on a long and bumpy road to a destination. Pedagogical technology in advanced countries is like a movement that goes faster and chooses a short way to the intended destination.

According to the author, the science of pedagogy has been using axioms since time immemorial. It is known that a condition that does not require proof is called an axiom. Many such cases can be found in the pedagogical process: class-lesson system, 45-minute lesson, thematic plan, etc. In recent years, we are witnessing the process of standardization of educational space. This work was quite complicated and unexpected for the executors. Bringing the project of the educational process to the level of technology and the implementation of this project, together with turning the teacher into a highly qualified specialist, also strengthens the position of the learner and opens new horizons of creative cooperation. Now the teacher becomes the author of the project, which is a new task.

The author divides the system of axioms into three groups. The first is the axioms of integrating pedagogical technologies into a whole educational breadth, the second is the axioms of modeling the educational process, and the third is the axioms of standardizing the educational process. In turn, each of them combines three axioms. The first is A1 - the axiom of pedagogical technology's demand for educational space; A2 - the axiom of compatibility of pedagogical technology with the "teacher" system; A3 is the axiom of universality of pedagogical technology in relation to the subject methodology system. The second group includes the design axiom of the learning process model, which forms the basis of A4 pedagogical technology.

This informative model is characterized by the following parameter assignments:

1. parameter (aimability) expresses the general goal and direction of the educational process in the form of a system of micro-goals.

2. parameter (diagnosis) embodies management information about the evidence of achievement or non-achievement of micro-goals.

3. parameter (quantitative measure) provides meaningful and quantitative information about the characteristics, nature and extent of independent activity of students, sufficient to guarantee the successful passing of the diagnosis.

4. parameter (logical structure) - it takes into account the stage of turning the teacher's methodological ideas into a coherent and logical instructional model of the educational process and determines the high level of the teacher's skills. This activity is not so much a photograph of the logical structure of the educational process, but a specially formed workspace, in which all elements are expressed on the basis of technological laws and sufficiently alternated with the help of certain procedures. Parameter 5 (correction) describes information about pedagogical inadequacy, that is, students who have not passed the diagnosis and methodical ways of correction. Also, the second group (A5) includes the axiom of integrity and reproducibility of the system of constituent indicators of the educational process model.

The object of technologicalization of the educational process should be the subject of any subject, and its volume is distinguished by its strictness: minimum - 6-8 lessons, maximum - 22-24 lessons. In the project of this topic, the future educational process is given as a whole using the five parameters mentioned above, and it is this educational topic that ensures the reproducibility of technology and design in the form of uniform procedures that allow designing the educational process for any subject.

Another axiom (A6) belonging to the second group is the technologicalization of the information model of the educational process. In V.M.Monakhov's experience, technological maps of the educational process project were created, which included five parameters within one topic. If technology equips the teacher with a system of design procedures, technological maps are needed as a passport of the project of the educational process on the subject of study. The author describes the axioms of the third group (standardization of the educational process project) as the main product of the existence of pedagogical technology. The axiom of the technologyization of the teacher's professional activity (A7) refers to the following innovative components of the professional activity:

➢ the expression of the pedagogical ideas of the educational process project by the teacher for an entire academic year in the form of a sequence of micro-goals, relying on his own methodological experience, the content of the curriculum and the requirements of the state educational standard. skill. In other words, this is a technological process of translating the requirements of the standard into the language of micro-goals, and the micro-goal is a ladder of students' knowledge and development. This component is directly related to the restructuring of traditional academic subjects.

➢ professional skill of technological map design. This process is considered the pinnacle of pedagogical skills, because the teacher knows the future learning process in advance, describes his ideas on the technological map in a regular way.

It should be noted that this professional skill is quite complex, multi-level, integrative in its essence, and requires a well-developed reflexive ability from the teacher;

➢ the professional skill of constructing an informative map of the lesson or a set of these maps is a defined project of the future educational process for each educational topic;

➢ the professional skill of comparing two pedagogical objects: the project of the educational process in the form of technological maps and the system of informational maps of the lesson together with the results of the real educational process in a certain class.

Comparison should be made according to specific indicators and technological procedures. According to the results of the diagnosis based on comparative treatments, there is a special monitoring that records the development of educational activities in this class. The essence of the axiom (A8) of the standardization of the project of the educational process is as follows: after the project of the educational process is ready in the form of a technological map, the necessary calculations must be made directly: the training time, the volume of didactic information, the speed of its assimilation, the time allocated to the methodological program of the development of students within the limits of this educational topic, and another.

Finally, the last axiom of the third group is expressed as follows: the axiom of creating a workspace for optimal functioning of pedagogical technology that guarantees the final result (A9) any pedagogical technology must satisfy the requirements of this axiom at the same time in terms of both educational and general load of students; within the informational map of the lesson, it is necessary to maintain the norm of the main types of learning activities of students within their group in terms of age. This directly applies to maintaining psychological-pedagogical and physio-hygienic standards.

Thus, Readers became familiar with the nine didactic axioms proposed by V.M.Monakhov. According to the scientist, the fulfillment and observance of these axioms directly allows the design of pedagogical technologies and their reasonable application to the breadth of education.

To sum up, the essence of the problem-modular teaching technology can be explained as follows: in order to achieve the required level of knowledge of the students, a large-scale structuring of the content of the educational material, the selection of teaching methods, tools and forms in accordance with it is carried out, and they provide students with full, reduced or in-depth training options. directed to independent selection and transition. According to the author, 70 percent of the educational material on the problem-module teaching technology is highly mastered (K 0.75) and a clearly established level of competence is guaranteed.

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