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Modern Pedagogical Technologies as an Important Factor in Lesson Efficiency

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ABSTRACT

The article deals with the efficiency of the English lessons. It tells about modern educational technologies that are used in the educational process and which a teacher should master. To carry out the educational process as a result of joint activities aimed at "discovering" new knowledge. Concentrating efforts on improving the quality and effectiveness of educational and upbringing work, it is necessary to ensure that each lesson contributes to the development of students' cognitive interests, activity and creativity, and, consequently, to improving the quality of education.

KEYWORDS: *efficiency of the lessons, modern educational technologies, educational process, quality and effectiveness, educational and upbringing work, cognitive interests, activity and creativity.*

Recently, the modern education system has faced a number of problems that turned out to be fundamentally new and have no proven solutions. These problems were formulated by the current stage of development of society, and were also caused by domestic political, socio-economic and philosophical factors. A special place is occupied by the need to improve the quality and accessibility of education and upbringing.

As is known, education at school socializes, educates, trains. Throughout his life, a person receives new knowledge, improves the existing one. However, the question of what kind of education he receives remains important, since it must be of high quality. And in order to receive a high-quality education, it is necessary to search for new, more effective technologies designed to promote the development of creative abilities of students, the formation of self-development and self-education skills.

Currently, the concept of "pedagogical technology" has firmly entered the pedagogical lexicon. Pedagogical technology is defined as a set of methods for organizing the educational and cognitive process or a sequence of certain actions, operations associated with the specific activities of the teacher and aimed at achieving the set goals (technological chain).

Today there are more than a hundred pedagogical technologies. Their use in the pedagogical process ensures the personal development of the child by reducing the share of reproductive activity (reproduction of what remains in memory) in the educational process, and this, in turn, is a key condition for improving the quality of education, reducing the workload of students, and, of course, more efficient use of study time. The main pedagogical technologies that are used in education to improve the quality of education and upbringing are: information and communication technology, critical thinking development technology, problem-based learning technology, project technology, developmental learning technology, health-saving technologies, gaming technologies, modular technology, workshop technology, case technology, integrated learning technology, collaborative pedagogy, level differentiation technologies, interactive learning technology, group technologies, debate technology.

The use of pedagogical technologies in the process of teaching and upbringing helps to eliminate the monotony of the educational environment and the monotony of the educational process, creates conditions for changing the types of activities of students. The choice of technology depends on many circumstances and conditions of the educational process, the nature and content of the discipline, that is, specifically on: the level of knowledge and skills of the teacher; the general goal and objectives of training, the characteristics of the discipline, topic, planned goals and objectives of a specific lesson; the content of the educational material selected by the teacher; the level of development of students, their ability to learn, capabilities and age characteristics; the role of the method or combination of methods in the development of cognitive activity of students, their activity, independence and creativity; material equipment of the educational institution; time. It is pedagogical technologies that come to the aid of the teacher, who must possess personality-oriented, developing educational technologies that take into account the different levels of readiness of the child for learning in a modern school. The development of the student's personality is carried out in the process of his own activity aimed at "discovering" new knowledge. By focusing efforts on improving the quality and effectiveness of educational and upbringing work, it is necessary to ensure that each lesson contributes to the development of students' cognitive interests, activity and creativity, and, consequently, to improving the quality of education and upbringing.

Thus, it can be said that the use of pedagogical technologies in the educational system enables a child to work creatively, promotes the development of curiosity, increases activity, brings joy, forms a desire to learn in children, and, consequently, the quality of acquired knowledge, skills, and abilities increases and, of course, the younger generation becomes educated and well-mannered.

When choosing a pedagogical technology, it is important to take into account the abilities of students, the characteristics of specific types of professional activity of future specialists. Pedagogical technologies as the basis for professional training of specialists in order to form professional competencies and qualities provide for the development and implementation of modern methods of scientific

organization of the pedagogical process, quality control and diagnostics of the level of educational and professional training.

The introduction of modern educational technologies causes significant dynamic changes in teaching activities, the role of the pedagogical culture of the teacher as a subject of management in the educational process increases. These changes are discrete, cyclical, closely related to the life cycle of innovation and depend on the action of psychological factors. The main factors for the effective implementation of modern educational technologies are:

- students' readiness to perceive modern educational technologies;
- positive motivation of educational activity;
- teachers' and students' readiness for creative, innovative activity;
- optimal psychological microclimate of the educational process;
- teachers' pedagogical skills;
- taking into account the peculiarities of higher education institution management.

Practical classes are aimed at developing competencies and qualities, consolidating theoretical knowledge, developing skills and abilities through individual performance of tasks in accordance with the goals. During practical classes, students master the methodology of scientific research, independent performance of assigned tasks, solving specific production situations, etc.

The most important task of practical classes is to develop the practical training of future specialists, which contains the following components: skills and abilities of cognitive activity; skills and abilities of professional activity; skills and abilities of working in a group, communication skills, etc.

Among modern pedagogical technologies, training technologies occupy a special place. The training allows to form competencies, abilities, skills and personal qualities of the future specialist in a short time, which are impossible to form using traditional forms of training. The game moment of classes, the emphasis on the implementation of practical tasks contribute to the mobilization of the capabilities and abilities of all training participants. The introduction of professional trainings as a form of active learning, which is designed to form complex abilities and skills of a specific type of behavior, is effective for the professional activity and professional communication of future specialists. This is achieved through simulation modeling and solving continuously more complex professionally oriented situations with the pedagogical appropriateness of individual and group activities of students. During the training, communicative competencies, abilities and skills are effectively formed; various forms of behavior are practiced; an active life position is formed; barriers that hinder communication are removed. Trainings in the professional training of future specialists provide opportunities: mastering new abilities, skills and practicing previously acquired ones; discovering in oneself and in other people the qualities of working in a team, making decisions and being responsible for them; activating mental and cognitive activity; development of interpersonal communication skills.

The use of information technology in the educational process significantly changes the role and place of the teacher and student in the system "teacher - information technology of education - student". Information technology of education is not only an intermediate link in the transfer of information. Changes in the means and methods of teaching contribute to changes in the content of educational activities, which are becoming more independent and creative, and contribute to the implementation of an individual approach to learning.

The peculiarity of information technology is that multimedia and Internet technologies allow them to be used as a means of training, education, integration into the world community, influencing the individual, his professional self-determination and development.

Information technology increases the motivation for learning and stimulates cognitive interest, the effectiveness of independent work increases. Problem-based learning technologies occupy an important place in the training of future specialists. Problem-based learning technologies provide for such a nature of interaction between the teacher and students, in which, during the transfer and assimilation of educational information, contradictions are revealed, problem situations are created, the result of which will be the solution of the cognitive task. It should be noted that the goal of the technology of personality-oriented learning is the harmonious formation and comprehensive development of the student's personality, the full disclosure of his creative powers, the acquisition of his own "I", a unique individuality. He must become a subject of life, professional activity, and not master only a certain set of general scientific and professional knowledge, skills and abilities.

The introduction of the technology of personality-oriented learning involves a change in the forms of communication in the educational process, methods and means of communication activities aimed at developing professional and communicative competencies in future specialists. Distance learning technologies can be considered as a natural stage in the evolution of the traditional education system from a chalk board to an electronic board and computer training systems, from a book library to an electronic one, a regular classroom to a virtual one.

The effectiveness of distance learning is based on the fact that students themselves feel the need for further education, and are not subject to external pressure. They have the opportunity to work with educational materials in a mode and volume that suits them directly. The effect largely depends on how regularly the student studies.

Consistent implementation of control and diagnostic tasks, as well as support in all matters of the teacher-coordinator ensures the systematic acquisition of knowledge. Conclusions and prospects for further research. The introduction of pedagogical technologies, the implementation of a competence-based approach in professional education will contribute to the achievement of the main goal - the training of a qualified specialist who is competitive, capable of working effectively at the level of world and European standards, ready for constant professional growth, social and professional mobility.

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