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Modern Pedagogical Technologies as an Important Factor in the Effectiveness of the Lesson and as a Means of Training Competent Specialists

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Abstract: The article considers about the modern pedagogical technologies – Information and communication, critical thinking development, project, developmental learning technology, health-saving technologies, problem-based learning technology, game technologies technology. Their influence on training specialists in higher education institutions is highlighted.

Key words: pedagogical technologies, important factor, effectiveness of the lesson, means of training, competent specialists, educational standards, real types of activity.

The peculiarity of state educational standards of general education is their activity-based nature, which sets the main task of developing the student's personality. Modern education abandons the traditional presentation of learning outcomes in the form of knowledge, skills and abilities; the formulations of the State Educational Standard indicate real types of activity.

The task requires a transition to a new system-activity educational paradigm, which, in turn, is associated with fundamental changes in the activities of the teacher implementing the new standard. Teaching technologies are also changing, the introduction of information and communication technologies (ICT) opens up significant opportunities for expanding the educational framework for each subject in an educational institution.

Under these conditions, a traditional school implementing the classical education model has become unproductive. Teachers are faced with a problem - to turn traditional education aimed at accumulating knowledge, skills and abilities into a process of developing a child's personality.

Moving away from the traditional lesson with new technologies in the learning process allows eliminating the monotony of the educational environment and the monotony of the educational process, creates conditions for changing the types of activities of students, and allows implementing the principles of health preservation. It is recommended to select a technology depending on the subject content, objectives of the lesson, the level of preparedness of students, the possibility of satisfying their educational needs, and the age category of students.

Often, pedagogical technology is defined as:

- A set of techniques - an area of pedagogical knowledge that reflects the characteristics of the deep processes of pedagogical activity, the features of their interaction, the management of which ensures the necessary effectiveness of the educational process;
- A set of forms, methods, techniques and means of transmitting social experience, as well as the technical equipment of this process;
- A set of ways to organize the educational and cognitive process or a sequence of certain actions, operations associated with the specific activity of the teacher and aimed at achieving the set goals (technological chain).

In the context of implementing the requirements of the Federal State Educational Standard of Basic General Education, the most relevant technologies are:

1. Information and communication technology
2. Technology for the development of critical thinking
3. Project technology
4. Technology for developing learning
5. Health-saving technologies
6. Technology for problem-based learning
7. Game technologies
8. Modular technology
9. Workshop technology
10. Case technology
11. Technology for integrated learning
12. Pedagogy of cooperation.
13. Technologies for level differentiation
14. Group technologies.
15. Traditional technologies (class-lesson system)

1). Information and communication technology

The use of ICT contributes to the achievement of the main goal of education modernization - improving the quality of education, ensuring the harmonious development of an individual who is oriented in the information space, familiar with the information and communication capabilities of modern technologies and has an information culture, as well as presenting existing experience and identifying its effectiveness.

I plan to achieve these goals through the implementation of the following tasks:

- use information and communication technologies in the educational process;
- form students' sustainable interest and desire for self-education;
- form and develop communicative competence;
- direct efforts to creating conditions for the formation of positive motivation for learning;
- give students knowledge that determines their free, meaningful choice of life path.

In recent years, the issue of using new information technologies in education has been increasingly raised. These are not only new technical means, but also new forms and methods of

teaching, a new approach to the learning process. The introduction of ICT into the teaching process increases the authority of the teacher in the team, since teaching is conducted at a modern, higher level. In addition, the self-esteem of the teacher himself, developing his professional competencies, grows.

Pedagogical skill is based on the unity of knowledge and skills corresponding to the modern level of development of science, technology and their product - information technology.

At present, it is necessary to be able to receive information from different sources, use it and create it independently. The widespread use of ICT opens up new opportunities for the teacher in teaching his subject, and also greatly facilitates his work, increases the effectiveness of training, and improves the quality of teaching.

ICT application system

The ICT application system can be divided into the following stages:

Stage 1: Identification of educational material requiring a specific presentation, analysis of the educational program, analysis of thematic planning, selection of topics, selection of the type of lesson, identification of the features of the material of a given type of lesson;

Stage 2: Selection and creation of information products, selection of ready-made educational media resources, creation of your own product (presentation, educational, training or monitoring);

Stage 3: Application of information products, application in different types of lessons, application in educational work, application in guiding students' research activities.

Stage 4: Analysis of the effectiveness of ICT use, study of the dynamics of results, study of the rating by subject.

2) Critical Thinking Technology

What does critical thinking mean? Critical thinking is the type of thinking that helps to be critical of any statements, not to accept anything on faith without evidence, but to be open to new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecast, responsibility for one's own decisions. Critical thinking, therefore, is essentially a tautology, a synonym for quality thinking. It is more of a name than a concept, but it is under this name that the technological methods that we will cite below have come into our lives with a number of international projects.

The constructive basis of the "critical thinking technology" is the basic model of three stages of organizing the educational process:

- At the stage of recall from memory, existing knowledge and ideas about the subject being studied are "called up" and updated, personal interest is formed, and the goals of considering a particular topic are determined.
- At the stage of comprehension (or realization of meaning), as a rule, the student comes into contact with new information. It is systematized. The student gets the opportunity to think about the nature of the object being studied, learns to formulate questions as they compare old and new information. Their own position is formed. It is very important that already at this stage, using a number of techniques, it is already possible to independently track the process of understanding the material.
- The stage of reflection is characterized by the fact that students consolidate new knowledge and actively restructure their own primary ideas in order to include new concepts in them.

In the course of work within the framework of this model, students master various methods of integrating information, learn to develop their own opinions based on understanding various

experiences, ideas and ideas, build conclusions and logical chains of evidence, express their thoughts clearly, confidently and correctly in relation to others.

Functions of the three phases of the technology for developing critical thinking:

Challenge

Motivational (motivation to work with new information, awakening interest in the topic)

Informational (calling “to the surface” of existing knowledge on the topic)

Communication (conflict-free exchange of opinions)

Comprehension of the content

Informational (obtaining new information on the topic)

Systematization (classification of the information received by categories of knowledge)

Reflection

Communication (exchange of opinions on new information)

Informational (acquisition of new knowledge)

Motivational (motivation to further expand the information field)

Evaluation (correlation of new information and existing knowledge, development of one’s own position, evaluation of the process)

The main methodological techniques for developing critical thinking:

Technique “Cluster”, Table, Educational and brainstorming, Intellectual warm-up, Zigzag, zigzag -2, Technique “Insert”, Essay, Technique “Basket of ideas”, Technique “Drawing up cinquains", Method of control questions, Technique "I know../I want to know.../I found out...", Circles on the water, Role-playing project, Yes - no, Technique "Reading with stops", Technique "Mutual questioning", Technique "Confused logical chains", Technique "Cross discussion"

3). Project technology

The project method is not fundamentally new in world pedagogy. It arose at the beginning of this century in the USA. It was also called the problem method and was associated with the ideas of the humanistic trend in philosophy and education, developed by the American philosopher and educator J. Dewey, as well as his student W. H. Kilpatrick. It was extremely important to show children their personal interest in the acquired knowledge, which can and should be useful to them in life. For this, a problem is needed, taken from real life, familiar and significant for the child, for the solution of which he needs to apply the acquired knowledge, new knowledge that has yet to be acquired.

The teacher can suggest sources of information, or can simply direct the students' thoughts in the right direction for independent search. But as a result, the students must independently and in joint efforts solve the problem, applying the necessary knowledge sometimes from different areas, to get a real and tangible result. All work on the problem, thus, acquires the contours of project activity. The purpose of the technology is to stimulate students' interest in certain problems that require a certain amount of knowledge and, through project activities, provide for the solution of these problems, the ability to practically apply the acquired knowledge.

The project method attracted the attention of Russian teachers at the beginning of the 20th century. The ideas of project-based learning arose in Russia almost in parallel with the developments of American teachers. Under the leadership of the Russian teacher S. T. Shatsky in 1905, a small group of employees was organized that tried to actively use project methods in teaching practice.

In modern Russian schools, the project-based learning system began to revive only in the 1980s - 90s, in connection with the reform of school education, the democratization of relations between teachers and students, and the search for active forms of cognitive activity of schoolchildren.

Practical application of elements of project technology.

The essence of the project methodology is that the student himself must actively participate in gaining knowledge. Project technology is practical creative tasks that require students to use them to solve problem tasks, knowledge of the material at a given historical stage. Being a research method, it teaches to analyze a specific historical problem or task that arose at a certain stage of society's development. By mastering the culture of design, a student learns to think creatively and predict possible solutions to the problems facing him. Thus, the project methodology:

1. is characterized by high communicativeness;
2. involves the expression by the student of his own opinion, feelings, active involvement in real activities;
3. a special form of organizing the communicative and cognitive activity of schoolchildren in history lessons;
4. is based on the cyclical organization of the educational process.

Therefore, both the elements and the technology of the project should be used at the end of studying the topic in a certain cycle, as one of the types of review and generalizing lesson. One of the elements of such a methodology is a project discussion, which is based on the method of preparing and defending a project on a certain topic.

4) Problem-based learning technology

Today, problem-based learning is understood as such an organization of classes that involves the creation of problem situations under the guidance of a teacher and active independent activity of students to resolve them, which results in creative acquisition of professional knowledge, skills, abilities and the development of thinking abilities.

The technology of problem-based learning involves the organization of independent search activities of students under the guidance of a teacher to solve educational problems, during which students form new knowledge, skills and abilities, develop abilities, cognitive activity, curiosity, erudition, creative thinking and other personally significant qualities.

A problem situation in learning has educational value only when the problem task offered to the student corresponds to his intellectual capabilities, helps to awaken in students the desire to get out of this situation, to remove the contradiction that has arisen.

Problem tasks can be educational tasks, questions, practical tasks, etc. However, a problem task and a problem situation cannot be mixed up. A problem-based task is not a problem situation in itself; it can cause a problem situation only under certain conditions. Different types of tasks can cause the same problem situation. In general, the technology of problem-based learning consists in the fact that a problem is set before students and them, with the direct participation of the teacher or independently, explore the ways and means of solving it, i.e.

- build a hypothesis,
- outline and discuss ways to verify its truth,
- argue, conduct experiments, observations, analyze their results, reason, prove.

According to the degree of cognitive independence of students, problem-based learning is carried out in three main forms: problem-based presentation, partial search activity and independent research activity. The least cognitive independence of students occurs with problem-based

presentation: the teacher himself carries out the communication of new material. Having set a problem, the teacher reveals the way to solve it, demonstrates to students the course of scientific thinking, makes them follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in scientific research. In the conditions of partial-search activity, the work is mainly directed by the teacher with the help of special questions that encourage the student to independent reasoning, an active search for an answer to individual parts of the problem.

The technology of problem-based learning, like other technologies, has positive and negative sides.

Advantages of the technology of problem-based learning: it promotes not only the acquisition by students of the necessary system of knowledge, skills and abilities, but also the achievement of a high level of their mental development, the formation of their ability to independently obtain knowledge through their own creative activity; develops interest in academic work; ensures strong learning results.

Disadvantages: large expenditures of time to achieve the planned results, poor control over the cognitive activity of students.

5). Game technologies

Play, along with work and study, is one of the main types of human activity, an amazing phenomenon of our existence.

By definition, a game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved.

Classification of educational games

1. By area of application:

Physical, intellectual, labor, social, psychological,

2. By (characteristics) of the nature of the pedagogical process:

Educational, training, control, generalizing, cognitive, creative, developmental

3. By game technology:

Subject, plot, role-playing, business, simulation, dramatization

4. By subject area:

Mathematical, chemical, biological, physical, environmental, musical, labor, sports, economic,

5. By game environment:

Without objects, with objects, tabletop, indoor, outdoor, computer, television, cyclical, with vehicles

What problems does this form of training solve?

- It carries out a freer, psychologically liberated control of knowledge.
- The students' painful reaction to unsuccessful answers disappears.
- The approach to students in training becomes more delicate and differentiated.

Learning through play allows you to teach:

Recognize, compare, characterize, reveal concepts, justify, and apply

Because of using game learning methods, the following goals are achieved:

- cognitive activity is stimulated
- thinking activity is activated
- information is spontaneously memorized
- associative memorization is formed
- motivation to study the subject is enhanced

All this speaks of the effectiveness of learning in the process of play, which is a professional activity that has features of both learning and work.

By their nature, the goals of traditional education represent the education of a person with given properties. In terms of content, the goals are focused primarily on the acquisition of knowledge, skills and abilities, and not on the development of personality.

Traditional technology is primarily an authoritarian pedagogy of requirements, learning is very weakly connected with the inner life of the student, with his diverse requests and needs, and there are no conditions for the manifestation of individual abilities, creative manifestations of personality.

The learning process as an activity in traditional education is characterized by the lack of independence, weak motivation for educational work. Under these conditions, the stage of implementing educational goals turns into forced labor with all its negative consequences.

In addition, the most optimal option is to use a mixture of these technologies. Thus, the educational process is mostly represented by a class-lesson system. This allows work to be carried out according to a schedule, in a certain classroom, with a certain permanent group of students.

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