PEDAGOGICAL TECHNOLOGY OF TEACHING AND ITS STRUCTURE

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Abstract:

This article analyzes modern pedagogical technologies of education, their essence and structural components. The main principles, stages and practical aspects of pedagogical technology for achieving efficiency in the educational process are highlighted. Special attention is also paid to the stages of design, implementation and monitoring of educational technology. The author reveals the possibilities of forming independent thinking, creative approach and practical skills in students through the use of modern technologies. The conclusion substantiates the positive impact of pedagogical technology on the quality of education, its role in the systematic and effective organization of teacher and student activities.

Keywords: Education, technology, structure, social type, global task, principle, position, modern scientific technology, variability, pedagogical technology, educational process, didactic technology.

Introduction

In the era of globalization today, the need to introduce innovative approaches in the educational system is increasing day by day. The role of pedagogical technologies in improving educational efficiency, qualitative formation of students ' knowledge and development of practical skills is invaluable. Pedagogical technology of teaching is a systematic and consistent activity aimed at designing, implementing and evaluating the results of the educational process, in which the activities of the student and the teacher are clearly planned, and the results are predetermined. The correct choice and effective application of pedagogical technology directly affects not only the quality of the educational process, but also the personal development of students. This article covers the concept of pedagogical technology of teaching, its structure, main components and practical significance in a scientific and theoretical way.

Research Methodology

According to the analysis of the literature studied pedagogical technology of teaching and its structure, the program of specialists for the correct vammarali Organization of the educational process acts as an action. A number of foreign scientists have cited a lot of information in their works and scientific work on this topic as an example of them: Fidelman M.I. Dynamics razvitia tvorcheskoy intellectualnoy odaryonnosti V mladshem shkolnom vozraste; Nurullaeva Sh.He.

The problems of modeling modern pedagogical education; and a number of other literature provide a lot of information as a solution to current issues related to the abstract. Pedagogical psychologists refer to educational ideas that develop the concept of technology widely in the elementary grades (D.B.Elkonin, V.V.Davidov, L.V.Zankov).

Analysis and Results

Today, the school is faced with the task of forming literate spelling in students. Modern children read few books, their vocabulary is limited, and therefore mastering literacy has become almost the most difficult process for them. At the initial stage of education, it is very important what the teaching of the mother tongue should be like, and it should be undoubtedly effective, since during this period the foundation of literacy is laid, on the basis of which the entire further process of mastering the culture of the Mother (Mother) Language is built; in this there are a number of The basic methodological principles of spelling possession have been unchanged for many years and primarily imply a clear assimilation of rules by performing grammatical-orthographic tasks: based on the correct ratio of spelling to sound, taking into account the position of sound and the composition of the word, on the basis of the development of students ' phonemic hearing, on the basis of memorizing the letter composition of They are developed in parallel in the elementary grades. Memorizing difficult words that could not be checked required the practical skills of students to practice together, persistently, for many hours.

For centuries, the basic methodological principles of teaching spelling have remained unchanged, and first of all it was intended to clearly master the rules, to memorize exceptions to them, difficult and unverifiable words. However, all of these traditional methodologies have never been directed towards the psychology of language perception, especially aspects related to age. At present, the principle of variativity is introduced in education, which opens the door to pedagogical communities wide opportunities to choose, build and design the pedagogical process according to any model. Consequently, it is also necessary to change it itself so that children whose" school ecology "is actually intended do not feel" superfluous " and do not turn into an inert mass indifferent to learning.

A new educational system is being formed, aimed at entering the world educational space. This process is accompanied by significant changes in pedagogical theory and the practice of the educational process. Educational paradigm shifts are taking place: distinct content, distinct approaches, distinct rights, distinct relationships, distinct behavior, and a distinct pedagogical mentality are offered [225, 3-b]. Modern scientific and technical progress defines one of the main directions for improving the content of School Education [94, 3-b]. Pedagogy focuses its attention on the child as a subject of educational activity, as a person who seeks self-determination and self-realization [62, 184-b].

Currently, the concept of pedagogical technology has firmly entered the pedagogical dictionary. However, there are big differences in its understanding and use.

- Technology-a set of methods used in any activity, skill, art (Explanatory Dictionary).

- Pedagogical technology-a description of the process of achieving the results of planned education. (Volkov I.P.)

- Technology-art, skill, qualification, set of processing methods, change of State.

(Shepel V.M.) The concept of technology undergoes fundamental qualitative changes due to the enormous changes in technology, information, the introduction of techniques, the increase in the speed of information transmission, as well as the increase in scientific knowledge itself [94, 4-b].

The technology chosen by the teacher should gradually develop the personality of the subject in the educational process. Technology is becoming a system of successively built complex knowledge about the management of each process of activity, rationalism in the corresponding areas of human activity, modernization and continuous innovation. Technology connects all the aforementioned knowledge with technical knowledge, new processes, knowledge of the human factor: all are created by man and for Man [94, 4-b].

Thus, under pedagogical technology, many understand the set of methods, methods of pedagogical influence, the process of developing pedagogical systems and assessing their effectiveness, the set of design and implementation of the educational process, changing the method of testing goals, alternative strategies, designing and implementing a system of actions that increase the effectiveness of teaching based on system evaluation, introducing a systematic method of Under didactic technology, we understand the transformation of didactics and methodology into abstract theoretical guidelines and generalizations into practical activities (procedures, operations), before its implementation, a certain didactic goal is set or, through it, this didactic task is set, in which the planned final result is achieved.

In all countries of the world, educators are looking for ways to improve the effectiveness of primary education. Any modern pedagogical technology represents a synthesis of the achievements of pedagogical science and practice, traditional elements of the experience of the past and a combination of what arose through social progress, humanization and democratization of society. Its sources and structural elements are formed by: social changes and new pedagogical thinking; pedagogy, Psychological Science, Social Sciences; advanced pedagogical experience; domestic and foreign experience; folk pedagogy (ethnopedagogy) [225, 18-b]. The period of study in primary school is considered the most favorable for the development of the creative potential of students, since elementary school-age children are characterized by unlimited trust, submission and imitation of adults, mainly teachers. Children of this age fully recognize the position of an adult, almost unconditionally accepting his grades. The elementary school student, even in characterizing himself as a person, basically repeats what adults say about him. This also directly applies to an important personal formation that is strengthened at this age, such as self-assessment. It directly depends on the nature of the assessments given to the child by adults and its success in different types of activities [172, 172-b]. Therefore, the primary school teacher is tasked with raising an extremely important, responsible, global task – a worthy young generation that can solve serious social problems,

find a path to success. The purpose of the teacher's activities should correspond to the purpose of the students 'activities; the content of the teacher's activities should serve as the basis for the students' activities; the forms and methods of the teachers 'actions should determine the important forms and methods of the students' actions. All of these components differ in content for the teacher and student, but their degree of expediency is always dependent on integrative interaction [101, 156-b]. A number of researchers (N.S.Leytes, V.V.Telegina et al.) in the opinion that at primary school age, the necessary conditions for creative abilities arise, that is, as early as 7-8 years of age, a predisposition to reproductive activity (intellectual type) or productive activity (creative type) is observed [255,7-b]. In the "traditional organization of the educational process", the memory of students and the peculiarities of other cognitive processes, such as perception, thinking, imagination, are not taken into account. The kaleidoscope of lessons prevents students from adapting to what is being studied, leaving no time to experience and process the material. Often the order of classes is such that the next lesson seems to erase the previous one from memory, while the previous lesson prevents students from adapting to the new lesson, since fatigue or undisciplined behavior in one lesson can make it almost impossible or meaningless to conduct the next lesson" [23, 70-b].

Analysis of Thematic Literature

American scientist William Glasser tried to study in more detail the problem of satisfying the deep psychological needs of a child in the conditions of the educational environment. According to him, it is very important that the school be reborn as a psychologically necessary institution for the child, becoming "a place where children can express their thoughts openly based on their life experiences and observations." Pedagogical psychologists refer to educational ideas that develop the concept of technology widely in the elementary grades (D.B.Elkonin, V.V.Davidov, L.V.Zankov). These technologies represent the procedural qualities of the student's personality (intellectual, colloquial and hok.) to develop.

Conclusions and Suggestions

Conclusion pedagogical technology of teaching is an important element that constitutes a scientifically based, systematic and result – oriented form of the educational process. Pedagogical technologies make it possible to improve the quality of Education, effectively form the knowledge and skills of students, direct them to independent thinking. By applying modern technologies to the educational process, it will be possible to increase the effectiveness of the lesson, enhance interactive communication between the teacher and the student, as well as predetermine and evaluate the practical results of Education. As an offer we can say,

1. Teacher training: It is recommended to organize special seminars and trainings for teachers on teaching modern pedagogical technologies.

2. Widespread introduction of technologies into the educational process: Organizing lessons based on pedagogical technologies should be set as a priority task in every educational institution.

3. Exchange of experience and innovations: It is necessary to popularize the experience of advanced teachers, strengthen the activities of methodological centers for testing and introducing innovative methods and technologies.

4. Updating educational materials: Taking into account the age and psychological characteristics of students, textbooks and methodological materials should be developed that are suitable for pedagogical technologies.

5. Monitoring and evaluation system: It is recommended to establish a system for systematic monitoring and evaluation of the results of the implementation of educational technologies.

The implementation of these proposals will further improve the quality of education and organize the educational process in a systematic, effective and result-oriented manner.

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