MODERN EDUCATIONAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY

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Abstract: The current stage of development of society is characterized by the rapid development of innovative processes in the field of education. The requirements for higher education today are determined by the situation in which the state finds itself, when global processes of labor redistribution are taking place. The main task facing higher education is to ensure the development of the potential of future specialists for creative, creative activities. As a global goal of reforming vocational education, the goal is to teach the future specialist to independently interact with the innovative and developing world of professional work. "For many government agencies, banks, firms, not just engineers, economists, managers, but "problem solvers" are becoming necessary. Work on the training of such specialists, combined with extensive consulting activities, can become one of the "growth points" in the development of the national higher education."

Keywords: concept, educational process, method, pedagogy, pedagogical technologies, pedagogical skill.

Introduction

Modern society is characterized by a focus on human development instead of the traditional focus on economic growth. Today, human development is taken as the basis for assessing the level of development of a country, and the assessment criteria are:

a) longevity

b) level of education,

c) gross domestic product.

Director of the International Institute for Educational Planning at UNESCO, Jacques Allac, admits that the success of the state depends on the degree of access to knowledge, therefore, all countries of the world, to one degree or another, strive to improve education and consider the development of education an investment in the future. Education as the most important social institution that promotes the development of human resources, democracy and equality, according to the scientist, performs the following important functions in society:

✦ develops the creative abilities of a person, deepening his participation in economic, social and cultural relations in society, providing a more effective contribution to the innovative development of mankind;

✦ has a decisive influence on social progress and economic productivity;

✦ plays a key role in technological transformations;

✦ ensures the level of compliance of a person with modern requirements, the development of rationality and other human qualities necessary for him in everyday life;

✦ carries out the transfer and transformation of culture;

✦ reproduces and creates social functions and statuses as the basis for the production of "more gifted and diverse human capital";

✦ improves the relationship between man and the social and natural environment.

The peculiarity of the moment experienced by the national higher education lies in the fact that it trains specialists and carries out reforms, bearing in mind not the current, but the future social order. For decades, the system of state universities failed to be fully transferred from an extensive to an intensive path of development. This involves the use of new pedagogical technologies in the higher professional school. The concept of "pedagogical technology" today is not generally accepted in traditional pedagogy. In UNESCO documents, pedagogical technologies are considered as a systematic method of creating, applying and defining the entire process of teaching and

learning, taking into account technical and human resources and their interaction, which aims to optimize the forms of education.

On the one hand, pedagogical technologies are a set of methods and means for processing, presenting, changing and presenting educational information, on the other hand, it is the science of how a teacher influences students in the learning process using the necessary technical or information means. In pedagogical technologies, the content, methods and means of teaching are interconnected and interdependent. The pedagogical skill of a university teacher is to select the right content, apply the best methods and means of teaching in accordance with the program and the educational objectives set. Pedagogical technologies are a system category, the structural components of which are:

✦   learning objectives;
✦   the content of the training;
✦   means of pedagogical interaction;
✦   organization of the educational process;
✦   subjects of learning;
✦   the result of pedagogical activity.

The sources of pedagogical technology are the achievements of pedagogical, psychological and social sciences, advanced pedagogical experience, folk pedagogy, all the best that has been accumulated in domestic and foreign pedagogy of past years.

For the successful functioning of the pedagogical system, a carefully thought-out "debugging" of all its components is needed. Any modern pedagogical technology is a synthesis of the achievements of pedagogical science and practice, a combination of traditional elements of past experience and what is born of social progress, humanization and democratization of society.

The same technology in the hands of specific performers may look different: here the presence of the personal component of the teacher's activity, the characteristics of the contingent of students, their general mood and the psychological climate in the audience are inevitable. The results achieved by teachers using the same technology will be different, but close to some average index characterizing the technology in question.

This methodological manual is an attempt to give a systematic and fairly complete picture of a new branch of knowledge in the system of educational sciences - student learning technology.

The technology of teaching students, on the one hand, is an independent branch of the sciences of education, which has its own object, subject, its own theoretical and scientific and methodological principles. On the other hand, it is an integral part of andragogy - the science of adult learning.

Discussion

N.V. Astashkina: "Pedagogical technology is the interaction of teachers and students in any field of activity, organized on the basis of clear structuring, systematization, programming, algorithmization, standardization of methods and techniques of teaching and education, using computerization and technical means."

V.P. Bespalko: "A set of means and methods for reproducing theoretically substantiated processes of education and upbringing, which make it possible to successfully implement the set educational goals." His own: "Pedagogical technology is a meaningful technique for the implementation of the educational process."

I.P. Volkov: This is a description of the process of achieving the planned learning outcomes.

V.I. Zagvyazinsky: "This is a systematic design activity that allows you to program educational situations, the activity of learning subjects with a significant degree of probability guaranteeing the desired results."

S.I. Zmeev: "The organization of the learning process, which provides for a certain system of action and interaction of all, but above all active elements of the educational process."

N.P. Kapustin: "This is a fixed system of socially verified and ordered norms and rules that reflect the patterns of the developing process in various educational forms, which the teacher follows, managing the development of both the process itself and its participants. Technology is a kind of rigid basis (logic) of the process, following which the teacher achieves the planned result.

M.V. Klarin: This is a systemic totality and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals.

V.S. Kukushin: "A set of methods and means of processing, presenting, changing and presenting educational information. In teaching technology, the content, methods and means of teaching are interconnected and interdependent.

F. Coombs: "a variety of methods, materials, equipment and supply system - in a word, everything that participates in the educational process and contributes to the work of the education system."

M.M. Levina: "This is a project of a pedagogical system implemented in practice, which is an ordered activity of a teacher, providing for the response of students." Definition from the point of view of the essence of the learning process - "Learning technology is a didactic design of information management of educational and cognitive activity of students, reflecting the patterns of educational cognition."

B.T. Likhachev: "A set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, teaching methods, educational means; it is a toolkit of the pedagogical process, which is implemented in the technological process. The technological process is a certain system of technological units focused on a specific pedagogical result.

V.M. Monakhov: This is a model of joint pedagogical activity thought out in all details for designing, organizing and conducting the educational process with the unconditional provision of comfortable conditions for students and teachers.

G.K. Selevko: This is a meaningful generalization, absorbing the meanings of all the definitions of previous authors.

L.G. Semushkina, N.G. Yaroshenko: "This is a way to implement the content of training provided for by the curriculum, including a system of forms, methods and means of training, thanks to which the most effective achievement of certain goals is ensured."

Method

The reproducibility of the technology, as noted by the didactics, guarantees the effectiveness of pedagogical activity. A clear and consistent implementation of all instructions leads to the desired result. Moreover, violation of activity algorithms distorts the technology itself. So, one of the followers of V. F. Shatalov, arguing that when mastering this technique (technology), it is necessary to strictly follow all the recommendations of the author, otherwise "it will no longer be Shatalov's technique." With such an understanding of pedagogical technology, a teacher focused on their specific performance loses his ability to be creative, and the educational process, as V.I. At the same time, the teacher is considered as a passive performer of the "branded" didactic project, he is only assigned the role of an organizer and consultant of students, ensuring their involvement in the educational process.

A problem arises: Is it possible to implement the technology known and described in the pedagogical literature without changing it? And should we strive for it? To what extent, by performing a "foreign" technology, is the teacher able to show his creativity?

Let us turn to the history of pedagogy, where there is a controversy ...

More I.G. Pestalozzi drew attention to the practical side of the learning process, attaching importance to the teaching method. He wrote: "He who follows the correct method will be able to teach what he himself does not understand ... Let the teacher be weak, but the method is strong!" Method equalizes minds?! Teacher: "artist" or "mechanic"?

Thus, already at that time a problem arose: what is more important - the method or the personality of the teacher? If the method, then such qualities of a teacher as independence,

creativity are completely useless, they, according to Pestalozzi, are "a hindrance, a cause of failure". P.F. Kapterev wrote: "If you hold such a view that the method is the essence of learning ..., the teacher is of secondary importance."

In modern research on the problem of pedagogical technologies, attention is drawn to the need to develop a personal aspect.

L.G. Semushkina, N.G. Yaroshenko believe that the personal aspect of pedagogical technology is objective, since "the choice or development of a technology for teaching a particular course is carried out by the teacher on the basis of his personal convictions and constitutes his individual style of pedagogical activity."

Yu.G. Fokin considers it possible to consider the process of creation and implementation of any pedagogical technology, as well as its reproducibility in the activities of the teacher who implements it, as a creative process. In his opinion, firstly, a mandatory component of technology is a sequence of operations and procedures, which together make up an integral didactic system that allows you to achieve your goals, it does not have to be strictly ordered. "The procedures that make up the teaching technology, generally speaking, cannot be interpreted as links in an algorithm that describes in detail the way to achieve one or another required pedagogical result. Rather, these procedures should be considered as supporting didactic means that, in the aggregate, ensure the movement of the subject of education towards the set goals.

Thus, pedagogical technologies and learning theory are interrelated and interdependent. Based on this position, we will consider the use of pedagogical technologies.

Result

In order to achieve the educational goals of forming a university graduate as a subject of future professional activity, own development, as well as a subject of interpersonal relations in a team and the labor market, it is necessary that a person in the educational process be considered as a subject of activity, which itself, being formed in activity and in communication with other people, determines the nature of this activity. Determining the psychological and pedagogical foundations for the selection of technologies, forms and methods of organizing the educational process in higher education, we focused on the provisions of the activity approach based on the theory of activity developed in psychology by L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, A.N. Leontiev and others.

The activity approach in vocational training presupposes qualitatively different, in contrast to traditional, structures of interaction between teachers and students. They are formed on the basis of independence and voluntary recognition by students of the stimulating role of the teacher. The meaning of this technology is that the training of any professional activity can be successfully carried out by modeling in it the subject and social content of the upcoming activity.

When implementing an activity approach to teaching students, the main thing is the optimal choice of technologies and teaching methods. The more aspects are taken into account when choosing them, the higher the learning outcomes. To choose the best option among the many methods, you need to be guided by their correspondence:
1. Patterns and the principles of learning arising from them.
2. Goals and objectives of training.
3. The content and methods of a given science in general and a given subject in particular.
   4. Learning opportunities for students:
a) age (physical, mental);
b) the level of preparedness (in training and education);
c) the characteristics of the team (group) in which the training is conducted.
   5. Features of external conditions (geographical, industrial environment, etc.).
   6. The capabilities of the teachers themselves: their previous experience, knowledge of typical situations of the learning process, in which certain combinations of methods are most

effective, the level of their theoretical and practical preparedness, the ability to apply certain methods, means, the ability to choose the best option, personal qualities, etc.

The purpose of the application of educational technologies is the acquisition by a university graduate of competencies, thanks to which he will be able to become the subject of solving professional problems, relationships in the team, the subject of his own development and the labor market. Each of these goals includes a whole range of tasks for the formation of these types of activities.

In addition, in terms of content, each of the competencies contains four components: cognitive, orientation, operational and activity. Mastering the four components of the formed competencies will allow the student to become competitive in the labor market and successfully engage in labor activity. Consider the levels at which competence can be formed:

❖ At the first level of competence formation, a person is able to solve only single tasks of the activity being formed, and due to the limited orientation in conditions, he can apply the methods at his disposal and erroneously, that is, where their application is inadequate to the real conditions of the task;

❖ The second level of competence formation provides the solution of certain groups of tasks of the activity being formed with an understanding of the conditions and limits of applicability of the methods for their solution. However, even in this case, the student will not be able to solve any problems, but only those groups of them that the level of the mastered mode of activity mastered by him allows. The higher the degree of generalization, the greater the number of tasks the student will be able to solve.

❖ High level of generalization corresponds to the third level of competence formation. Such competence ensures the solution of any problems of this type by different methods with full consideration of the existing conditions of the problem, which are identified independently.

The criteria for selecting technologies in this case are their focus on the formation of basic competencies: special and general; the availability of opportunities for the individualization of the educational process, the development of students' motivation in relation to their future profession and the continuation of professional education after graduation, the opportunities for the transition from education to self-education.

In connection with the transition of higher education to work according to new educational standards aimed at developing the competencies of students necessary for the successful implementation of professional activities, we should talk about the need to implement a technological approach at the university. However, as the researchers note, there is not yet a sufficiently substantiated, from the point of view of modern science and practice, and a reliable system technology that ensures the implementation of this concept, therefore, in university practice, the most developed and available technologies for use in mass practice are used.

The first group of activities includes the lecture-seminar system of education, which is usually called traditional. It is suitable for solving such problems as the transfer of a large amount of information, the development of memory, attention, and some logical skills of students (highlight the main and essential, structure educational material, select evidence, build classifications). Components of traditional technology:

❖ flow-group system for organizing classes;
❖ subject curriculum;
❖ the presence of a fixed number of flows and groups;
❖ stable uniform for teachers and students (synchronous) schedule of training sessions;
❖ weekly transfer of material of one subject in small portions;
❖ use of lectures, seminars, laboratory and practical as the main forms of training;
❖ setting by the teacher (lecturer) of clear learning goals and ensuring appropriate planning for their achievement;
❖ reliance on the use of visual and illustrative teaching methods;

❖ frontal and individual work of the teacher with students in the classroom, that is, during lectures, seminars and practical;

❖ the presence of episodic feedback between the teacher and the student;

❖ individual work of a student with educational literature;

❖ the presence of independent homework to prepare for individual classes fixed in a stable schedule;

❖ fragmentary verification of the student's independent assignments by the teacher;

❖ evaluation of students' academic results by teachers through the implementation of current tests, final tests and exams held on semesters within the sessions.

Distinctive features of traditional technology are: the impossibility of using it to achieve a more complete and meaningful assimilation of knowledge; poor solution of socialization problems; the difficulty of acquiring competencies, the ability to solve not narrowly focused, but practical non-standard tasks; the complexity of developing and taking into account individual and personal qualities, etc.

The second and third groups of activities include innovative technologies for active learning of quasi-professional and educational-professional activities of students, which have the following differences from traditional ones:

❖ activation of behavior and thinking of students;

❖ high degree of their involvement in the educational process (student's activity is comparable to teacher's activity);

❖ obligatory interaction of students among themselves and/or with the teacher;

❖ the presence of prerequisites for a phased assessment of the success and completeness of the assimilation of the material;

❖ increased degree of motivation, emotionality and creative nature of classes;

❖ focus on mastering the material in the shortest possible time.

According to the presence or absence in the technologies of quasi-professional activity of models that imitate the real process, all technologies of this group are divided into non-imitation and simulation (in each of the groups gaming and non-gaming are distinguished).

The third group of activities includes technologies of educational and professional activities, which are closest to the conditions of real practice.

The choice of technologies for solving educational problems is determined both by the content of these problems and by the potential capabilities of various technologies to provide the required result of the solution. Each technology corresponds to a certain type of tasks where its application can be useful.

Conclusion

Thus, neither business games, nor role-playing games, nor case studies, nor the traditional method of projects can ensure the formation of a high level of competence. In the best case, provided there is enough time and number of exercises for training, as well as in the presence of a situation in which, under the guidance of a teacher, particular ways of activity are distinguished and generalized, students can form a second level of competence.

In order for a developmental effect and a need to be derived from particular generalized methods of activity to arise in the methods of activity, it is necessary that a situation of a critical attitude towards its particular methods arise, an awareness of their insufficiency for solving the problems that arise in practice. This is achieved by reflecting the foundations of the private methods of activity that are available or formed by the students, which the teacher will have to include as an obligatory element in the technology used, partially changing it.

Another way of forming generalized methods of activity is the use of organizational-activity and reflexive-role-playing games. They include a reflection of the bases of the ways of activity being mastered as an obligatory element of their implementation. They also assume that at the

beginning, together with the students, generalized methods of activity are created, from which private ones are then derived.

Thus, in order to form the first level of competence in classroom conditions, it will be sufficient to use a combination of traditional methods with methods of quasi-professional activity without the generalization of acquired private methods, which is mandatory for this level.

The second level requires the full use of not only traditional technology, but also a variety of methods of quasi-professional activity, with their repeated reproduction on similar and different models, situations and examples, followed by work to generalize the formed private methods or competencies. Then it is necessary to work out and consolidate the acquired competencies in educational and professional activities, where in practice they will be further generalized, as well as consolidated and developed.

To achieve the third level of competence formation, it is necessary to combine all three groups of methods; in this case, it is necessary, first of all, to use those of them that create conditions for the reflection of acquired or previously used methods of solving problems. In the process of quasi-professional and educational-professional activities, it is necessary to develop the ability of students to move from the general to the particular, while finding and independently building, guided by general principles and approaches to the implementation of activities, means of solving its particular problems.

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