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IMPROVING THE PEDAGOGICAL CONDITIONS FOR THE INTRODUCTION OF COPYRIGHT TECHNOLOGIES (ON THE EXAMPLE OF THE SUBJECT OF PEDAGOGY)

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Abstract:

New priorities in education encourage teachers to search for new modern effective teaching technologies that allow them to achieve higher learning and upbringing results, to introduce new educational technologies into the educational process, namely, personality-oriented pedagogical technologies.

Keywords: Knowledge, effectiveness of learning, creative abilities, educational organization, technology, human resources.

INTRODUCTION

The introduction of state educational standards has imposed new requirements on teachers to achieve the goals of the educational process that meet the needs of modern society. The deep processes taking place in the education system lead to the formation of a new ideology and methodology of education as an ideology and methodology of innovative education. Innovative learning technologies should be seen as a tool through which the new educational paradigm can be implemented.[1]

And ensuring the quality of education in the current conditions is possible only with a change in approaches to the organization of the educational process, one of which is the introduction of educational technologies that act as a tool to increase motivation for learning and the effectiveness of learning, the development of students' creative abilities in the lessons of special disciplines.

In a modern school, the issue of the use of educational technologies by teachers is especially relevant. The relevance of this topic lies in the fact that today, using educational technologies, one of the most important tasks of an educational organization is being solved - increasing the efficiency of the educational process. After all, education technology is a system in which a pre-planned process is consistently implemented, which guarantees a high result.

Pedagogical technology is a system of the teacher's activity, where all the actions included in him stand in a certain sequence and integrity, and the implementation of these actions presupposes the achievement of the desired result.

"Pedagogical technology," - according to BT Likhachev, "is a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, methods, methods of teaching, educational means; it is an organizational and methodological toolkit of the pedagogical process."

Teaching technology, or educational technology, is the application of teaching methods to specific conditions, taking into account the time, place, specific subjects of education, the conditions of organization and the length of the pedagogical process. Therefore, we can speak about the effectiveness of technology not in general, but only in relation to certain students and teachers.

What is "innovative education" today? - This is an education that is capable of self-development and which creates conditions for the full development of all its participants; hence the main thesis; innovative education is a developing and developing education.[2]

LITERATURE REVIEW

A systematic approach to teaching as an essential characteristic of the concept of "Pedagogical technology" is reflected in the definition of UNESCO, according to which pedagogical technology is a systematic method of creating, applying and defining the entire process of teaching and assimilation of knowledge, taking into account technical and human resources and their interaction, which aims to optimize forms of education.

In the domestic pedagogical literature, as many authors rightly point out, there are discrepancies in the understanding and use of the term "pedagogical technology". V.P. Bespalko defines pedagogical technology as a set of means and methods for reproducing theoretically grounded learning and upbringing processes that allow successfully implementing the set educational goals.

B.T. Likhachev believes that pedagogical technology is a set of psychological and pedagogical attitudes that determine a special set and arrangement

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of forms, methods, methods, methods of teaching, educational means; it is an organizational and methodological toolkit.

According to M.V. Clarina, pedagogical technology means the systemic totality and order of functioning of all personal, instrumental andmethodological tools used to achieve pedagogical goals.

RESEARCH METHODOLOGY

M.V. Clarin rightly noted that the concept of "pedagogical technology" is correlated in pedagogy with the processes of teaching and upbringing, in contrast toforeign, where it is limited to the field of study.

RESULTS

What is "innovative educational technology"? It is a complex of three interrelated components:

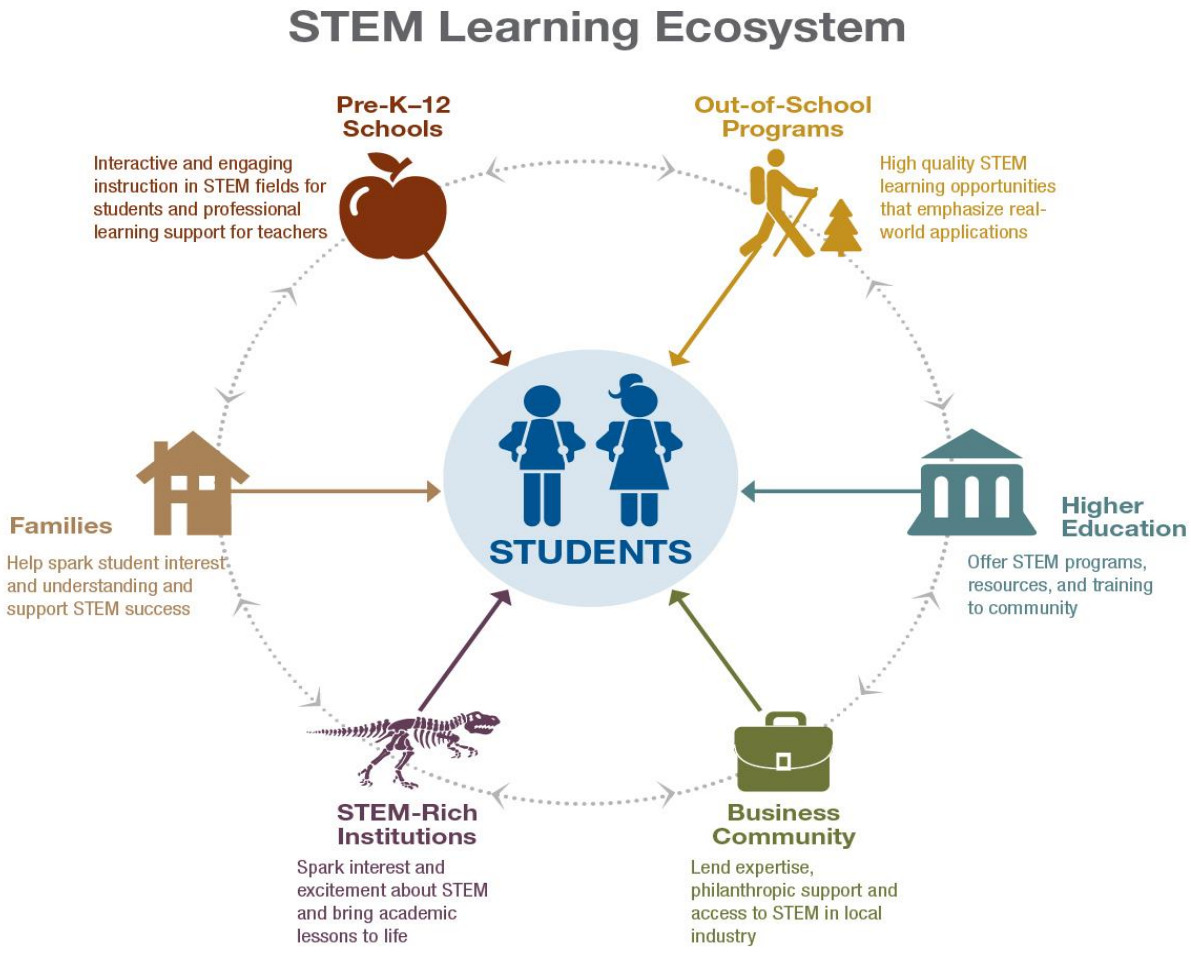
1. The modern content that is passed on to students presupposes not so much the development of subject knowledge as the development of competencies. This content should be well structured and presented in the form of multimedia educational materials that are transmitted using modern means of communication.

2. Modern teaching methods are active methods of forming competencies based on the interaction of students and their involvement in the educational process, and not only on passive perception of the material.

3. Modern infrastructure of training, which includes information, technological, organizational and communication components, allowing you to effectively use the advantages of distance learning.

In modern conditions of modernization of Russian education, the goals and objectives of the school and teachers are changing. The emphasis is shifted from "knowledge assimilation" to the formation of "competencies".

Fig 1.
Communities Come Together to Support STEM Education



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The transition to competence-based education began in 2002. The system for the formation of key competencies includes communicative competence and a model for the formation of social competencies. In practice, this finds its expression in the formation of skills and communication skills, skills and abilities to act in social situations, the ability to take responsibility, develops the skills of joint activities, the ability to self-development; personal goal-setting; self-actualization.

Promotes the development of tolerance in oneself; the ability to live with people of other cultures, languages, religions.Thus, there is a reorientation towards a humanistic approach to teaching. Innovative pedagogical technologies are being introduced that provide for the consideration and development of the individual characteristics of students.

Modern educational technologies can be viewed as a key condition for improving the quality of education, reducing the workload of students, and more efficient use of study time. At the moment, a variety of pedagogical innovations are used in school education. Nevertheless, the following are the most characteristic innovative technologies.

1. Information and communication technologies (ICT) in subject learning.

Information and communication technologies (ICT) are of key importance at all levels of the educational system. At each stage of cognitive activity, scientific research and practical applications in all branches of knowledge, information and communication technologies simultaneously perform the functions of tools and objects of cognition.

The peculiarity of information and communication technologies is their versatility, they are a tool that is used in all branches of knowledge: humanitarian, natural science, socio-economic. Consequently, the innovative nature of ICT development directly affects other branches of knowledge that form the worldview of a young specialist, improving the didactic and methodological presentation of knowledge, increasing the ability to perceive and generate knowledge, thereby introducing an innovative element into the all-round development of the individual.

The use of information and communication technologies makes it possible to significantly speed up the process of searching and transferring information, transform the nature of mental activity, and automate human labor.

The main directions of using ICT in the classroom include: using Internet resources as a reference material, using electronic encyclopedias, organizing research and project activities of students, testing students' knowledge, searching for illustrative material.

The specificity of ICT includes:

- Expanding the capabilities of the textbook;
- Increasing the motivation of students;
- Additional exercises;
- Variability within each exercise;
- Possibility of self-control;
- Ability to work independently.

The use of ICT at all stages of the lesson allows you to optimize the educational process, use your time efficiently. When explaining the new material for clarity, computer presentations in Microsoft Power Point, videos, educational films, video clips, excerpts from cartoons and feature films, electronic applications to teaching materials are widely used.

Application experience has shown:

a) the information environment of the school, including various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method;

b) the informatization of education is attractive for the student in that the efficiency of student work increases, the share of creative work increases, the opportunity for obtaining additional education in the subject within the walls of the educational institution expands;

c) informatization of teaching is attractive for the teacher in that it allows to increase the productivity of his work, increases the general information culture of the teacher.

2. Technologies of multilevel and differentiated education.

The concept of "differentiated learning" in translation from the Latin "different" means the division, decomposition of the whole into different parts, forms, stages.Differentiated teaching is a form of organization of the educational process, in which the teacher works with a group of students, made up taking into account the presence of any common qualities that are significant for the educational process.

The goal of differentiated education is to organize the educational process, taking into account the individual abilities and characteristics of the student, or, in other words, teaching everyone at the level of his capabilities and abilities, which gives the child the opportunity to receive knowledge that is maximum in his ability and realize his personal potential. This technology makes the educational process more effective.

The objectives of differentiated education: to understand, see and preserve the individuality of the

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student, to help the child to believe in himself, to ensure his maximum development.

Organizationally differentiated approach consists of a combination of individual, group and frontal work. It is suitable at all stages of training, as well as at all stages of mastering knowledge and skills. To achieve the correct differentiated approach to teaching, it is necessary to select the correct differentiated tasks. They should be simple, concise and accurate.

Taking into account the typological characteristics of each student, the class can be divided into conditional groups "A", "B", "C". The tasks of group "C" are fixed as a basic standard - minimum or reproductive. The repetition rate plays a role here. Tasks "B" are built at the analytical-synthetic level and provide mental activity, which is necessary for solving tasks for application.

Group A assignments assume a creative or productive level. The elements of the organization of the group form of work allow to activate the cognitive activity of students in the lesson, to include in the learning process of each student. Within the groups, everyone can express their opinion, actively participate in solving the assigned tasks in accordance with the level of training, the studied material.

For each lesson, it is advisable to create didactic material of varying complexity. All this gives a tangible educational result. Students who have insufficient knowledge cease to be shy, on the contrary, they try to "reach out" for the strong, enter into dialogue more easily, correct their mistakes, try to express their thoughts in monologue, learn to formulate questions.

3. Technologies of project training and research activities.

The project method is considered one of the leading in the formation of students' speech competencies, the ability to use a foreign language as a tool for intercultural communication and interaction.

A project is a temporary purposeful activity aimed at obtaining a unique result.Project activities are part of the students' independent work. A well-executed project is a step-by-step planning of your actions, tracking the results of your work.

The purpose of the project activity is the understanding and application by students of the knowledge, skills and abilities acquired in the study of various subjects.Project work is one of the forms of organizing the research cognitive activity of students, in which they take an active subjective position.

A project topic can be related to any one subject area. When choosing a project topic, the teacher is guided by the interests and needs of students, their capabilities and the personal significance of the work ahead.

A completed project can be presented in a variety of forms: drawing, article, album, collage, recommendations and many others. The forms of project presentation are also varied: report, conference, competition, holiday, performance.

The main result of work on the project will be the actualization of existing and acquisition of new knowledge, skills and abilities, their creative application in new conditions.

Important positive factors of project activity include:

- increasing the motivation of students in solving problems;
- development of creative abilities;
- formation of a sense of responsibility;
- creation of conditions for the relationship of cooperation between the teacher and the student.

Projects can be divided by the number of participants (individual (personal), couples, group.), By duration: short-term (1 lesson, maximum 3-6 lessons), medium-term (1-2 months), long-term (up to a year), according to the dominant activity students (research, creative, game, informational, socially significant.)

Projects are evaluated according to the following criteria:

- Design of the project - the presence of drawings, accuracy;
- The content of the project - compliance with the topic, the presence of original finds, the completeness of the disclosure of the topic, a logical presentation of the material;
- Presentation of the project - the correctness of speech, the degree of mastery of the material, emotionality in the presentation.

Project activities are of particular interest to students of all ages, because they know and know a lot, and working on projects helps them to realize their knowledge, skills and abilities. Work on a project consists of the following steps:

- Definition of the topic.
- Determination of the end result.
- Discussion and preparation of a project plan.
- Collection of information.
- Data processing.
- Project design.
- Presentation of the project.
- Project evaluation.

Project activities combined with computer work make the lessons interesting and modern. The teacher not only teaches the children, but also learns a lot from them.

4. Technology of advanced learning.

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The technology of advanced learning is associated with the name of the primary school teacher S.N. Lysenkova, who discovered a remarkable phenomenon: in order to reduce the objective difficulty of some issues of the program, it is necessary to anticipate their introduction into the educational process. According to S.N. Lysenkova, a difficult topic should be started not at the set hours, but much earlier. "The assimilation of the material takes place in three stages:

- preliminary introduction of the first (small) portions of future knowledge,
- clarification of new concepts, their generalization, application and
- development of fluency in thinking and learning actions ".

This technique allows you to save time on explaining new material and pay more attention to practical reinforcement.A difficult topic can be raised in advance in some connection with the material being studied at the moment. The following topic is given in each lesson in small doses of 5-7 minutes.

The topic is revealed slowly, consistently, with all the logical transitions. First the strong, then the average, and only then the weak students are involved in the discussion of the new material. It turns out that all children gradually teach each other.

The assimilation of the material occurs in three stages:

The first stage is long-term preparation: slow, consistent acquaintance with new concepts, disclosure of the topic.The second stage is work on the textbook: clarification of concepts and generalization of the material. Schoolchildren are already consciously oriented in the generalization scheme, possess evidence, cope with independent tasks at school and at home

The third stage is the use of the saved time (the created lead). The schemes go away, the skill of quick action is being formed. It is at this stage that a new perspective is born without facing any difficulties.

Each student - a feasible question, an accessible task (but not below the requirements of the program!). Such a dispersed assimilation of educational material ensures the translation of knowledge into long-term memory.

5. Technologies of problem learning.

The technology of problem learning is understood as such an organization of training sessions, which involves the creation of problem situations under the guidance of a teacher and the active independent activity of students to resolve them, as a result of which there is a creative mastery of knowledge, skills, abilities and the development of thinking abilities. The goal is to contribute to the development of problematic thinking of students and teachers.

The problem is the difference between the existing and the desired situation, the inconsistency, the inconsistency between the assumed and the actual. The problematic situation is specially created by the teacher through the use of special methodological techniques:

- the teacher brings students to a contradiction and invites them to find a way to resolve it themselves;
- expresses different points of view on the same issue;
- invites the class to consider the phenomenon from different positions;
- encourages trainees to make comparisons, generalizations, conclusions from the situation, to compare facts;
- asks specific questions (for generalization, justification, specification, logic of reasoning;
- defines problematic theoretical and practical tasks;
- sets problematic tasks (with insufficient or redundant initial data; with uncertainty in the formulation of the question; with contradictory data; with deliberately made mistakes; with limited time for solving; to overcome mental inertia, and others).

CONCLUSION

It is customary to distinguish between the stages of problem learning technology:

1. Statement of the educational problem; organization of a problem situation. The result of this stage is the difficulty of students and the formulation of a problematic question, which will be the purpose of the lesson.
2. Search for a solution to the problem:
- through dialogue;
- putting forward hypotheses.
3. Testing hypotheses, starting with false.
4. Formulation of the rule, method; comparing it with the scientific model in the textbook.
5. Training in the formulation of educational questions (problematic).
6. Conducting control and verification work with the inclusion of tasks of a problematic nature:
- ask a problematic question;
- put forward a hypothesis;
- prove it.

Applying these technologies in innovative teaching, the teacher makes the process more complete, interesting and rich. At the intersection of the subject areas of natural sciences, such integration

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is simply necessary for the formation of a holistic worldview and worldview of students.

Thus, the goal of innovation is a qualitative change in the student's personality in comparison with the traditional system. This becomes possible due to the introduction of didactic and educational programs unknown to practice into professional activities.

The development of the ability to motivate actions, independently navigate the information received, the formation of creative non-standard thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice, are the main goals of innovative activity.

As noted above, the traditional lesson does not meet modern educational requirements, so I was interested in innovative pedagogical technologies. Using them, I try to promote the development of a person who is able to realize himself and his place in the world, who is able to navigate difficult life situations and positively solve his problems.

Thus, using innovative educational technologies, it is possible to solve the following interdependent problems:

1. to promote the development of the personality of students with an active civic position who can navigate difficult life situations and positively solve their problems;

2. to change the nature of interaction between the subjects of the school education system: teacher and student - partners, like-minded people, equal members of the "one team";

3. to increase the motivation of students for learning activities. High motivation for educational activities is also due to the versatility of the educational process;

4.to pay more attention to the study and mastery of modern pedagogical technologies, which make it possible to significantly change the methods of organizing the educational process, the nature of the interaction of the subjects of the system, and, finally, their thinking and level of development.

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