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GROUPING OF PEDAGOGICAL TECHNOLOGIES ACCORDING TO THE DEGREE OF DEVELOPMENT OF MENTAL CHARACTERISTICS OF THE INDIVIDUAL

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Abstract:
In this article, it is explained that pedagogical technologies in education, teachers in the implementation of their activities based on educational laws, which include actions performed in a strict sequence, mandatory promotion of the predicted result information provided.

Keywords: technology, techniques, methods, teaching aids, general pedagogical, educational technology, individual characteristics.

Introduction

The word "technology" itself has different interpretations. For example, in a general sense, this is a detailed way of carrying out a certain activity based on the chosen method.

Regarding educational pedagogical technologies, we note that we are talking about constructing the teacher's activity in such a way that it includes actions performed in strict sequence, with the obligatory promotion of the predicted result.

Technology Features

The methodological system must answer the following questions: "How to teach?", "What to teach?", "Why teach?".

Educational technology involves effective learning. There are certain criteria according to which the essence of educational technologies is formulated:

- strict and unambiguous identification of the learning goal;
- selection of content, structuring of material;
- optimal organization of educational activities;
- techniques, methods, teaching aids.

In addition, the qualifications of the teacher must be taken into account and an objective methodology for assigning grades must be developed.

The purpose of the study: Study of grouping of pedagogical technologies by development level of personal mental characteristics

Materials and methods: There are several types of classifications of educational technologies. In terms of their goals, content, methods and means used, existing pedagogical technologies are similar, but differ in various parameters.

• By its definition, "pedagogical technology" is the interconnected activity of a teacher and a student in meeting the educational needs of each student in accordance with his individual characteristics; diagnostic procedures containing criteria, indicators, tools for measuring performance results

TECHNOLOGY CLASSIFICATION PARAMETERS

• According to the level of application of technology there are:
• -general pedagogical (characterized by the integrity of the pedagogical process in the region, educational institution, at a certain level of education).
• -subject-specific (a set of means and methods for implementing a certain content of training and education within the framework of a subject, for example, a foreign language).
• -local or modular (used in certain parts of the educational process).
• According to organizational forms, technologies are:
• -classroom lessons;
• - alternative;
• -academic;
• -club;
• -individual;
• -group;
• -collective ways of learning;
• -differentiated learning.
• By type of cognitive activity management:
• -traditional (classical lectures, using TSO, teaching from a book);
• -differentiated (small group system, "tutor" system);
• -programmed (computer, software, "consultant" system).
• Based on the approach to the child, technologies are divided into:
• -authoritarian (the teacher is the sole subject of the educational process, and the student is only an object. These technologies are distinguished by the rigid organization of school life, the suppression of initiative and independence of students, the use of demands and coercion);

Compensatory teaching technology (used for pedagogical correction, support, alignment, compensation).

1. Based on their orientation towards personal structures, pedagogical technologies are divided into:
2. - informational (formation of school knowledge, skills and abilities);
3. -operational (provide the formation of mental actions);
4. - technologies of self-development (aimed at developing methods of mental action);
5. -heuristic (develop students' creative abilities);
6. - applied (ensure the formation of an effective and practical sphere of personality).
7. Based on the nature of the content and structure of technology, there are:
8. - educational;
9. - educational;
10. -secular;
11. -religious;
12. - general education;
13. -professional;
14. -humanistic;
15. -technocratic;
16. -mono- and polytechnologies;
17. -penetrating.

There are more than a hundred technologies in pedagogy. Most of those listed in this lecture are suitable for implementation in teaching a foreign language. Of course, a lot depends on the teacher, on his competence and desire to work.

The definitions presented above allow us to identify the main structural components of pedagogical technology:

a) conceptual framework;

b) content of training:

– learning objectives – general and specific;

– content of educational material;

c) procedural part – technological process:

– organization of the educational process;

– methods and forms of educational activities of schoolchildren;

– methods and forms of teacher work;

– the teacher's activities in managing the process of mastering the material;

– diagnostics of the educational process.

Finally, any pedagogical technology must satisfy basic methodological requirements (G.K. Selevko).

Conceptuality. Each pedagogical technology should be characterized by reliance on a certain scientific concept, including philosophical, psychological, didactic and social-pedagogical justification for achieving educational goals.

Systematicity. Pedagogical technology must have all the features of a system: the logic of the process, the interconnection of all its parts, integrity.

Controllability presupposes the possibility of diagnostic goal-setting, planning, design of the learning process, step-by-step diagnostics, varying means and methods in order to correct results.

Efficiency. Modern pedagogical technologies exist in competitive conditions and must be effective in terms of results and optimal in terms of costs, guaranteeing the achievement of a certain standard of training.

Based on the type of organization and management of cognitive activity, V. P. Bespalko proposed the following classification of pedagogical systems (technologies). The interaction of a teacher with a student (control) can be open (uncontrolled and uncorrected activity of students), cyclical (with control, self-control and mutual control), scattered (frontal) or directed (individual) and, finally, manual (verbal) or automated (with the help of teaching aids). The combination of these features determines the following types of technologies (according to V.P. Bespalko - didactic systems):

• classical lecture training (control – open-loop, scattered, manual);
• training with the help of audiovisual technical means (open-ended, dispersed, automated);
• “consultant” system (open-loop, directional, manual);
• training with the help of a textbook (open-ended, directed, automated) – independent work;
• system of “small groups” (cyclical, scattered, manual) group, differentiated teaching methods;
• computer training (cyclical, scattered, automated);
• “Tutor” system (cyclical, directed, manual) – individual training;
• “programmed training” (cyclical, directed, automated), for which there is a pre-compiled program.

In practice, various combinations of these “monodidactic” systems are usually used, the most common of which are:

☐ traditional classical class-lesson system of Ya. A. Komensky, representing a combination of the lecture method of presentation and independent work with the book (didachography);
☐ modern traditional teaching using didachography in combination with technical means;
☐ group and differentiated methods of teaching, when the teacher has the opportunity to exchange information with the entire group, as well as pay attention to individual students as a tutor;
- programmed training, based on adaptive program control with partial use of all other types.

A fundamentally important aspect in pedagogical technology is the child's position in the educational process, the attitude of adults towards the child. There are several types of technologies:

a) authoritarian technologies, in which the teacher is the "sole subject" of the educational process, and the student is only an "object", a "cog". They are distinguished by the rigid organization of school life, the suppression of initiative and independence of students, the use of demands and coercion;

b) didactocentric technologies are characterized by a high degree of inattention to the child's personality, in which the subject-object relationship of the teacher and the student also dominates, the priority of teaching over upbringing, and didactic means are considered the most important factors in the formation of personality. Didactocentric technologies are called technocratic in a number of sources; however, the latter term, unlike the first, refers more to the nature of the content rather than to the style of pedagogical relations;

c) personality-oriented technologies place the child's personality at the center of the entire school educational system, providing comfortable, conflict-free and safe conditions for its development and the realization of its natural potentials. The child's personality in this technology is not only a subject, but also a priority subject; it is the goal of the educational system, and not a means of achieving any abstract goal (which is the case in authoritarian and didactocentric technologies). Such technologies are also called anthropocentric.

Thus, personality-oriented technologies are characterized by anthropocentricity, humanistic and psychotherapeutic orientation and are aimed at the versatile, free and creative development of the child.

Within the framework of personality-oriented technologies, humane-personal technologies, technologies of cooperation and technologies of free education are distinguished as independent directions;

d) humane-personal technologies are distinguished primarily by their humanistic essence, psychotherapeutic focus on supporting the individual, helping her. They "profess" the ideas of comprehensive respect and love for the child, optimistic faith in his creative powers, rejecting coercion;

e) technologies of cooperation realize democracy, equality, partnership in the subject-subject relations of the teacher and the child. The teacher and students jointly develop goals, content, and give assessments, being in a state of cooperation and co-creation;

f) free education technologies place emphasis on providing the child with freedom of choice and independence in a greater or lesser area of his life. When making a choice, the child realizes the position of the subject in the best way, going to the result from internal motivation, and not from external influence;

g) esoteric technologies are based on the doctrine of esoteric ("unconscious", subconscious) knowledge - Truth and the paths leading to it. The pedagogical process is not a message, not communication, but an introduction to the Truth. In the esoteric first paradigm, the person himself (the child) becomes the center of information interaction with the Universe.

The method, method, and means of teaching determine the names of many existing technologies: dogmatic, reproductive, explanatory and illustrative, programmed learning, problem-based learning, developmental learning, self-development learning, dialogical, communicative, gaming, creative, etc.

Conclusion:

The personal and semantic organization of the educational process involves the creation of emotional and psychological attitudes. Before studying, for example, theoretical material, the teacher, through vivid images, influences the children's emotions, creating in them an attitude towards what will be discussed. The educational process turns out to be personality-oriented. Let us again remember V.A. Sukhomlinsky, who wrote that learning is, first of all, human relationships, and true learning is characterized by an atmosphere of "emotional awakening of the mind."

The pedagogical tools of this technology include the creation of emotional and psychological attitudes through vivid images. The technology involves the creation of an emotional and psychological background against which the main content of the lesson unfolds; at a number of points it intersects with the well-known methods of suggestion, immersion, and brainstorming. The highest class of emotions – intellectual and moral emotions – is used as a pedagogical factor.

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