THE MODERN PEDAGOGICAL TECHNOLOGIES USE

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Annotation

The article considers the educational system in modern pedagogical technologies, the importance of using new forms, means and methods of pedagogical forecasting, the pedagogical system, the essence of the technology of the educational process in the pedagogical process, problem-search methods and its new technologies, the form and content in the implementation of education can give the expected result only if there is integrity in the pedagogical process.

Keywords: educational system, pedagogical prognostics, innovative methods, problem-search method, pedagogy, technology of the educational process, new technologies.

Introduction

Taking into account the rapid development of the society, the need for development and opportunities, the acceleration of the various information flow, modern pedagogical technology requires addressing the creation of a new form of pedagogical forecasting, the use of tools and methods. Today, it is necessary to make extensive use of the possibilities of pedagogical prognostics in research aimed at determining the role and level of education carried out in various types of educational institutions. Only the results of the educational process can serve the development of science, industry, culture, economy and all other spheres of the society. Theories created based on pedagogical prognostics can only be based on the preliminary design of the process of continuous education, the content, form and means of its stages and components, the level of influence of the results of education. Therefore, it is possible to reconstruct the educational process on the basis of new prints and a new ideological basis, carry out reforms in the field of education.

Literature Review

M.V. Klarin theory of setting goals by educators on the education are as follows:
1. Set a goal based on the plan of the study curriculum and material.
2. Express the purpose through pedagogical activity.

3. Intellectual, emotional, personal development of the student set the educational goal through internal policies and laws.

4. Put educational objectives through student activities.

In this regard, setting the objectives of teaching through the content of education, the activities of a teacher or student does not allow to have a clear idea of the expected results in education. It is possible to draw conclusions about these results only from external manifestations of the student activity. The educator goes to clarify the result of training and seeks to fully describe its observable external signs, that is, speech, the process of movement [1,3].

Sometimes, the imaging process leads to the enumeration of external signs, and through this process it is possible to significantly simplify the result. Advanced creative educators, finding answers to the shortcomings in traditional educational technology, as a result of the search for methods for the implementation of the student's intellectual labor, create their own unique means of teaching, as a result of which a new style of pedagogical thinking arose. At the time of these researches, pedagogical technologies founded on modern pedagogical technology began to be created.

Methods

Also, in modern pedagogical technology, when using new forms, tools and methods of pedagogical prognostics, it is necessary to develop methodological bases, definitions, methods and tools for diagnosing and introducing the educational process into practice on the basis of established theories, educational and methodological complexes of experience-testing. The mechanism of diagnosis of the educational process should be guided by the achievements and shortcomings of this process, the quality indicators of the educational result, the pedagogical theories that are applied to the educational process, the development of the educational practice of modern technologies or the determination of the degree of hindrance to the development of education. And pedagogical experience-testing is of particular importance in determining the level of effectiveness of the results of the research carried out.

It is necessary to create educational programs, textbook and textbook developments, methodical manuals, didactic developments in connection with the nature of the test and present the experience to the test process. If the training program is conducted on experience, it is required to achieve the observed educational process, that is, the provision of textbooks or lesson developments, technical means, visual aids, manuals. In this, the main attention will be paid not

only to what method or pedagogical technology the teacher uses, but also to determine the effectiveness of the educational materials provided within the curriculum. Indeed, the theories involved in the experimental-testing process and the results obtained from the experimental classes are required to be statistically processed. It is required to attract authoritative scientific-pedagogical teams and leading specialists to the expertise of the test process and their results. Extensive experience-the process of implementation of tests and the expertise of their results must be carried out on the basis of the requirements of the regulations approved in advance by the scientific and pedagogical communities.

In the development of our society today, pedagogical prognostics manifests itself as an important branch of pedagogical science, which has its clearly defined goals and objectives, its object and subject, The Logical Foundations of the problems under study, the laws of development, its own base methodology. Pedagogical prognostics as a priority sphere of science is aimed at improving the quality of Personnel Training on the basis of arming the system of continuous education, which serves the development of the state and society with educational models and technologies that have emerged on the basis of new pedagogical theories.

Pedagogical prognostics choose educational technologies taking into account the age characteristics of the pupil's personality and the dynamics of development. Within the framework of the selected specific educational technologies, it offers the students ways, forms and means of presenting the concepts and the knowledge embodied at different levels. When theoretical justification of a particular pedagogical technology is given, pedagogical prognostics should mean the organization of the educational process aimed at ensuring the lively functioning of the student and the teacher, developing his free thinking, creative abilities [2,4].

Any pedagogical technology that is applied to the educational process, whether its components go through educational content, whether it is a curriculum or a textbook, or teacher activity, is required to achieve rapid development of the free and creative activity of the student in a lively manner. Pedagogical technologies, in the first place, ensure that each student freely communicates with other students, course materials, as well as educators, exchange of opinions.

Modern pedagogical technologies should be manifested as a form of teaching a set of laws, phenomena of nature and society, personality culture and morality, the basics of a particular science to the pupil or student of pedagogical practice. In this area, it is desirable to rely on laws that are theoretically strictly based, tested in all respects and are clearly valid.

The main essence of using a new form, means and methods of pedagogical prognostics in modern pedagogical technology is the formation and development of positive qualities in each person on the basis of his needs, interests, achievements and opportunities. The content of education in this place is considered an environment for the formation and development of an individual. Therefore, the content of education should be embodied in humanistic ideas and norms aimed at humanism [1].

Pedagogical technology on the basis of humanization and democratization of pedagogical relations is fundamentally opposed to the technology of individual power, creating a favorable environment for the development and creativity of the individual through cooperation, care in the pedagogical process, and respect for the personality of the student. If the subject of the content of pedagogical education in traditional education, the student is considered the object of the pedagogical process, the interstudent cooperation in the pedagogy is considered the subject of his educational activity. For this reason, two subjects of a single educational process in cooperation pedagogy solve educational tasks in cooperation.

Methods are divided into expressive, visual and practical by word, depending on the character of the transfer and reception of knowledge. In mastering the content of education, the following methods are used in accordance with the educational activities of the reader-students: explanatory – illustrative, reproductive, problematic statement, private search or evristik and semi-research methods.

Problematic-search methods are used in the problematic educational process. In the use of these methods, the educator first creates a problematic situation, puts questions, suggests issues, assignments, organizes discussions aimed at solving the problematic situation, confirms the correctness of his conclusions. The reader-students, based on their previous knowledge and experience, will make suggestions on ways to solve the problem situation and summarize the knowledge they have acquired before, will choose the most rational option of solving the problem situation. This method not only increases the interest of students in knowledge, but also develops the ability to think.

Results and Discussion
In this pedagogical technology, the idea of humanism, aimed at the formation and development of a harmonious human personality, occupies an important place in the center of the educational system. It is determined to what extent the idea was carried out the main result of the educational process on the basis of the assessment given to the quality of pedagogical collective labor. An important factor determining

the main result of the educational process in the humanization and democratization of pedagogical relations is the attitude to the individual.

The difference of man from other beings is that he sets himself a certain goal, and then moves towards it. The action that a person pursues towards the goal, that is, in the process of activity, certain natural and artificial obstacles are overcome. To overcome these obstacles, it uses a number of actions and measures. A set of measures and measures that apply to overcome a certain obstacle in achieving the goal is called a method.

A person will have to overcome several, sometimes tens or hundreds of obstacles in achieving his goal. To overcome these obstacles, the appropriate methods are used in a particular system. The system of methods used in achieving the goal is called a style. In the process of applying the methods in a certain style, the status of each action is subject to certain goal indicators. In addition, in the process of achieving the goal, a person also adheres to a number of laws as a principle.

The method of education is a pedagogical activity that systematically interacts with the educator with the student in order to provide and acquire knowledge among the students. Teaching methods are a major part of the learning process. It is impossible to carry out pedagogical activity without appropriate methods.

Since there are clear means of knowing whether the pedagogical goals have been achieved or not, the educator can make sure that his work is effective and that the techniques he chooses are purposeful or, conversely, ineffective. In the study of teaching style, the supporters of pedagogical technology meant exactly the same thing.

The educator receives the order from the society in general. Even the objectives set out in the curriculum are limited to a few explanations. Here, it is possible to formulate a specific step of clarifying the objectives: it is possible to move from the general requirements of society – to the tasks of the educational system, then – to a certain educational institution, the subject of education, its thematic sections and individual educational goals.

Putting the applied pedagogical technologies into one system, giving it a targeted direction can give the expected necessary result, while the integrity of the form and content in the implementation of education is ensured. The introduction of tests, diagnosis and diagnostic analysis into education, the transition to the identification of knowledge in a multi-point evaluation system, the modeling of the appropriation of the content of the department in a holistic way, the emergence of student performance and traditional lesson forms in the types of control that have been put into the system.

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