Modern Pedagogical Technologies: Optimization And Provision Of Educational Activities

Serhii Pustovalov †, Yuliia Kliuchko †, Liubov Chukhrai †, Tetiana Behal †,
Zhanna Cherniakova ††, Svitlana Genkal †††

maxnik8888@gmail.com

† Department of Museology and Examination Process of Historical and Cultural Sites, Kyiv National University of Culture and Arts, Ukraine
†† Chair of Pedagogics, Sumy State Pedagogical University named after A. S. Makarenko, Ukraine
††† Chair of Biology and Methods of Teaching Biology, Sumy State Pedagogical University Named after A.S. Makarenko, Ukraine

Summary

The article substantiates the need to use innovative pedagogical technologies as an effective mechanism for implementing the idea of advanced vocational education, highlights the main components of the idea of anticipation, highlights the experience of using modern technologies in institutions of secondary vocational education. The purpose of the study is to increase the level of professional training of qualified workers and specialists through the effective choice of methodological tools aimed at the formation of professional competencies on the basis of an educational institution.

Key words:
pedagogical technologies, education, theoretical training and practical training

1. Introduction

Pedagogical technology is a scientifically grounded choice of the nature of the impact in the process of interaction with children organized by the teacher, made in order to maximize the development of the personality as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methodology of upbringing on the practice of upbringing, focused at one point, short in time, barely perceptible in ways, individualized due to the widest variety of personal characteristics of the personality of the teacher and student.

The word "technology" in relation to education entered the lexicon of pedagogical science when the attention of specialists turned to the art of influencing the personality of the child. The encyclopedic dictionary gives the following definition of technology: "... The task of technology as a science is the implementation of physical, chemical, mechanical and other laws in order to determine

and use in practice the most efficient and economic production processes" [3-5].

Meanwhile, this word, which came to us from the Greeks, judging by its constituent roots, was designed for a more universal use of technos - art, skill, logos - teaching.

Pedagogical technology reveals the system of professionally significant skills of teachers in organizing the impact on the pupil, offers a way to comprehend the technological effectiveness of pedagogical activity.

2. Theoretical Consideration

Pedagogical technology as a system of scientific knowledge should optimize and ensure the educational process. Education is an objective process that takes place in society, regardless of the will and desire of the teacher. Personal development does not stop for a minute. The task of the teacher is to direct the educational process towards the "ascent" of the child to human culture, to promote the independent development of the experience and culture developed by mankind over many millennia. "If upbringing is a constant ascent to culture and the daily recreation of culture in all life acts, then the purpose of upbringing is the formation of a personality that would acquire in the process of development the ability to independently build its own version of life, worthy of a Human. Obviously, familiarization with various variants of the life structure does not exhaust the problem of education. Thus:
- the development of a child occurs when he himself, showing activity, interacts with the world;
- the nature of this activity is determined by the subjectively free attitude of the individual;
- pedagogical influence should orient the pupil to a certain attitude towards social values;
- the interaction of the teacher and the entire process of interaction with the child should be carried out at the level of modern culture and in accordance with the goal of education.

The interaction of the teacher and students in the highest sense of the word implies something more than mutual influence on each other. For the implementation of interaction, it is necessary for the interlocutors to accept each other as equal subjects of this communication, which in practice does not occur so often in the "teacher-student" system. Pedagogical influence, acting as a short moment of communication or a long-term influence, ensures the implementation of functions in accordance with the educational goal. When analyzing pedagogical impact, one should proceed from its purpose as the initial moment of teacher-student interaction. In other words, the main purpose of pedagogical influence is to transfer the student to the position of a subject who is aware of his own life.

The implementation of these functions of pedagogical influence is provided by pedagogical technology, which scientifically substantiates the professional choice of the teacher's influence on the child in his interaction with the world, forms his attitude to this world. The essence of pedagogical technology is revealed through a system of necessary and sufficient elements that are interconnected and have an internal logic.

To determine the components of pedagogical technology, it is necessary to answer a number of questions:
- what elements make up pedagogical technology;
- what is their necessary and sufficient presence;
- in what relationship they are;
- what are the general and specific functions of each element.

Pedagogical communication, which is aimed at "opening the student in communication" through the creation of psychologically comfortable conditions for the disclosure of him as a person. Pedagogical assessment, which provides the functions of "introducing an image" at the level of social norms, stimulating activity and correcting deviations, is possible against the background of the implementation of the assessment, which is not perceived by the student as an assessment, but is carried out in a hidden order [7].

The pedagogical requirement is another technological element. Through it, the subject is ascending to the level of modern culture. Getting accustomed to social norms as a result is his individuality in behavior.

The next technological element is conflict. Conflict as any kind of contradiction between subjects requires the designation of these opposing views. At the same time, the teacher does not insist, but only offers a variant of attitude and behavior and raises the problem of choosing how to act in this situation.

The pedagogical conflict is resolved when the functions of "mental stress relief" are realized.

In this system of components of pedagogical technology, a special place is occupied by such an element as pedagogical technology.

Pedagogical technique refracts the realization of all other elements, distorting or straightening, strengthening or weakening their influence. For the implementation of each of these elements of pedagogical influence, which has its own specific functions, in practice, not the entire possible set is used, but individual operations that are characteristic of this teacher are selected.

Thus, the formation of a child as a subject occurs with positive reinforcement in his address, the expression of a hidden assessment, with the unconditionality of the required norm. The identified elements, with designated functions and specific operations, constitute the essence of pedagogical technology. However, the content of the pedagogical technology is not limited to this: additional elements, such as the psychological climate, group activity, pedagogical reaction to an act, are generalized or specific in nature.

The main elements of pedagogical technology are pedagogical communication, assessment, demand, conflict and informative influence [2-4].

In accordance with the central purpose of pedagogical influence, communication performs three functions.

1) "opening" the child to communication - designed, on the one hand, to create comfortable conditions for him in the classroom, in the classroom, at school;

2) "participation" of the child in pedagogical communication - is achieved as a result of the analysis of the interaction of the teacher with the children;

3) "raising" a child in pedagogical communication is not an overestimate, but as a stimulant.

Pedagogical assessment involves the assessment of the displayed quality, but not the personality of the child as a whole. To evaluate means "to establish the degree, level, quality of something." Taking into account this approach to pedagogical assessment and skillfully using it in his work, the teacher forms and corrects the value attitudes of his students. Sometimes the teacher's attitude has a stronger effect on the child than the conversation or lesson.

The functions of pedagogical assessment are: introducing an image at the level of a value relationship to the world, stimulating the child's activity in mastering this relationship, correcting his possible relationships in the process of independent development of relationships. Taking into account the uniqueness and uniqueness of the personality of each child, it is necessary to treat him tactfully and carefully and take into account the importance of pedagogical assessment for his development.

A pedagogical requirement is the presentation of a social and cultural norm of attitude and behavior to a child in the process of education. Human relations have a subjectively free nature and are developed by him independently in the process of accumulating life experience. The task of the teacher is to influence the formation of value relationships of the child's positions. To do this, it is necessary to imagine the relationship between unconditional norms and rules.

The implementation of the requirement that is available at the moment of the child's development also provides for the consideration of his mental state. The psyche of a student is very mobile: the mood of children can change very often.

The effectiveness of the pedagogical requirement increases if the teacher constantly emphasizes his respect for children, and for this, the forms of his treatment and behavior must comply with ethical standards that allow the teacher to remain at a high level of culture in any situation. Do not neglect to address students with "you," "please," and so on. Informative speech and demonstration influence has its own laws, the consideration of which provides the teacher with the possibility of a more subtle touch in working with children [1-3].

Considering this issue, first of all, it is necessary to define ourselves in two concepts - "visual" and "demonstration" material. Demonstration material can be anything that is sensuously perceived by a person. Visual material should have such characteristics as accessibility, persuasiveness, and comprehensibility. Thus, the revealed patterns in this area provide a set of technological rules for informative demonstration impact.

An important aspect in pedagogical technology is pedagogical resolution and conflict creation.

A conflict is any kind of contradiction that arises between subjects. A pedagogical conflict is also a contradiction between subjects, but the subjects are the educator and the pupil. On the basis of the contradiction, personal development and the development of interpersonal relations are carried out. A distinction is made between empty and meaningful conflicts. The first arises on the basis of unstable mental health. Its resolution does not require complex technology, but only to relieve the mental stress of the interlocutor by showing care and attention. Depending on the degree of development of a meaningful conflict, the technology of its pedagogical resolution also becomes more complicated. The most difficult type of relationship for students (and teachers), where it is more difficult to achieve agreement, cooperation. It is no coincidence that it is necessary to educate students of two abilities: "the ability to command and the ability to obey" [3-5].

Differences in attitudes give rise to a mismatch of norms, values and interests, which often leads to conflicts. Here we can distinguish three phases of the course of the pedagogical situation:

PHASE 1 - a conflict acute beginning with a clear violation of socially valuable norms and values by one of the participants in the situation.

2 PHASE - the response of the "opponent", the form and content of which determines the outcome of the conflict, and, most importantly, the latter, that is. direction of restructuring of the previously established relations.

PHASE 3 - a relatively rapid and radical change in the prevailing norms and values in 2 different directions - improvement or deterioration of previously established relations [4-6].

Specific pedagogical situations, especially acute and conflict ones, arise in both experienced and novice teachers. It is very important for the teacher to get out of the conflict situation with dignity and creative satisfaction in his work.

The ways of resolving the conflict, especially if it has not gone far, are known and available to everyone - these are tenderness, humor and a joke. In more difficult situations, we resort to a compromise, making concessions to each other, or we turn to a third, independent person (arbitration tribunal), or we conduct an analysis ourselves, trying to understand ourselves and our actions and only in exceptional cases use coercion and temporary separation. The teacher does not have the right to go to create a conflict if he does not own the technology of conflict resolution. A conflict is created at that moment or is brought to such a level when there is a mutual need to resolve it.

Creating a psychological climate in a group is one of the most important and most difficult tasks of a teacher with children. The psychological climate is a qualitative aspect of interpersonal relations, a set of psychological conditions that promote or impede productive joint activities and the all-round development of the individual in a group. A favorable psychological climate is an atmosphere of emancipation, mutual respect, friendliness, delicacy, creates comfort and conditions for work, reveals the capabilities of the individual. An unfavorable climate impedes personal development, plunging a person into a state of insecurity, nervousness, fear and despair.

Technologically, the impact on the climate is provided by a set of operations that comply with the following rules:
- establishing personal contacts;
- encouraging, approving attitude during work;
- ethical nobility, which consists in selfless help, openness and joy for another;
- prevention of possible failures in the process and result of work;
- audiovisual art series, created using musical fragments, slides. It relieves anxiety, gives rise to confidence;
- introducing an element of novelty through the use of a variety of means. This distracts from difficulties, captivates and removes psychological clamps, contributes to the creative expression of each student [9-13].

Group activities can be seen not only as an out-of-class activity, but also as a lesson. The content of group activities in the lesson is determined by the knowledge that is offered to children for consideration. When organizing lesson activities for the assimilation of knowledge, the teacher can proceed from two positions in relation to the students. First, the teacher treats students as passive participants in the educational process, observers whose task is to perceive the material. With this position: the teacher is the subject of activity in the lesson, students play the role of an object. Secondly, the consideration of a group of children as a totality of the subject of the activity organized in the lesson. If in the first version the teacher, as a rule, uses an order, instruction, order as strict requirements for children, then in the second case he turns more to a request, advice,

recommendation and thereby contributes to the development of self-awareness of his students [5-8].

An increase in the result of group activities is facilitated by such operations as establishing personal contact with children, removing their fear of the upcoming activity, giving each child the opportunity to individually express themselves. The implementation of this function in the lesson dictates to the teacher the need to build the activity of mastering knowledge in such a way that children comprehend not only the bare facts of science, but also realize why they must constantly strive to go along the path of expanding their ideas about the world and the laws that occur in it. This technology affects the development and formation of the student's subjectivity, allowing him to more actively engage in activities, measuring and realizing his capabilities.

Conclusions

The variety of operations-influences is subject to generalization. They can be described, they can be mastered, but they cannot be prescribed for a specific situation, they cannot be offered as a solution to pedagogical problems. The variety of technological operations inevitably presupposes the educator's creative choice of one of them in the current circumstances. This does not relieve him of the creative effort at the moment of influencing the child. Analyzing the character of the student, his state as an object - but an object that is or is potentially capable of becoming a subject.

The main purpose of pedagogical influence is to initiate the potential inherent in the student's ability to become a subject. Neither behavior correction, nor normative assessment, nor will suppression act as an educational outcome. The strategy of operational influence is in transforming a student from an object of average influence into a subject making a conscious choice at each separate moment of his life in line with the socio-cultural values of modern society.

Possession of pedagogical technology provides the teacher with the opportunity to organize pedagogical influence in accordance with its main purpose - the transfer of the child to the position of the subject. The level of mastery of pedagogical technology can be elementary and professional.

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