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SAND'S CLASSES ARE BASED ON A TECHNOLOGICAL APPROACH

ТЕХНОЛОГИЧЕСКИЙ ПОДХОД В ОРГАНИЗАЦИИ ЗАНЯТИЙ ПО САНЬДА

In pedagogical science, concepts such as "learning system", "educational model", "pedagogical technology", and "learning technology" are used.

Along with them, the terms "innovation model", "educational space", "learning environment", "scientific and educational environment", etc. are used. Increasingly, the following concepts are found in the literature: "technological approach", "information space", "information learning environment", etc. [1]

In this group of concepts, we are particularly interested in the concept of "pedagogical technology", which, according to some authors, is associated with the modeling, implementation and evaluation of the effectiveness of the learning process in order to increase its accessibility and quality.

The concept of pedagogical technology is used in the research of V. P. Bepalko, V. I. Bogomolov, A. A. Verbitsky, A. Ya. Savelyev, G. K. Selevko, N. F. Talyzina, D. V. Chernilevsky, V. V. Yudin, and others, who consider it as an integrated system that includes goals, content, and the learning process.

M. M. Levina understands pedagogical technology as a project of a system of consistent deployment of activities aimed at achieving the goals of learning and personal development of students.

As V. Y. Pityukov notes, pedagogical technology should be understood as an integrated system of conceptually and practically significant ideas, principles, methods, and means of teaching and upbringing, ensuring reliable and diagnosable results in the current period and in its subsequent reproduction and replication.

V.A. Slastenin, defining pedagogical technology, emphasizes that this is a complete justification for the professional choice of the teacher's operational impact on students in the context of their interaction with the world in order to form an attitude that would harmoniously combine freedom of personal expression and the socio-cultural norm of higher education.

V.V. Pikan his understanding of pedagogical technology It looks like this:

- the technology is being developed for a specific pedagogical purpose;
- the technological chain of pedagogical actions or communications is built in accordance with the target settings, which have the form of a specific expected result.;
- the functioning of technology provides for the interrelated activities of teachers and students, taking into account the principles of individualization and differentiation;
- step-by-step planning and consistent implementation of elements of pedagogical technology should be reproducible and ensure that all students achieve the planned results.

Systematizing the views of the mentioned authors, it can be stated that pedagogical technology is a process carried out in various types of educational activities; it is a set of teaching methods and methods that ensure guaranteed quality and accessibility of the educational process aimed at the development of students. [2]

So, unlike the methodology, the features of pedagogical technology are as follows:

- the design of education is carried out not on the basis of generalization of experience, but on the basis of scientific knowledge of educational practice;
- the technology is characterized by stable results regardless of the factors and learning conditions;
- Technology focuses on set and clearly described rather than intended learning outcomes.

Thus, the analysis allows us to conclude that pedagogical technology is a systemic category focused on the didactic application of scientific knowledge, scientific approaches to the organization of the educational process, taking into account empirical innovations aimed at achieving high educational results. [3]

The structural components of such a system are: the objectives of training and its diagnostically planned results; the content of training; teaching methods; forms of organization of the educational process; learn-

ing tools; diagnostic tools and monitoring of learning outcomes; subjects of the educational process. [4]

In our opinion, the technological approach to learning involves:

– setting goals, clarifying them as much as possible, and formulating educational goals with a focus on achieving guaranteed results (this stage of the teacher's work is given priority);

– preparation of didactic materials and organization of the entire course of training in accordance with the objectives;

– an interim assessment of the results, correction of training aimed at achieving the goals set;

– final evaluation of the results.

Our analysis of the literature has shown that the state and development of pedagogical systems in a particular era can be assessed by the level of development of pedagogical technologies. If we trace the dynamics of these processes, we can see that it was the development of teaching tools and related techniques, and an increase in their share in pedagogical systems that stimulated the technologization of the educational process. [5]

As a result, the role of the teacher as a carrier of individual mastery at the learning stage gradually decreased.

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