UDC 347.782:373

PEDAGOGICAL TECHNOLOGIES, THEIR PLACE AT THE EDUCATIONAL SYSTEM OF SCHOOLS

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Abstrakt. *Some aspects of inculcating pedagogical technologies into the process of aesthetic education of primary school pupils are considered in this article.*

In a modern education system of Kazakhstan on the person a certain contradiction: on the one hand, it is necessary to master pedagogical technology for the benefit of increase in efficiency of training of pupils and also because elements of pedagogical technology are used in the movement of innovations in pedagogics, on the other hand, it is necessary to keep up to date and master the subsequent practices of pedagogical science. [1]

Permission of this contradiction demands concentration of efforts of heads of an education system, all teachers, development of achievements of pedagogical science by them. The pedagogical technology will transform the nature of training concerning its such significant properties as target orientation, the nature of interaction of teachers and pupils, their positions during training. [2]

It is private methodical (subject level: it is private subject pedagogical technology), set of technologies and trainings for implementation of a certain contents, training and education within other subject. Modular (local) level: technology of separate parts of teaching and educational process, solution of private didactic educational tasks [3].

As for a problem of implementation of pedagogical technologies in process of education of pupils of initial classes, it should be noted the main aspects of their functioning in an educational system:

1. humanization and democratization of the pedagogical relations (priority of the personal relations, individual approach, democratic management, bright humanistic

orientation of content of educational process;

2. activization and intensification of activity of trainees (game technologies, problem training, basic signals, communicative training);

3. efficiency of the organization and management of training process, the programmed training, the perspective advancing training, group and collective technologies of training, information technologies;

4. methodical improvement and didactic reconstruction of a training material on familiarizing and training in art bases, in the relation to the world around from beauty position (technology of stage-by-stage formation of qualities of pupils of initial classes, technology of integration of didactic units, etc.);

5. training in art bases at models of national crafts;

6. alternative technologies;

7. complex polytechnologies in the course of education of pupils of initial classes in school and in the out-of-school environment.

The pedagogical technology in the course of education of pupils is defined as area of a research of the theory and practice of training in bases of art "within an education system, the having communication with all parties of the organization of a pedagogical system for achievement of the specific and potentially reproduced pedagogical results" [4].

The analysis of these definitions shows that pedagogical technologies, in the course of education of pupils, should be considered how planning and application within education, modern, for obtaining necessary result. From here the principles of integrity of technologies providing regularities of development of a system follow: variability of its structure in harmonious interaction of all its components [5].

In scientific literature "pedagogical technologies" are represented by three aspects:

1. The scientific aspect of pedagogical technologies includes scientific justification of the purposes, contents, methods of training and design of pedagogical processes;

2. Descriptive aspect - drawing up an algorithm of the process which is set of the purposes, contents, methods and means of achievement of the planned results of training;

3. The effective aspect, includes implementation of technological process.

The following steps of model of pedagogical technology differ: 1) a form and the methods relating in didactics; 2) the pedagogical technology (means and receptions) which is complemented with personal features of the tutor (the relation, gestures, a behavior manner), i.e. his pedagogical skill.

The researcher [6] N.P. Kapustin paid special attention to education at adaptive school. It described special technologies, ready developments which can be used as samples in the course of education of pupils are given. It built the system of the organization of educational work at school on all components — the purposes, contents, forms, methods and placement in time. Also criteria for evaluation of efficiency of educational process, a technique of measurement of level of good breeding of children in which basis, criteria and indicators of assessment of good breeding, to the answering purpose are put are given. The five-ball system of assessment is introduced.

In the context of the considered problem of special attention G.K. Selevko's grant - "Modern educational technologies" deserves [7] in which the essence of pedagogical technologies, their classification, key parameters is considered. The author gives short characteristic of the most known modern educational technologies, recommendations about their use.

As the conceptual approaches explaining need of modern pedagogical technologies the following is listed:

- there is a change of an educational paradigm which is shown in change of maintenance, approaches, the rights, relations, behavior, other pedagogical mentality;

- integration of educational funds: kindergartens, schools, families, micro and macrosocieties;

- the science role increases in creation pedagogical technologies, adequate to levels of public knowledge.

The author emphasizes that in the psychology and pedagogical plan top trends of improvement of educational technologies are characterized by transition:

- from the doctrine as storing function, to the doctrine as process of the intellectual development allowing to use the acquired material;

- from purely associative, static model of knowledge to dynamically structured systems of intellectual actions;

- from orientation to the average pupil to the differentiated and individualized programs of training;

- from external motivation of training to internal moral and strong-willed regulation. Now in an education system it is important to be guided correctly in a big arsenal of modern individual technologies, ideas, schools, the directions and to take from all, the most acceptable, available, being equitable to interests and needs of children. And at the same time it is impossible to become pedagogically competent expert if in due time not to study an extensive range of educational technologies.

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