IN TRAINING SPECIALISTS INTEGRAL EDUCATIONAL TECHNOLOGY

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ABSTRACT

The article outlines the peculiarity of integrated educational technology and its role in the training of specialists at a university. The specifics of principles and teaching methods are disclosed; The substantive and evaluation module of this technology is highlighted. The technological process of the implementation of integrated educational technology in educational activities is presented.

Keywords: Integral educational technology, principles and methods of teaching, technological process, elements of the content block, training of specialists, model of teaching at a university.

INTRODUCTION

The modern educational process is unthinkable today without the search for new, more effective technologies designed to promote the development of activity, creativity and independence of the personality of the future specialist, as confirmed by the words of the famous teacher VP Bespalko: "The effectiveness of the educational process is directly dependent on the educational technology that we use to implement the pedagogical task and achieve our goals "[2].

Material and methods. However, it is known that at present most of the existing educational technologies are information-perceptive and are based on an explanatory and illustrative teaching method. Therefore, today a search is being made for technologies in different directions that are adequate to the new educational request of society. One of the possible solutions to the practical problem of technological equipment of higher education is the development of integrated educational technology.

In pedagogical and psychological literature, the term "technology" is often found, which came to us along with the introduction of new computer technologies. Analysis of pedagogical literature (V.P. Bespalko, A.A. Verbitsky, V.M. Klarin, T.S. Nazarova, G.K.Selevko, V.I.Serikov, V.A.Slastenin, T.I. Shamova, I.S. Yakimanskaya and others) showed that the concept of "pedagogical technology" can be considered in three aspects:
  - scientific - as part of pedagogical science, studying and developing goals, content and teaching methods and designing pedagogical processes;
  - process - as a description (algorithm) of the process, a set of goals, content, methods and means of achieving the planned learning outcomes;

- activity - the implementation of the technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical means [2, 3, 4,5].

Results and discussion.Based on a theoretical analysis of the literature, we have defined the concept of "educational technology." So, in a narrow sense, educational technology is a system that includes the presentation of planned learning outcomes, diagnostic tools for the current state of students, many learning models and criteria for choosing the optimal learning model for these specific conditions.

A training model is a system consisting of a didactic basis and pedagogical techniques used in a given study period. The didactic basis of the teaching model consists of the teaching method and the organized form in which it is implemented; the pedagogical technique combines the means and techniques directly used in the educational process.

In the integral educational technology, we use the principles of: multiple repetition, mandatory phased control, as well as assigning different levels of difficulty.

The task of constructing any training course in a university, according to V.V. Guzeev [3] is regarded as triple:
- Information and communication - planning information flows.
- Psychological - forecasting and correction of the formation and development of personality;
- Cybernetic - the construction and implementation of student management schemes.

Integral educational technology is based on the ideology of enlarging didactic units, designing the educational process on the basis of psychological laws and using an integrated set of teaching aids with a special role for computers.

The technological process consists of the stages of introductory repetition (the main form is a conversation), the study of new material of the main volume (the predominant form is a lecture, in the future - a workshop and a seminar), minimum training (bringing automatization of the ability to solve problems that meet the requirements of the educational standard; forms consistently change from a conversation through a workshop to independent work), the study of new material of an additional volume in the form of a seminar developing a differentiated consolidation (for which truirovana special form of employment workshop) with a continuous monitoring of success, generalising repetition of the theme in the form of consultations, thematic control (usually in the form of the test) and individual correction of learning outcomes.

The theoretical material is presented in a "block". For example, when teaching chemistry, we use a twofold explanation: first in the form of lectures with demonstrations of experiments, then briefly, highlighting basic knowledge and isolations of the most significant in the material presented.

Our motto at the seminars is "Experience is the basis of knowing the truth." The lecture uses the problematic teaching method as the basis of integral technology.

An effective form of training is business games of various subjects in the context of a particular academic subject. A special place is given to the project method in defending the final control work.

Consider the elements that make up the block of classes of integrated educational technology. Introductory repetition. The form required in this block element has an interactive information mode - conversation. The teacher asks questions that are reasonably selected. Students, answering these questions, restore what is needed in RAM.

The study of new material (bulk). The form of the lecture allows you to compactly convey the enlarged didactic unit.

Minimum training. This element is intended to bring automatism to the ability to solve standard tasks corresponding to the minimum level of planned learning outcomes. Gradually, these tasks pass into the independent work of students. An intermediate step could be to use a workshop. Learning new material (additional volume). The peculiarity of this material is that some students must understand everything and master at the level of application, others are useful to understand and understand ideas, the third is enough to get acquainted. An appropriate form for such a study of new material is a workshop.

In conclusion, we carry out the test with the correction of knowledge. Particularly valuable teaching methods in this technology, in our opinion, are not only explanatory, illustrative, heuristic, but also problematic, research methods, the use of which is especially important for the development of independent activity and competence of students. As organizational methods of teaching, we use a lecture, a workshop, a seminar, a "seminar-workshop" (the term Guzeeva VV), characterized by a combination of part of a group of students in short-term education with tasks of different levels and frontal work with the rest of students [3] .

The current state is diagnosed through a system of shear work, mandatory fixation and processing of results for designing, the next lesson.

At the center of the evaluation component is rating as an effective way to increase students' external and internal motivation, in the context of the use of integrated educational technology. The main diagnostic tools are ongoing oral surveys and written tests, as well as written tests after studying the topic of special subjects (or another academic subject).

It should be noted that when using this technology, the student's position changes: from the recipient of the finished educational information to the subject of learning, independently extracting information and constructing the necessary methods of action. The position of the teacher is also changing: he is turning from a translator into a communications organizer and an expert whose functions are to correctly pose problems and organize their solution.

CONCLUSIONS

In conclusion, it should be emphasized that the actual educational technology at the university is integrated technology, the terms of which are:
- a combination of personality-activity and didactocentric approach;
- block construction of subject content;
- specific organization of activities of various groups of students;
- personality development based on acquired subject content;
- positive feedback from the teacher;
- application of various teaching methods and means;
- phased evaluation activities.

All of the above confirms the high educational effect of the use of the considered integrated educational technology as innovative and consistent with the goals and objectives of training specialists at the university.

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