Pedagogical Technologies in the Educational Process

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ABSTRACT: Technology of multi-level education. If each student is given the time he needs, corresponding to his personal abilities and capabilities, then it is possible to ensure guaranteed mastery of the basic core of the curriculum. For this, schools with level differentiation are needed, in which the student flow is divided into groups that are mobile in composition. Mastering the program material at the minimum (state standard), basic, variable (creative) levels. The technology of multi-level (differentiated) education - involves the implementation of the cognitive activity of students, taking into account their individual abilities, capabilities and interests, encouraging them to realize their creative potential. The creation and use of diagnostic tests is an integral part of this technology.

KEYWORD: technology ,techniques, cognitive process, discovery, intensive speaking practice, enrichment, polyglots, direct supervision, humane-personal learning.

Introduction

At present, the concept of pedagogical technology has firmly entered the pedagogical lexicon. Technology is a set of techniques used in any business, skill, art (explanatory dictionary). There are many definitions of the concept of "pedagogical technology". We will choose the following: this is a construction of the teacher's activity, in which all the actions included in it are presented in a certain sequence and integrity, and the implementation involves the achievement of the desired result and is predictable. Today there are more than a hundred educational technologies and the use of modern educational technologies that ensure the personal development of the students by reducing the share of reproductive activity (reproduction of what remains in memory) in the educational process. New educational technologies come to the aid of the teacher, who must master student-centered, developing educational technologies that take into account the different levels of readiness of the child to learn in a modern school. The development of the student's personality is carried out in the process of his own activity aimed at the "discovery" of new knowledge. In recent years, teachers have been trying to turn their faces to the student, introducing student-oriented, humane-personal learning. Of course, it is impossible to teach a child everything, to give him ready-made ideas and knowledge about literally everything. But he can be taught to acquire knowledge on his own, analyze the situation, draw conclusions, find a solution for a task or problem that he did not solve. Concentrating efforts on improving the quality and efficiency of educational and educational work, Sometimes a master teacher uses elements of several technologies in his work, applies original methodological techniques. In this case, one should talk about the "author's" technology of this teacher. Every teacher is a creator of technology, even if he deals with borrowing. The creation of technology is impossible without creativity. For a teacher who has learned to work at a technological level, the main guideline will always be the cognitive process in its developing state. Our age is the

age of polyglots. This means the recognition of the fact that knowledge of not even one, but several foreign languages become a necessary condition for education, a factor that significantly influences successful advancement in various fields of activity in a new post-industrial society. Knowledge of foreign languages and computer technologies are the most important requirements for the level and quality of education of any specialist, in addition, of course, to the professional field. In recent years, the question of the use of new information technologies in high school has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching the practical mastery of a foreign language. The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. The choice of educational technologies to achieve the goals and solve the problems set within the framework of the academic discipline "Foreign Language" is due to the need to form in students a set of general cultural competencies necessary for the implementation of interpersonal interaction and cooperation in the context of intercultural communication, as well as to ensure the required quality of education at all its stages which would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. The choice of educational technologies to achieve the goals and solve the problems set within the framework of the academic discipline "Foreign Language" is due to the need to form in students a set of general cultural competencies necessary for the implementation of interpersonal interaction and cooperation in the context of intercultural communication, as well as to ensure the required quality of education at all its stages which would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. The choice of educational technologies to achieve the goals and solve the problems set within the framework of the academic discipline "Foreign Language" is due to the need to form in students a set of general cultural competencies necessary for the implementation of interpersonal interaction and cooperation in the context of intercultural communication, as well as to ensure the required quality of education at all its stages. One of the most important and acute problems of the modern school is the problem of motivating students to study the subjects of the school curriculum. In relation to the subject "Foreign Language", this problem is manifested in the fact that children gradually, from class to class, lose interest in mastering the language. If at the very beginning the motivation to learn a language is usually high, then later the attitude changes, many are disappointed. After all, this process presupposes a period of accumulation of material, a stage of inevitable primitive content, overcoming various difficulties, which delays the achievement of the goals that were dreamed of. As a result, activity disappears, the will weakens, academic performance decreases. When organizing traditional lessons, children are poorly included in the work, they are distinguished by a low concentration of attention and a level of interest in the material being studied. When working on solving this problem, it is necessary to turn to some modern educational technologies for organizing training and apply them in the classroom. When selecting modern teaching methods, the following criteria should be taken into account, according to which the methods used should:

➢ create an atmosphere in which the student feels comfortable and free, stimulate the interests of the student;

➢ affect the personality of the student as a whole, involve his emotions, feelings in the educational process, stimulate his creative abilities;

> to activate the student, to make him the main character in the educational process;

> create situations in which the teacher is not the main figure;

> to teach schoolchildren to work on the language independently at the level of its physical, intellectual and emotional capabilities, i.e. ensure differentiation and individualization of the educational process;

> Provide for various forms of work in the classroom: individual, group, collective, stimulating activity, independence, creativity of the student.

Modern technologies used to teach a foreign language implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of education, inclinations, etc., and also contribute to the formation and development of: a) a multicultural linguistic personality capable of productive communication with native speakers of other cultures; b) the ability of students to carry out various activities using a foreign language; c) cognitive abilities of students; d) their readiness for self-development and self-education, and also contribute to increasing the creative potential of the individual to carry out their professional duties. What modern technologies do we use? When teaching a foreign language, the following educational technologies are used:

Information and communication technologies - expand the scope of the educational process, increasing its practical orientation, contribute to the intensification of students' independent work and increase cognitive activity. Within the framework of ICT, 2 types of technologies are distinguished: The technology of using computer programs - allow you to effectively complement the process of learning a language at all levels. Multimedia programs are designed for both classroom and independent work and are aimed at developing grammatical and lexical skills.

Internet technologies provide opportunities for searching for information, developing international scientific projects, and conducting scientific research.

The introduction of information technology in education significantly diversifies the process of perception and processing of information. Thanks to the computer, the Internet and multimedia, students are given a unique opportunity to master a large amount of information with its subsequent analysis and sorting. The motivational basis of educational activity is also expanding significantly.

Communicative technique - it is to some extent a mixture of traditional and intensive methods, but with a number of its advantages and benefits. To date, this is the most common technique. Almost all foreign language schools work on it, including those with representative offices. The main thing is to overcome the language barrier, to relieve a person of the fear of speaking a foreign language, "speaking" it. In the classroom, students are given the opportunity to use the language in real life situations. This, in turn, allows them to learn how to use grammatical forms to express their own thoughts. The communicative method develops all language skills: from speaking and writing to reading and listening. Grammar is studied in the process of communication in a language: the student first masters and memorizes words, expressions, language formulas, and only then begins to parse, what they are in terms of grammar. The point is to teach the student to speak a foreign language not only fluently, but also correctly. To do this, in foreign language lessons, the teacher creates situations in which students communicate in pairs with each other, in groups. This makes the lesson more varied. Working in a group, students show speech independence. They can help each other; successfully correct the statements of the interlocutors, even if the teacher does not give such a task. Students develop speech independence. They can help each other, successfully correct the statements of the interlocutors, even if the teacher does not give such a task. Students develop speech

independence. They can help each other, successfully correct the statements of the interlocutors, even if the teacher does not give such a task.

Components of a communicative technique:

Intensive speaking practice;

Enrichment of active vocabulary;

Understanding the meaning and functions of grammatical structures and their development in speech;

Understanding fluent foreign speech;

Development of speech clichés and formulas;

Communication strategies necessary for successful language learning and application;

Foreign language lessons are especially favorable for this technique. A foreign language lesson has a special specificity that a foreign language teacher cannot ignore. At present, the global goal of mastering a foreign language is considered to be familiarization with a different culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability to intercultural communication. It is necessary to emphasize the importance of the interaction and cooperation of students, as well as the speech task for the organization of communicative language acquisition. Communicative learning includes the formation of a communicative concept, that is, internal readiness and ability for verbal communication, orienting students to "enter" into a different cultural space. Such training is characterized primarily by non-traditional forms of conducting classes. What is meant by critical thinking? Critical thinking is the type of thinking that helps to be critical of any statements, not to take anything for granted without evidence, but at the same time be open to new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecast, responsibility for one's own decisions. Critical thinking, therefore, is essentially a kind of tautology, a synonym for qualitative thinking. It is rather a Name than a concept, but it was under this name that those technological methods came into our lives with a number of international projects.

Project technology provides student-centered learning; it is a way to develop creativity, cognitive activity, independence. The typology of projects is varied. Projects can be divided into mono-projects, collective, oral-speech, visual, written and Internet projects. Although in real practice one often has to deal with mixed projects that have signs of research, creative, practice-oriented and informational. Project work is a multi-level approach to language learning, covering reading, listening, speaking and grammar. The project method contributes to the development of active independent thinking of students and orients them towards joint research work. In my opinion, project-based learning is relevant because it teaches children to cooperate, and training in cooperation brings up such moral values as mutual assistance and the ability to empathize, forms creative abilities and activates trainees. In general, in the process of project-based learning, the inseparability of education and upbringing can be traced.

The essence of the project methodology is that the student himself must actively participate in obtaining knowledge. Project technology is practical creative tasks that require students to use them to solve problematic tasks, knowledge of the material at a given historical stage. Being a research method, it teaches to analyze a specific historical problem or task created at a certain stage in the development of society. Mastering the culture of design, the student learns to think creatively, to predict possible options for solving the problems facing him. Thus, the design methodology is characterized by high communicativeness; involves students expressing their own opinions, feelings,

active involvement in real activities; a special form of organizing the communicative and cognitive activity of schoolchildren in a foreign language lesson; is based on the cyclical organization of the educational process. Therefore, both the elements and the actual technology of the project should be applied at the end of the study of the topic in a certain cycle, as one of the types of a repetitive-generalizing lesson. One of the elements of such a technique is a project discussion, which is based on the method of preparing and defending a project on a specific topic. I help students find sources, encourage, coordinate and correct the entire process, and provide continuous feedback. One of the elements of such a technique is a project discussion, which is based on the method of preparing and defending a project on a specific topic. I help students find sources, encourage, coordinate and correct the entire process, and provide continuous feedback. One of the elements of such a technique is a project discussion, which is based on the method of preparing and defending a project on a specific topic. I help students find sources, encourage, coordinate and correct the entire process, and provide continuous feedback.

Conclusion:

The main features of the organization of group work of students in the lesson are: the class in this lesson is divided into groups to solve specific learning problems; each group receives a specific task (either the same or differentiated) and performs it together under the direct supervision of the group leader or teacher; tasks in the group are performed in such a way that allows to take into account and evaluate the individual contribution of each member of the group; the composition of the group is not permanent, it is selected taking into account that the learning opportunities of each member of the group can be realized with maximum efficiency for the team, depending on the content and nature of the work ahead. In my work, I use homogeneous group work, which involves the performance of the same task by small groups of students. In the course of the work, joint discussion of the progress and results of the work, seeking advice from each other is encouraged.

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