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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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MODERN TECHNOLOGIES IN EDUCATION

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Аннотация. В статье авторы раскрывают проблематику использования инновационных образовательных технологий в учебном процессе. Авторы показывают, что интерактивные методы обучения формируют интерес у обучающихся, способствуют увеличению мотивации к учебе. А также рассмотрен метод кейс-стади, соединенный с другими методами обучения.

Abstract. In the article, the authors reveal the problems of using innovative educational technologies in the educational process. The authors show that interactive teaching methods generate interest among students, contribute to an increase in motivation for learning. And also the case study method is considered, combined with other teaching methods.

Ключевые слова: средства информационных и коммуникационных технологий, образование, учебный процесс, методы.

Key words: means of information and communication technologies, education, educational process, methods.

The improvement of teaching technologies is one of the first places among the many new directions for the development of education. An analysis of the works of leading experts in the field of didactics shows that teaching technologies are the basis for determining the educational policy of all developed countries of the world. Back in 1970, at a UNESCO conference, where the problems of the development of higher education were discussed, they were first recognized as a scientific discipline, which, as many researchers rightly claim, is a constituent element of didactics. In the report "Learn to Be," published by this organization in 1972, learning technologies are identified as the driving force behind the modernization of the educational process.

The problem of using innovative educational technologies in the educational process is due to such trends as: the formation of a post-industrial society of a market type, in which education becomes a key condition for the formation of a “knowledge society” based on the primacy of “production” of an intellectual product; inclusion of the Russian higher education system in the Bologna process; search for ways to develop personality traits necessary for self-organization and self-presentation of their competencies in the labor market and in the implementation of career growth.

The ability to adapt to new conditions is a paramount requirement for graduates of educational institutions. Therefore, educational technologies should be built in such a way that the subject receives comprehensive information about the nature of the social environment and learns to act in the real conditions of the information society. To do this, the curriculum should include both lectures and seminars and practical classes focused on real research: trainings, projects (including joint projects), work with telecommunication systems, distance education, medien technologies, etc. Innovative activities should be included in the educational process for the continuing education of students [1].

The modernization of education, the transition to competence-based education has determined a wide and comprehensive interest in design. This is due to the fact that the basic characteristic of competence is associated with the way of its formation: it is formed and manifested only in the process of activity, and its quality is determined by the measure of its involvement in the activity. Therefore, great hopes were pinned on the project method in education, connected with its ability to organize learning in the process of activity, to develop the ability to apply knowledge, skills and abilities to solve practical, vital problems. In this sense, design (project method) has come to be seen as a vehicle for developing competencies. At the same time, the list of competencies formed in the design process, as a rule, is refined and changed in different educational practices.

The problems of introducing a competence-based approach are mostly discussed in relation to the general education system. With regard to project competencies, it is mainly the competencies that are formed in the child in the process of project learning are discussed. This picture is typical for both domestic and foreign pedagogy.

Project activity involves this type of educational process when the student himself determines the goals, means and method of project implementation. At the same time, the creative potential of the student is realized, since the implementation of the project is the prerogative of the student, the role of the teacher is consultative. The implementation of a project depends on the nature and type of the project.

E.S. Polat emphasizes that project-based learning develops: research skills (the ability to analyze a problem situation, identify problems, select the necessary information from the literature, observe practical situations, record and analyze their results, build hypotheses, implement, generalize, draw conclusions); the ability to work in a team (there is an awareness of the importance of teamwork for obtaining a result, the role of cooperation, joint activities); communication skills (the ability not only to express one's point of view, but also to listen, to understand another, in case of disagreement, to be able to constructively criticize an alternative approach in order to ultimately find a solution that synthesizes, retains the positives of each sentence).

The method of "small groups" is designed to solve a cognitive problem within a localized group, when the student has the opportunity to take part in the formulation of the problem and the search for its solution. Working in small groups allows you to create a special emotional atmosphere that presupposes the involvement of each student in the educational process.

The Portfolio technology is one of the most productive in the organization of the educational process in the logic of the competence-based approach.

The task of the technology is the organization of reflective support of the educational process for the formation of competence in building a person's own educational program, assessing its effectiveness. 28

The specifics of using the portfolio appears in connection with the specifics of the educational program. For example, the portfolio of additional specialization students is intended to present the professional competencies of students to persons interested in employing graduates. Among them may be the developers and teachers of the specialization program, potential employers, representatives of partner educational organizations offering similar programs for parallel or further training.

A basic training portfolio is a tool for assessing and self-assessing academic and educational achievement. The technology of the portfolio of education is a certain monitoring of the student's activity, when the latter monitors his progress through a special system of assessments from others.

Case study method - can be called the method of analysis of specific situations. The essence of the method is quite simple: descriptions of specific situations (from the English "case" - case) are used to organize training. Students are offered to comprehend a real life situation, the description of which simultaneously reflects not only any practical problem, but also actualizes a certain set of knowledge that must be learned when solving this problem. Moreover, the problem itself has no unambiguous solutions.

As an interactive teaching method, it wins a positive attitude from students who see it as an opportunity to show initiative, to feel independent in mastering theoretical positions and mastering practical skills. It is no less important that the analysis of situations has a rather strong effect on the professionalization of students, contributes to their maturation, forms interest and positive motivation to study.

The case method acts as a teacher's way of thinking, his special paradigm, which allows him to think and act in a different way, to develop his creative potential. This is also facilitated by the widespread democratization and modernization of the educational process, the liberation of teachers, the formation of a progressive style of thinking, ethics and motivation of pedagogical activity in them.

The actions in the case are either given in the description, and then it is required to comprehend them (consequences, effectiveness), or they must be proposed as a way to solve the problem. But in any case, the development of a model of practical action seems to be an effective means of forming the professional qualities of trainees.

The case study method is aimed not so much at mastering specific knowledge or skills as at developing the general intellectual and communicative potential of the student and teacher. This method is a fairly effective means of organizing training, but it cannot be considered universal, applicable to all disciplines and the solution of all educational problems. The effectiveness of the method is that it can be easily combined with other teaching methods.

Most of modern educational technologies are personality-oriented and aimed at the formation of individual educational technologies. These include information and communication technologies (ICT) used in education.

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