

**PSYCHOLOGICAL RECOMMENDATIONS ON METHODS OF FORMING
PEDAGOGICAL TECHNIQUES**

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Annotation: *This article is written about psychological recommendations in the use of pedagogical technologies, their application methods.*

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The peculiarity of the method of pedagogical technology is that it designs the process of study and knowledge (mastery) that guarantees the achievement of the planned goal of education.

Aiming for the goal, checking the current results, dividing the educational material into some parts - these signs of organizing the educational process - are the characteristics of the re-elaborated (repetitive) educational cycle.

In other words, the main parts of the iterative learning cycle are:

- general identification of educational goals;
- clarifying the general goal and turning it into educational goals;
- a set of educational practices;
- evaluation of educational results.

Since the educational process has such a repetitive form, it acquires the character of a module, it is divided into separate blocks (parts), which have different contents but a common structure.

In order to organize the educational process according to pedagogical technology, high skills are required at the design stage, a group of leading methodologists - pedagogues develops methodical materials based on the rules and principles of pedagogical technology. If such materials are available, the teacher's task is mainly organizational work and advice (with the possibility of making some creative changes).

At all stages of the educational process, the main focus is on achieving the educational result.

In summary, the pedagogical technology method includes:

1. Classification of general goals and important issues of education.
2. Development of simplified goals (learning tasks).
3. Transforming educational goals into control (test) assignments.

4. ways to achieve goals.

An important aspect of pedagogical technology is the clear expression of the purpose of education, awareness of how well the student has mastered knowledge during the study, teaching based on the actions (activity) of the student.

Tips for new teachers: (Part 1)

After 4 years of schooling, you have now stepped into a truly independent life and become a teacher at school. This profession, along with being honorable, also has its own challenges. I would like to share with you some of my recommendations during your career.

- Dating. The school is very different from other schools. At school, you have to work with 100 million people in one day. Of course, it's natural to feel fear and excitement at the beginning. Your colleagues will help you to get out of this situation and create a friendly atmosphere. The first thing you do when you come to school is to get to know all your colleagues. Create a warm relationship, especially with teachers who share the same subject as you. Because they will help you in every way when you start work, which subject, how to pass, how to prepare documents.

- In your early days, you will definitely have the attention of all the students. Therefore, be bold without losing yourself. Try to get to know the students in your classes. In advance There is also a way to get acquainted. In doing so, ask the head of that class for a picture of them together and get to know each student by name. The first time you walk into class, calling them by name without knowing them will cause their surprise and interest. "Yes, teacher, how do you know me?" they will surely ask with surprise.

- As much as possible, call your students by their first name, not their last name. When you call him by his name, the student will have a little respect for you. Usually, it is not difficult to attract students' attention in the very first lesson. Because all his attention will be on you, he will be busy studying you. Because you are news to them. But don't think that they always sit quietly and carelessly. How you behave in the first lesson will determine how your students will treat you in subsequent lessons.

- Lesson process. Keep track of the classes you'll be attending. Younger classes like colorful, game-based, demonstration lessons. It is much easier to get them interested in the lessons. The upper classes are a bit more difficult. Their interest will be weaker. Most of them are more interested in talking with each other than in class. I recommend that you organize logical and team games and give psychological tests to them outside of class. Try

to pass the topics as easily and simply as possible. Because their level and interest in science will be much lower. Take this into account and go lighter.

□ During class, work with more limping students, not just those who raise their hands. Of course, the excellent ones should not be left behind. If you do this, all your students will get used to coming to your next lessons prepared. Take it to the understanding that "the teacher will ask me clearly".

□ I have no doubt that if you give simpler tasks to the students with low mastery and give them good grades, those students will soon become the best students.

□ Don't make it too difficult to get your grade. There's no harm in encouraging a little effort in the beginning. But don't suddenly increase the grades. Everything should be step by step. The student should feel the progress in himself and his grades.

Teachers are usually used to solving the problem by looking at the tip of the "iceberg". For example, if a student runs away from class or walks on the sidewalk during class, we will give him a rude, undisciplined call, give him a break, drive him away, or call his parents.

In fact, it can be caused by lack of interest in the lesson, always the same, he does not like our treatment, the psychological state of the child, his need for attention, and "big ice under the water" on his head. Therefore, your constant fighting will not affect him.

The teacher usually aims to teach the student to understand, master and apply the content of the educational material.

The order (goal) of society in the field of education is generally expressed in state documents, works and speeches of the head of state. Even the goals indicated in the educational programs are generally expressed in one or two sentences, from which it is difficult to understand something specific. If we look at the goals and tasks of the educational system from the perspective of the society - the state, and the goals and tasks of this educational institution, the educational subject, its departments, topics, and some educational issues, then a unique system of goals is formed.

The directions of important changes in the educational process according to the new pedagogical technology are as follows: clarification of educational goals based on diagnostic goals; clear separation of current and final assessments; guarantee the achievement of the planned educational result; selection of forms of educational activities and means of interaction between the teacher and the student depending on the

conditions; educational material development by performing reproductive tasks; such as working in small, self-checking groups to master the benchmark.

The task set before the student is the result of education. So, what is checked and evaluated is the result of education.

In order to express educational tasks more clearly, the following should be followed.

- start expressing each important issue - group of tasks with the phrase: "by the end of the lesson, students should know ...";
- designation of each task with an order number;
- expression of each task using the verbs "list, tell, remember, show, perform, choose, calculate";
- put each task with the term of the student's activity;
- each task should aim at exactly one result of education (it is not possible to give two or three answers to one question);
- it is possible to measure the result of mastering each task, the achievement of the goal.

Learning tasks should provide an opportunity to objectively assess the student's knowledge and skills (oral, written or test) after studying a learning issue: subject knowledge or subject matter.

Foreign pedagogic scientists are developing methods of organizing students' activities for higher levels of education in the field of pedagogical technology.

American scientists: R. Ganye and L. Briggs proposed the following form of teaching using the method of pedagogical technology. This method of teaching is aimed at achieving specific educational goals and stimulating the level of productivity of thinking:

1. Focusing students' attention.
2. Convey the purpose of the lesson to students.
3. Emphasize the need to remember the necessary knowledge and acquire skills.
4. Providing educational materials that arouse interest in the student and encourage him to act.
5. Approving and encouraging students' responses.
6. To be aware of what the student has mastered.
7. Management of student's thinking (thinking) activity, encouraging strengthening of knowledge and skills.
8. Evaluation of students' actions.

The English scientist A. Romishevskiy recommends the following variants of the method of pedagogical technology:

1. Convey only the necessary knowledge.
2. Formation of skills at the initial reproductive level.
3. Show the child's actions as a whole and in parts.
4. Simplification of skill formation (completion of the task in parts).
5. Be constantly aware of the student's independent performance, approve and encourage him.
6. Transition to a productive, research stage.
7. Organizing different problem situations - performing non-standard tasks.
8. analyze the student's work and discuss how he did it with the teacher (group).

American scientist F.S. Keller developed an individualized system of pedagogical technology method for higher education institutions.

Key features of the Keller Plan are:

1. To achieve full mastery of the content of the educational material (including the content of the previous section) by the student.
2. Each student works individually according to his own learning speed.
3. Using the lecture only to motivate and guide students.
4. Use of published training manuals to describe training information.
5. Using the power of assistants (postgraduate students, excellent students) to determine the mastery of sections of the educational material.

In this form of pedagogical technology method, the teacher divides the course into several sections (modules), usually their number is 15-20; they can be equivalent to the chapters in the textbook. Each student is given a guide on how to study, which indicates the purpose of studying the section (topic), recommends certain forms of study work, control and self-examination. a set of questions will be presented for self-control. The student himself chooses the form of reading the procedure. Before the exam in the mastered section, each student is tested in the form of "passes" and "fails" according to specific requirements and criteria developed by the assistant - assistant teacher. A student who has not passed the test will further develop the study material based on the assistant's recommendation. Passing the test is a kind of permission to study the next section. The number of lectures is very small (no more than 6 per semester), attendance at them is not mandatory.

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