

Every Teacher Is A Creator Of Technology

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Abstract: *The article reveals the use of information technology in the seminars of the educational process and each teacher is a creator of technology. The main purpose of using information technology is to increase the efficiency of the educational process by increasing the convenience and clarity of the presentation of educational material, the ability to dynamically update the material, and the use of information provided on the Internet.*

Keywords— technology, Internet, information, information, pedagogical technology, process, education.

1. INTRODUCTION

Thanks to the development of computer technology, a certain pedagogical experience has been accumulated in the introduction of new pedagogical technologies into the computer educational space. For example, it is possible to simulate and demonstrate various processes, phenomena, images that are inaccessible to the gaze of a video camera and a person. Information technology allows you to flexibly adapt to changing life situations, independently acquiring the necessary knowledge, skillfully applying it in practice to solve various problems, so that you can find your place in it throughout your life; independently think critically, be able to see the difficulties arising in the real world and look for ways to rationally overcome them using modern technologies; clearly understand where and how the knowledge they acquire can be applied in the surrounding reality; be able to generate new ideas, think creatively; competently work with information (be able to collect the facts necessary for the study of a certain task, analyze them, put forward hypotheses for solving problems, make the necessary generalizations, comparisons with similar or alternative options for consideration, establish statistical patterns, formulate reasoned conclusions and, on their basis, identify and solve new problems); to be sociable, contact in various social groups, to be able to work together in different fields, preventing conflict situations or skillfully getting out of them; work independently on the development of their own morality, intellect, cultural level.

2. METHOD AND RESULTS

New pedagogical technologies used at the present time are unthinkable without the widespread use of new information technologies, computer technologies in the first place. It is information technologies that make it possible to fully disclose the pedagogical and didactic functions of these methods, to realize the potential capabilities inherent in them.

In this case, we have chosen from the whole variety of innovative directions in the development of modern didactics, cooperative learning, multilevel training for two reasons: 1. They fit most easily into the educational process, 2. Secondly, because, in our opinion, these truly pedagogical

technologies, humanistic not only in their philosophical and psychological essence, but also in a purely moral aspect, ensure not only the successful assimilation of the educational material by all teachers, but also the intellectual and moral development of students, their independence, benevolence towards the teacher and to each other, sociability, desire to help others. The rivalry, arrogance, rudeness, and authoritarianism so often generated by traditional pedagogy and didactics are incompatible with these technologies. It also takes into account an individual and differentiated approach to learning, the possibilities of reflection, which are implemented in all the technologies listed above.

The pedagogical technologies we have selected claim to implement a personality-oriented approach, and have proven their effectiveness over the years in different countries of the world. The main distinguishing feature of the so-called humanistic approach in psychology and education is special attention to the individuality of a person, his personality, a clear orientation towards the conscious development of independent critical thinking. This approach is considered in world pedagogical practice as an alternative to the traditional one, based mainly on the assimilation of ready-made knowledge and their reproduction. From our point of view, we are talking about an evolutionary process that takes into account the needs of today, about changing priorities from the assimilation of ready-made knowledge during classroom lessons to independent active cognitive activity of each student, taking into account his characteristics and capabilities.

One and the same technology can be carried out by different performers more or less conscientiously, exactly according to instructions or creatively. The results will be different, however, close to some average statistical value typical for this technology [2, p.405-407]. Sometimes the master teacher uses elements of several technologies in his work, applies original methodological techniques. In this case, we should talk about the "author's" technology of this teacher. Every teacher is a creator of technology, even if he deals with borrowing. Creation of technology is impossible without creativity. For a teacher who has learned to work at a technological level, the cognitive process in its developing state will always be the main reference point. At present, the use of modern educational technologies that ensure the

personal development of a student by reducing the share of reproductive activity (reproduction of what remains in memory) in the educational process can be considered as a key condition for improving the quality of education, reducing the workload of students, and more efficient use of study time.

Nowadays, any country, any society needs gifted, talented people as a guarantee of progress. It is important not only to consider pedagogical talent, gift, but also to create maximum conditions for its development. Additional education for children acts as a more "free" one that does not impose restrictions on educational activities, where people who do not have a pedagogical specialty, but who are enthusiastic, who have their own hobby and are ready to share their knowledge with children most often come to work [3, p. 34]. Much depends on the teacher, his self-organization, self-improvement. In modern conditions "each institution of additional education for children should become an organizational and methodological center for the development of additional education for children for educational institutions of various types and types of their neighborhood, municipality, region" [1, p.2]. Every teacher should know how to use modern educational technology.

Modern educational technologies include: developmental education; problem learning; multilevel training; collective learning system; technology for studying inventive problems (TRIZ); research methods in teaching; project teaching methods; technology of using game methods in teaching: role, business and other types of educational games; training in cooperation (team, group work; information and communication technologies; health-saving technologies and others [4, p.23].

Innovative pedagogical technologies are interconnected, interdependent and constitute a certain didactic system aimed at fostering such values as openness, honesty, benevolence, empathy, mutual assistance and providing the educational needs of each student in accordance with his individual characteristics [5, p.56].

At the moment, a variety of pedagogical innovations are used in the education of the university. It depends, first of all, on the traditions and status of the institution. Nevertheless, the following are the most characteristic innovative technologies. In developmental pedagogy, this is the design of developing educational programs that are adequate to age standards, translated into the language of educational technologies, i.e. through WHAT? And How? this development will continue.

In educational practice, this is the design of students in their cultural and activity specificity, that is, the design of an educational space where this development can be carried out. In other words, the design of the system of developing and developing education is possible if at the same time the following are carried out: psychological research of age-normative models of personality development, pedagogical

design of educational programs and technologies for the implementation of these models, co-organization of all participants in the educational process, design of conditions for achieving new goals of education and means of solving problems development.

Personality-oriented technologies put the personality of the student at the center of the entire university of the educational system, ensuring comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials. The use of such an innovative technology as an information-analytical methodology for managing the quality of education allows you to objectively, impartially trace the development in time of each child individually, class, parallel, audience as a whole. With some modification, it can become an indispensable tool for preparing classroom - generalizing control, studying the state of teaching any subject of the curriculum, studying the system of work of an individual teacher. Analysis and diagnostics of the quality of teaching of each student using testing and graphing the dynamics of progress. It is an integral factor in today's learning environment. It is implemented in the form of involving students in additional forms of personality development: participation in cultural events according to national traditions, theater, student creativity centers, etc. Here, both already well-known and proven techniques, and new ones can be implemented. This is independent work with the help of an educational book, play, design and defense of projects, training with the help of audiovisual technical means, the "consultant" system, group, differentiated ways of teaching - the system of "small groups" and others. Usually in practice, various combinations of these techniques are used.

3. CONCLUSION

In conclusion, we can say that research methods in teaching enable students to independently replenish their knowledge, delve deeply into the problem being studied and suggest ways to solve it, which is important in the formation of a worldview. This is important for determining the individual developmental trajectory of each student. The lecture and seminar system is used mainly in higher educational institutions, because it helps students prepare for graduate studies. The technology of using game methods in teaching: role-playing, business, and other types of educational games, broadening horizons, developing cognitive activities, forming certain skills and abilities necessary in practical activities, developing general educational skills. Learning in cooperation (team, group work) cooperation is interpreted as the idea of joint developmental activities of adults and children.

4. REFERENCES

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