

## TECHNOLOGY OF TEACHING IN MODERN EDUCATION

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In this article it is considered the modern educational technologies in improving the quality of training and teaching at university. The researching of the problem has prompted us to develop and introducing a process of learning Pedagogical of High School (magister) complex training sessions using priority technologies («cooperative education», «Project method», «Technology of critical thinking», etc.) This problem was solved by the use of active learning techniques that could provide dialogic communication, intellectual and personal activity, the development of reflexive position.

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The primary goal of modern education in the Republic of Kazakhstan is the formation and development of a students, to able to live in a developing generation of preparing for habits, skills and imaginative abilities and well power, students are generally concerned with improving their own grade and interests of group-wide.

The intensification of the learning process in higher education is associated with an increase in the number of training information for learning, as well as there was a contradiction between the theoretical knowledge and practical efficiency of the professions . A large amount of new information does not leave time to students for reflection, comprehension, whereby knowledge ceases to be important for facilitating and encouraging the development of comprehension. In this situation, reproductive forms of learning are not effective, and modern forms of activities must be properly trained teaching staff, it is ready for a planned and purposeful organization of the educational process that meets the requirements of modern education.

Basis and content of modern education is innovation, the substance of which is to essentially an evaluation of the pedagogical process, introduction of new formations in the traditional system of education. This condition to the emergence of new and improved technologies used before training at different levels and with different current. According them more popular is the motivational learning technology. Actively instilling into the learning process, they are bring the accordance content and methods of education with the changeable demands of society and the individual, contribute to overcoming the crisis in education. Today, motivational technologies characterize learning as a importance of conscious purpose, scientifically cultivation interdisciplinary works, and permit to denote it as a motivational learning, a special type of acquisition of knowledge, as an alternative to traditional education.

Individual experience of the use of motivational technologies in teaching students and

masters can be noted that in the process of training sessions between students (masters) and a teacher, as well as between learners are set enough productive and constructive relationship, there is a separate search for knowledge, mutual learning, be creative abilities. Analysis of studies indicates that learning technologies always cause cognitive, social activities of students, to progress their learning motivation and convinced of the value of knowledge.

Since the university under a credit system of education is the main form of independent work, the use of motivational technologies to extend the capabilities of the teacher to organize different types of independent work for a group of students with different levels of education. Organized such training activities, ensures the availability of works, the individual approach, the possibility of self-control, the work of consultants. The teacher acts as an able organizer of collective, cooperative and individual students work. Certainly, the use of motivational technologies requires more intensive work of the teacher and higher requirements for independent and activity of the student. In spite of, the benefits of innovation are obvious.

The researching of the problem has prompted us to develop and introducing a process of learning Pedagogical of High School (magister) complex training sessions using priority technologies («cooperative education», «Project method», «Technology of critical thinking», etc.) [1]. Since the predominant method of data technologies are problem solving, creative, discussing, they provide not only a successful assimilation of educational material, but also develop critical thinking of students, form their reflexive position.

In this aim, masters are offered works in the execution, not only and not so much could as a new study. In some cases, works gained for discussion, which demonstrates the interest of students of educational information, the active participation of, and attempt to find the answer yourself. However, the training was based on the concern and game situations that contrib-

uted to the development of cognitive interest, critical thinking masters, forming their reflexive position. The analysis of studies pointed to the significant changes that have taken place in the organization of training activities masters. First of all, the increased interest in cooperative learning and mutual learning. As seen in execution, assignments differed creativity, critical assessment. Masters benefit and defend their works, learned how to work in a team where important were the mutual control and group- grade. As a result of increased installation to quality education and knowledge has become topical value. Further observation of graduate teaching masters, the analysis of their actions, comments allowed significance that they are ready to decide educational and cognitive tasks, if necessary, to seek, to find, prove, argue. They have great desire to bring higher education, setting the professional career and therefore, the best living conditions and material security, characterize the value orientation, motivation for success, the constitution of such socio-psychological qualities as determination, independence, and sociability. This system of values and motives, has successfully formed in motivational learning, is important in the regulation of behavior and activity masters, in the development and forming them as a person and allow them to show in the future social activities and realize their potential.

During researching masters decided to the conclusion that in the process together works, they significantly improve knowledge on the subject. However, some types of work, for example, in small groups, have contributed to the improvement of skills – to listen to and evaluate the various options for the work, to supplement, to prove and substantiate their arguments, to assess their contribution to the work of micro groups, as well as how this contribution is taken members. Attracts attention, and the fact that almost all undergraduates reported at fellow students and the lack of development skills to consider the opinion of others that were taken into account in the subsequent stages. This problem was solved by the use of active learning techniques that could provide dialogic communication, intellectual and personal activity, the development of reflexive position. Thus, the method debate, the method of «brainstorming», as well as teaching strategies in the International Education Program «RWST» – «discuss selection», «Reading with pair, a exposition with pair», «Jigsaw-1», «Jigsaw-2» [2].

Our research on the use of technology, «Education in cooperation» in different learning conditions have shown that they are highly effective for the presentation and communication, giving information, the creative interpre-

tation of the material studied and the formation of values. Among the factors of depth and quality learning material, we have identified the following forms:

- introduction of each participant micro groups with the information possessed by the other participants (information exchange);
- promoting different approaches to the same object or phenomenon;
- essentially of different views and assumptions about the subject studied;
- abilities to criticize and reject any of the views expressed by;
- motivation the participants to find a group agreement.

Experience in organizing training sessions using innovative learning technologies can see that the didactic function of these classes are associated with two kinds of tasks:

- tasks specific terms of content;
- tasks of interaction in the group, subgroup.

The sphere of problems of the first kind includes:

- perception of students of contradictions, difficulties associated with the solution of educational problems, the problem;
- urgency of previously acquired knowledge;

And creative redefinition of the scope of their application, include them in a new context, etc.

The spheres of second kind are the roles in groups, teams, execution

Collective task, agreement to discuss the problem and to develop a common, group approach, subject to the special rules and procedures adopted by the joint search operations.

Pedagogically important are the results obtained «at the intersection of» concrete meaningful activities and the interaction in the group:

- Processing of data, information specifically for a convincing exposition;
- Presentation of his point of view as the position of its argument;
- Selection and weighting approaches to learning task;
- Application of the approach or point of view as a result of a conscious choice.

Results of in fact, derive from the context of distribution training activities, which is a way of organizing work in small groups. In our studies on the implementation of this technology, it was found that the joint training work in small groups promotes leadership, giving the largest contribution to elaborate meaningful group task (to clarify and specify the source of information, making suggestions about the collaboration, saying new ideas, opinions, etc.). Along with this, some statements and actions encourage other members to support each micro groups and join in the discussion, cre-

ate a general positive atmosphere. This causes all members respect each other and support a working environment work together.

Special conditions for the development of personality provide a method of projects. Solution of the urgent problem requires not only collaboration, but also to identify its causes, with consideration of different perspectives, to find the most effective solutions. In the protection project uses clarifying techniques. Among them is employed please clarify concepts, to indicate the sources of actual phenomena, etc. It should also be noted that the solutions to problem areas as such is not a didactic purpose, it is associated with the development of thinking and communication skills of students. With all the options, this method focuses primarily on the promotion of creative ideas and their further development. Important organizational feature: sequential combination of individual work (primary extension ideas), working in small groups, and finally, the general discussion. As a result, the ideas expressed by each student, either directly or in a modified form included in the first discussion in a small group, and then in the general idea. Thus, the method of projects in general, and various training activities in particular, combine problematic meaningful learning orientation and ensure the integration of each participant in the active learning process.

Provide opportunities and gaming technology training, which allow to approximate the various parties of real phenomena future careers. First of all – playing the role, update and oral reproduction learned that described his point of view, knowledge sharing with partners, partners in the game. This includes the analysis, the critical assessment of the actions of individual participants in the game, the selection of information, the construction of inductive and deductive reasoning, synthesis and integration of the available information, the development and evaluation of actual findings, and, finally, the outcome of business or subject-role-playing, as a result of joint creative learning activities reflecting the formation of the knowledge and skills to solve professional problems.

The above leads to the conclusion that the use of innovative learning technologies allows students not only acquire knowledge but also to regulate and manage the process of their education, which ultimately leads to the fact that knowledge becomes the actual value. Learning technologies are of great importance in the regulation of behavior and activities of future professionals in the development and shaping them as a person, which will ultimately help them in the future to manifest social activity, to realize their full potential. Our research has

shown that innovative learning technologies always cause a student social activities, increase learning motivation, promote intensive development of special professionally significant qualities and form a competitive person.

It should be noted that the implementation of innovative teaching requires appropriate training and those who have to implement them. In other words, they must be competent to carry out, a fresh thinker pedagogical process, owning a professional and pedagogical knowledge and carrying out innovative teaching. Unfortunately, many teachers who are far from the teaching of science and this significantly complicate the process of introducing innovative technology in high school education system. Professional and pedagogical knowledge of high school teachers based on the use of innovative learning technologies, can be seen as information about the methodological foundations of learning technologies, their nature, characteristics and different approaches to classification, characteristics of training in high school and how to implement innovative technologies under the credit system. These skills are considered as the basis for orientation in a variety of technology training, which is the prerequisite for their optimal use in the practice of university learning. In our case, there are three important features of professional and pedagogical knowledge: their awareness, critical processing and effectiveness. Therefore, only when the knowledge of innovative learning technology thoroughly meaningful and acquired as a result of practice, they can be made available to the individual, well-used in practice and become effective. Such knowledge enables the teacher to solve a variety of educational and training objectives. They, in turn, provide an opportunity for students to receive their base knowledge. Thus, knowledge is not simply transferred, they are produced in the process of co-curricular activities of the teacher and the student, and in the implementation of such activities to develop an active, initiative, independence of students, formed their individual learning paths.

The use of learning technologies will not only enhance the learning process, but also the professional growth of teachers, professional formation of a complex trait, reflecting its expertise and commitment to innovation. The main signs of readiness, in our opinion, should be considered:

– The presence of the target set for the implementation of innovative technologies in teaching activity; clearly defined innovative orientation of the teacher in

Specifically, understanding of the importance of innovation processes in education, the desire to learn new ideas, trends in education;

– The depth and fullness of knowledge about innovative technologies, methods of adaptation and implementation features in the university; the formation of the professional and pedagogical skills;

– Development of reflexive position necessary for further improvement.

As mentioned above, the implementation of innovative technologies in the university requires pedagogical knowledge, and in relation to the conditions of modern education and credit system, their role is growing twice. It should include specific knowledge of the credit system, and the ability to perceive and implement innovative learning technologies, adapt them to the curriculum. One solution to this problem, in our view, is to organize and conduct a series of training and development seminars for teachers of high school with no teacher training on «Innovative learning». Their importance is due to the peculiarities of the modern and the educational process, which is accompanied by significant changes in educational theory and practice. The purpose of seminar – to expand and deepen knowledge about innovative learning technology. At this the main objective – to help high school teachers possess theoretical knowledge with technology training and practical skills and the skills to implement them. The use of innovative learning technologies aimed at refocusing the teaching of information to organizational.

Implementation of learning technologies would be useful and exchange of experience in the group-grade training sessions, analysis, providing constructive criticism and recommendations to improve innovation and educational activities. The reorientation of the system of higher education in the new

values determined humanizing pedagogical process and interpersonal relationships of its subjects characterizes modern times. University graduate to become a competitive person, which implies a high level of overall development, possession of communication skills, lateral thinking and adaptability to changing conditions. Therefore, in high school, priority should be interactive learning, educational technology, new techniques and methods of training activities that give innovative learning process. Progress in science and technology will continue, and this means that the amount of educational information will constantly increase. Changes in the timing of training in high school is not expected, therefore, their learning, of course, affect the quality of education. That is why, it is necessary to radically change the educational process in higher education. It should aim at improving the quality of education, and thus to improve the quality of teaching. Secure that end innovative technologies and technologization educational process in general, and their effective implementation will depend on the level of professional and pedagogical knowledge and pedagogical innovation-oriented activities high school teacher.

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