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Pedagogical Technologies in Language Teaching

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ABSTRACT

This article reveals the essence of interactive learning, which consists in the fact that almost all students are involved in the process of cognition and have the opportunity to understand and reflect on what they know and think.

At the university, a special place is occupied by such forms of classes that ensure the active participation of each student in the classroom, increase the authority of knowledge and the individual responsibility of students for the results of educational work. These problems can be successfully solved with the help of educational technologies. V.P. Bespalko in his book "Components of Pedagogical Technology" defines pedagogical technology as the systematic implementation in practice of a pre-designed teaching and educational process.

Currently, there are several different positions in the understanding and use of the term "educational technology":

1. Pedagogical technologies as the development and application of tools, equipment, educational equipment and technical means for the educational process (B.T. Likhachev, S.A. Smirnov, M. Meyer).
2. Pedagogical technology is understood as a communication process or a way of performing an educational task, including the use of heuristic methods and system analysis to improve learning (V.P. Bespalko, M.A. Choshanov, B.A. Slastenin, V.M. Monakhov, B. .Skipner, T.Sakamoto).
3. Pedagogical technology is considered as a broad field of knowledge that deals with the construction of optimal teaching systems and is based on data from the social, managerial and natural sciences. (P.I. Pidkasisty, V.V. Guzeev, M. Eraut, R. Stakenas).
4. Represents a multidimensional approach and proposes to consider several meanings of

pedagogical technology simultaneously (M.V. Clarin, V.V. Davydov, T.K. Selevko, D. Finn). Pedagogical (educational) technology is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results.

The concepts of "educational" and "pedagogical" technologies overlap to a large extent. On the one hand, the concept of "educational technology" (technology in the field of education) seems somewhat broader than the concept of "pedagogical technology" (related to the field of pedagogy), because education includes, in addition to pedagogical ones, a variety of social, socio-political, managerial, cultural , psychological-pedagogical, medical-pedagogical, economic and other related aspects.

In the learning process, we can distinguish at least content (what to teach), procedural (how to teach), motivational (how to activate students' activities) and organizational (how to structure the activities of the teacher and students) aspects. Each of these aspects corresponds to a number of concepts. Thus, the first side corresponds to the concept of meaningful generalization, generalization of educational material, integration of educational subjects, enlargement of didactic units, etc. The procedural side - the concept of programmed, problem-based, interactive learning, etc. The motivational side - the concept of motivational support for the educational process, the formation of cognitive interests, etc. Organizational - the ideas of humanistic pedagogy, the concept of cooperation pedagogy, "immersion" in an academic subject (M.P. Shchetinin), concentrated training, etc. All these concepts, in turn, are provided by technology. For example, the following technologies correspond to the concept of problem-based learning: problem-based dialogue learning; problem-task; problem-algorithmic; problem-contextual; problem-model; problem-modular; problem-based computer training.

There are a huge number of learning technologies. Each teacher can independently come up with new forms of working with the audience. Pair work is often used in classes, when students learn to ask each other questions and answer them.

The interactive creativity of teacher and student is limitless. It is only important to skillfully direct it to achieve the set educational goals. Interactive learning is, first of all, dialogue learning, during which interaction between teacher and student takes place.

What are the main characteristics of "interactive"? It should be recognized that interactive learning is a special form of organizing cognitive activity. She has very specific and predictable goals in mind. One of these goals is to create comfortable learning conditions, such that the student feels successful, intellectually competent, which makes the learning process itself productive.

The essence of interactive learning is that the educational process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of learning and mastering educational material means that everyone makes their own special individual contribution; there is an exchange of knowledge, ideas, and methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the cognitive activity itself, transferring it to higher forms of cooperation and cooperation.

Interactive activity in the classroom involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, and joint solution of common tasks that are significant for each participant. The main thing is to respect the student's personality, not to kill interest in work, but rather to strive to develop it, without leaving a feeling of anxiety and self-doubt.

Confucius wrote, "Teacher and student grow together." Pedagogical technologies allow both

students and teachers to grow.

Let us draw attention to the fact that in the holistic learning process, the teacher needs to use several technologies at once that serve its various aspects. But in real practice this provision is not always realized. The fact is that often the teacher strives, first of all, to master and apply in practice any one technology or its individual attractive elements. In this case, the principle of integrity is violated: the learning process requires its comprehensive provision with various technologies, while the technologies themselves provide a pedagogical effect only when they are holistic.

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