

Role of Modern Educational Technologies in the Education System

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Abstract – This article examines modern educational technologies and their role in the educational process. Priority technologies applicable to the Russian language classes are highlighted. The use of modern pedagogical technologies is one of the most promising directions for the development of education, contributing to greater individualization of the educational process and the formation of personality.

Keywords – Educational technology, learning technology, modular technology, case stage, conditions of application of information technology, knowledge control software systems, vertical experiment systems, training presentations.

I. INTRODUCTION

The use of new educational technologies plays an important role in the modern educational process. The question arises, "What are the concepts of" pedagogical technology "and" educational technology ". To resolve this issue, in this article we tried to consider these concepts and draw the appropriate conclusions.

The essence of the concepts "pedagogical technology", "educational technology". Technology - from the Greek words technon (art, craft, science) and logos (concept, teaching). With the help of technology, intelligent information is translated into the language of practical solutions. Technology is both ways of acting and how a person participates in an activity.

II. MAIN PART

Modern technologies in education are considered as a means by which a new educational paradigm can be implemented. Trends in the development of educational technologies are directly related to the humanization of education, contributing to self-actualization and self-realization of the individual. The term "educational technologies" is more capacious than "learning technologies", because it also implies an educational aspect associated with the formation and development of the personality traits of trainees [5, c.256].

In its most general form, technology is a well-thought-out system of "how" and "how" the goal is embodied in "a specific type of product or its component part. Pedagogical technologies are complex systems of techniques and methods, united by priority general educational goals, conceptually interrelated tasks and content, forms and methods of organizing the educational process, where each position leaves an imprint on all others, which ultimately creates a certain set of conditions for student development.

Today, new educational technologies are being actively introduced in education. Technologies are understood as such educational strategies that require the assimilation of not only certain knowledge, but also the skills to obtain it, which presupposes a special methodological load of the educational process. In modern education, this term is used for educational practices that do not fit into the traditional educational process. Essentially, this term refers to methodological innovations in education that are becoming more widespread in education. The essence of educational technologies is expressed in the fact that the nature and method of education is changing. Along with the development of the mental potential of students, personal development occurs, i.e. the process of education itself presupposes a different position of the teacher and the student in education: they act as equal participants in the educational process.

An educational technology can be called a complex consisting of: some presentation of the planned learning outcomes, diagnostic tools for the current state of learners, a set of learning models, criteria for choosing the optimal model for given specific conditions [1. c.192].

We will begin our consideration of educational technology with a learning model. It can be divided into two tiers. The upper tier - methods and forms - refers to didactics, the lower tier is pedagogical technique (means and techniques) and, being supplemented by the personal characteristics of the teacher (intuition, demeanor, facial expressions, gestures, attitudes, and so on), is a pedagogical art.

For the traditional learning process, there has always been and has its own traditional teaching technology, characteristic of the methods and means that the teacher uses in organizing and conducting the educational process. Teaching technology, on the one hand, is perceived as a set of methods and means of processing, presentation, measurement and presentation of educational information, and on the other hand, teaching technology is the science of how a teacher influences a student in the learning process using the necessary technical or informational means.

Initially, the term "teaching technology" was associated with the use of technical teaching aids and teaching aids and methods of programmed teaching in connection with the development of methods of programming the teaching process, the emphasis has shifted to the teaching technology itself. The progress of computers and informatics as a science of transmission, processing and storage of information, as well as the development of communication tools have significantly expanded and changed the concept of the term "learning technology" towards systems analysis and design of the learning process [2].

Thus, the concept of "technology" is one of the most popular in modern educational science. Despite this, there are different points of view on the very possibility of using the term "technology" in relation to the educational process, since "technology presupposes a set of methods of processing, manufacturing, changing the state, properties, shape of the material, carried out in the production process", which contradicts the principle of individualization of the educational process.

Another problem is the lack of a unified approach to defining the essence of the concept of "educational technology", "teaching technology".

To implement the cognitive and creative activity of a student in the educational process, modern educational technologies are used, which make it possible to improve the quality of education, more efficiently use study time and reduce the share of reproductive activity of students by reducing the time allotted for homework.

Modern educational technologies are focused on individualization, distance and variability of the educational process, academic mobility of students, regardless of age and level of education. In a modern school, the personality of the child and his activities come first. Therefore, among the priority technologies are:

1. Information and communication technology.
2. Technology for the development of critical thinking.
3. Design technology.
4. Technology of developing education.
5. Game technologies.
6. Modular technology.
7. Case technology.
8. Pedagogy of cooperation.
9. Group technologies.

10. Traditional technologies (class-lesson system).

Thus, using innovative educational technologies, the following interrelated problems can be solved:

1. To promote the development of the personality of students with an active civic position, able to navigate difficult life situations and positively solve their problems.
2. To change the nature of the interaction of the subjects of the school education system: teacher and student - partners, like-minded people, equal members of the "one team".
3. To increase the motivation of students for learning activities. A child's positive motivation for learning can arise when the student is interested in what they are teaching, who is teaching and it is clear why. High motivation for educational activities is also due to the versatility of the educational process. There is a development of different aspects of the personality of students, by introducing various types of student activities into the educational process.
4. Mastering modern pedagogical technologies allows you to significantly change the methods of organizing the educational process, the nature of the interaction of the subjects of the system, and, finally, their thinking and level of development [4.c.345-349].

The problem of identifying pedagogically grounded opportunities for the use of educational technologies as an effective means of teaching, upbringing and development of schoolchildren on the basis of various academic subjects and the Russian language in particular is becoming increasingly important. Educational technologies at all stages of the lesson have a significant impact on the control and evaluation functions of the lesson, give it a playful character, contribute to the activation of the educational and cognitive activity of students. They allow you to achieve a higher level of clarity of the proposed material, expand the possibilities of including a variety of exercises in the learning process.

Of particular importance is the study of the existing teaching experience, the analysis of the existing practice of using educational technologies for solving various educational problems. Modern society sets before the teacher a number of tasks that require the teacher to have certain knowledge, skills and abilities to solve them. The richest opportunities for this are provided by modern educational information computer technologies (ICT). Unlike conventional technical teaching aids, ICTs allow not only to saturate the student with a large number of ready-made, strictly selected, appropriately organized knowledge, but also to develop the intellectual, creative abilities of students, their ability to independently acquire new knowledge, and work with various sources of information. The use of ICT for educational purposes, and in particular in the Russian language lessons, makes it possible to make the activities of a teacher and a student the most interesting, intensive, improve the quality of education, visibly implement the principle of visibility, and highlight the most important characteristics of the material being studied.

In the pedagogical and methodological literature, several areas of application of modern educational information technologies in education are noted. In school teaching practice, four main ones are in demand:

- Computer - as a means of knowledge control.
- Laboratory practice using computer modeling.
- Multimedia technologies, as an illustrative means when explaining new material.
- Personal computer, self-education tool.

However, as practice shows, the computer has not yet become a full-fledged means of teaching at school. This is due not only to the problems identified in the scientific literature. In particular, in order to achieve a positive effect from the use of information technologies, certain conditions must be met:

Temporary: each subject of the school curriculum has its own organizational, methodological and substantive features, in accordance with which the moment of "inclusion" of information computer technologies should be chosen;

Technical: the technical characteristics of personal computers are different. Depending on the range of tasks that are supposed to be solved, it is necessary to select a computer and additional devices (such as a scanner, printer, modem, headphones, microphone, speakers, etc.).

Organizational: when information technology is included in the process of studying a subject, the question of setting up software and setting up equipment arises. Not every teacher has the skills necessary for the complex maintenance of computer equipment or

for the independent development of educational tools. Therefore, the teacher's need for a qualified assistant is obvious (for example, in the person of a laboratory assistant or a computer science teacher) [3].

If these conditions are met, according to experts, modern information technologies can serve as an effective didactic tool. The problems of using computer tools in the learning process are largely related to the readiness of a modern teacher to perceive a personal computer as a didactic tool.

In this regard, they are most often used in the classroom:

1. Software knowledge control systems, which include questionnaires and tests. Their main advantage is fast, convenient, impartial and automated processing of the results obtained. The main drawback is the inflexible response system, which does not allow the subject to show their creativity. According to such simulator programs, students can prepare for passing the Unified State Exam or for the State Final Attestation.
2. Virtual experiment systems are software packages that allow a student to conduct experiments in a "virtual laboratory". Their main advantage is that they allow carrying out such experiments that in reality would be impossible for reasons of safety, timing, etc. The main disadvantage of such programs is the natural limitation of the model embedded in them, beyond which the learner cannot go within the framework of his virtual experiment.
3. Educational presentations that are actively used in work. The purpose of this presentation of educational information is the formation of a system of thought formation in schoolchildren. The presentation of educational material in the form of a multimedia presentation reduces the learning time and frees up the resources of children's health. The text part of the presentation is only the main thoughts on the topic or terms for assimilation. The use of multimedia presentations is advisable at any stage of the study of the topic and at any stage of the lesson. Power Point is mainly used to create presentations. [6.c.112].

New information technologies in general, and the use of multimedia systems in particular, can to a large extent both relieve the teacher and increase the students' interest in the subject. The future of education is impossible without expanding the use of modern technical means in teaching.

III. CONCLUSION

So, modern pedagogical technologies in a new way implement the content of education and ensure the achievement of the set didactic goals, implying scientific approaches to the organization of the educational process, change and provide new forms, methods and means of teaching. The use of modern pedagogical technologies is one of the most promising directions in the development of education, contributing to a greater individualization of the educational process and the formation of a personality.

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