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EDUCATIONAL TECHNOLOGIES TO BE USED IN FORMAL, NON-FORMAL, INFORMAL EDUCATION OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF PRIMARY CLASS TEACHERS

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ABSTRACT

This article provides detailed information about the use of educational technologies in formal, informal, and informal training of continuous professional development of primary school teachers. Also, the requirements for technologies for professional development of teachers are summarized.

KEYWORDS

Educational technologies for use in formal, informal, informal learning, continuous professional development technologies, experience, reflection, knowledge, experience of application in changing situations.

INTRODUCTION

In modern conditions, improving the mechanism of developing the intellectual potential of pedagogues in the system of public education, developing the infrastructure for its implementation has become a demand of the times. This process involves further improvement of the system of continuous professional development of teachers in practice, expansion of innovative processes, diversification of educational services, introduction of quality management, based on professional needs, modeling of individual activity, design, implementation of multi-component approaches that ensure continuity and coherence. creates the need to increase.

It seems that in the implementation of continuous professional development of teachers, it is necessary to be based on the principles of andragogy, because such principles embody the following [3]:

1. Professional knowledge that forms a culture of mutual cooperation with adults (colleagues, clients, students).

2. Knowledge that provides informational and methodical support for spiritual, cultural and professional development throughout life.

The main findings and results

These, in turn, create the need to solve the following tasks related to the improvement of the technologies of continuous professional development of primary school teachers based on the acmeological approach: choosing reflexive and practically oriented technologies of professional development; creating an environment through technologies that allow self-development; to identify the didactic "core" of technology and elements of its implementation (from technology to technology); that the selected technologies take into account and provide every feature of continuous professional development of teachers; classification of the types of tasks that enable the implementation of the selected technologies, their grouping and description of the opportunities for professional development of teachers.

Modern science and practice has a variety of technologies that are sufficient to meet any needs of teachers. There are different bases for systematizing technology groups. If technology is a category of activity, then all technologies can be divided into groups depending on which type of activity is leading at this stage of cognitive activity of student-teachers. We list the main types of activities: understanding,

recognition; execution; reading; communication, including communication; the game teaching; reflection.

According to YE.I. Mikhaylova, O.M. Chorosova, R.YE. Gerasimova, T.A. Makarenko, depending on the nature of the educational environment (or conditions), all known technological teaching methods are divided into the following three groups [4]:

technological methods that can be used within the traditional classroom system (problematic education, developmental education, games, etc.);

technological methods that require organizational modernization of the work of an educational institution (concentrated education, collective method of teaching, etc.);

technological methods that require changing the content of education ("communication technologies", probabilistic education, etc.).

In her research, O.A. Ivanova summarizes the technologies related to the organization of adult education in the following types [1.104]: modular teaching technology; modular-rating technology of education; modular credit technology of education; flexible educational system technology; full assimilation technology; multi-level educational technology; technology of individual educational trajectories; paracentric educational technology; control and correction technology; individual-team technology of teaching; team-individual technology of teaching and others.

Described by researchers for the andragogic model of education - individual education aimed at the self-development of adults in the direction of individual education and acquiring the skills to organize their own

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educational process technology of trajectories is relevant.

Also, experts emphasize that, depending on the leading (main) activity, the following six main groups of educational technologies can be distinguished [2.388]: explanatory and illustrative technologies (understanding, recognition); reproductive technologies (performance); problematic search technologies (research); communication technologies (communication); imitation and role-playing technologies (game); reflective (reflective) technologies (reading, teaching).

Issues related to the improvement of technologies of continuous professional development of teachers studied as an object of research, information and communication technologies for increasing the effectiveness of management of continuous professional development of pedagogues in scientific researches of our republic, the CIS and foreign scientists (E.M. Alkarov), innovative and variable in the process of professional development technologies (S.Y. Makhmudov), principles of technology selection, requirements for them (V.I. Zagvyazinsky, M.M. Levina, E.S. Polat), informal (network) educational technologies in modern conditions (O.V. Pavlova), technologies for organizing adult education for andragogs (O.V. Agapovoy, S.G. Vershlovskogo, N.A. Toskinoi), digital technologies in adult education (A. Gegenfurtner), comprehensive technologies for increasing the motivation of adults (R.J. Wlodkowski), current trends and future directions of mixed learning technologies (C.R. Graham), continuous ka Researched as a technology of positive development (Hussain Gandhi).

In our view, in the continuous professional development of teachers, the technologies for teaching adults proposed by YE.I. Mikhaylova, O.M.

Chorosova, R.YE. Gerasimova, T.A. Makarenko (technological training depending on the nature of the educational environment (or conditions) methods) group embodies the specific features of the organization of adult education and all known technological teaching methods.

Based on this, based on the study and generalization of the technologies of professional development of teachers in our country and abroad, we have united traditional and modern educational technologies into three large conceptual groups of educational technologies for use in formal, informal, and informal education:

Directive-systematic implementation technologies through the uniform curriculum of teaching subjects in collective and small groups through the formal educational process, as well as through the curriculum created in accordance with the specific goals and objectives of education and training. Technologies in this group are used in the formal form of education and training of adults. Formal is an institutionalized (embodying certain rules and norms), purpose-oriented and planned education with the participation of state educational institutions and accredited non-governmental educational organizations recognized by the state.

Informal, self-directed (and developing) technologies based on teaching in pedagogic classrooms ("free lessons", "free creative works", "activities based on desire, need and motivation"). Informal - institutionalized by a person or organization that provides educational services (embodying certain rules and norms), directed and planned for a specific purpose, additional to formal education in training a person throughout his life and (or) its alternative.

Informal communicative and interactive technologies for obtaining information, based on practical and developing theories. These are didactically and methodically working in project-oriented groups, pair groups, team teaching (Team-Teaching), classes in special rooms equipped with functional equipment, special training classes, independent study according to an individual plan. are technologies related to the organization of learning. Informal - goal-oriented, but not institutionalized (does not embody specific rules and norms), is less organized and structured than formal or informal education, and includes learning activities in the family, workplace, place of residence and everyday life takes

Below is an example of educational technology for use in formal education.

"Differential teaching" technology.

Purpose: provides teaching taking into account the individual characteristics of the listener-teacher - the ability to learn and the ability to acquire knowledge.

The essence: this technology provides for the creation of a pedagogical environment that takes into account the activity of each learner that corresponds to the scope of close development, and differential level teaching.

Mechanism: training based on the diagnosis of the dynamic characteristics of the person and the level of acquisition of general educational skills; choose depending on the areas of education and interests; organization of profile training options; activation of cognitive content and stimulation of cognitive activities of student-teachers; voluntary choice of learning material level (not less than state requirements and qualification requirements); organization of independent work of student-

teachers; organizing the educational process in pairs, groups and teams; control over learning material; targeted training on specially developed content and methodology for teachers in the general secondary educational institution, for example, teaching in 1st grades (as well as 2nd-4th grades) training of teachers (on teaching methods and educational problems of subjects taught in 1st grades, as well as 2-4th grades) in separately organized groups; quick training according to the personal training plan.

As a result of studying the principles of technology selection, dissertation research on their requirements and the analysis of various scientific literature (V.I.Zagvyazinsky, M.M.Levina, E.S.Polat) and other points of view, we summarized the requirements for technologies for the professional development of teachers within the framework of our research. : intensity of education; the possibility of modeling professional activity; ability to make decisions independently; high theoretical level of educational material; ensuring the quality of teaching; speed of data processing and guarantee of practical use; comprehensive solution of educational problems; personal direction; ensuring progress in cognitive development; connecting with the teacher's professional activity and taking into account his needs, individual professional development trajectory; increasing interest in professional activity and professional development; practical direction; the problematic nature of the educational material; having a developmental character; development of professional knowledge; compatibility of technologies with each other.

In this case, adult education is organized on the basis of the following scheme: "experience-reflection-knowledge-experience of application in changing situations". The purpose and result of such an

organization of the educational process is determined by the developed competence of the specialist as an integral feature that represents the ability of a person to successfully perform certain activities.

CONCLUSION

The conclusion is that pedagogues independently improve their knowledge outside the classroom, acquire the necessary knowledge of science, pedagogical skills that ensure the effectiveness of the teaching process through independent education, the formation of professional thinking that means political and humanitarian knowledge, the system of pedagogical knowledge and specialization. It is important to acquire teaching technologies.

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