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General Didactic Principles of Pedagogical Technologies

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Abstract: This article deals with modern innovative technologies of teaching and their general didactic principles.

Keywords: The principle of unity, the principle of fundamentalism, the principle of understanding culture, humanization, the design of the educational process, the principle of continuity of education, the principle of active approach.

The principle of integrity of pedagogical technologies reflects two aspects:
1) unity of education, upbringing and personal development;
2) possession of a certain, rigorous system of pedagogical technology,
The concept of "systematization" is also known as teaching a subject characterizes both the process and the general learning process.

The study of basic sciences to different directions (blocks) according to object, internal essence and features represents the advantages of learning. Natural sciences, classified as social sciences and humanities. Every study science has "core" and "long" information for him. information is the study of the basics of the sciences by the individual, precisely independent acquisition of knowledge in the specialty, the acquired knowledge serves as a support for the expansion. Such an approach attracts experts in a particular field use of interdisciplinary nature in the process of preparation gives both the opportunity. Certain areas of study merging reduces stress on a person's memory,as well as increases the power of thinking, the emergence of thinking provides.

Organization of the educational process in the 80s of the twentieth century Detailed information (knowledge) on the available disciplines
In the 1990s, this process was interpreted as
The organization was recognized as a process of creating favorable conditions for the acquisition of new knowledge (knowledge) in a specific subject, determined on the basis of acquired knowledge.

The principle of understanding culture (conformity to the development of cultural life) was introduced by the German educator A. Disterweg in the XIX century and has not lost its relevance to this day. From the point of view of understanding culture, it means that students are educated in the context of the cultural development of a social society. In the last century, the level of knowledge and skills of a teacher was recognized as a leading factor in ensuring the effectiveness of education, but today the success of a teacher can not be achieved only with a high level of knowledge, competence and skills.

In this regard, it is important to take into account the capabilities of modern science and technology, in particular, computers, multimedia, as well as the social and economic development of society. Nowadays, specialists are able to "achieve the specifics of the field (or direction), in-depth theoretical and practical knowledge in this area, to perform certain activities, to be able to solve specific tasks in a timely manner, and to achieve certain successes."
need to be prepared.

The principle of humanization and humanization of the content of education. Although both terms have the same lexical meaning (Greek "humanus" - humanitas - humanity), each of them has its own meaning.

Humanization is studied in educational institutions
social sciences (history, cultural studies,

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sociology, psychology, philology, etc.)
and the concept of humanization in relation to the individual and his activities
means a positive attitude.
 In other words, humanization
- a human being in the process of relations between man and societyfactor, its dignity, honor, dignity, rights and dutiesthe process of organizing an activity based on respect,humanization "all conditions are human and his perfection(for development) is a process of activity based on the idea are
This is the goal of every teacher in designing the learning process must adhere to the principle or on their specialty to bring it into line with the public interest in solving problems
It is advisable to pay attention. Now the teacher does not manage the activities of students in an educational authoritarian way, but on the basis of commitment to the ideas of cooperation
Humanizes, or in other words, ensures that the principle of humanization of education is followed. This, in turn, leads to the formation of a highly spiritual person.
        The principle of research, teaching and research. That's it
The trend serves to illuminate two aspects:
1) every teacher in educational institutions should conduct research when involving students in their field;
2) the teacher develops educational technology, tests it in practice, observes and makes corrections, that is, he studies the educational process.
These two aspects of the learning process are important
He improved the professional and pedagogical skills of the teacher to go and prepare students for future professional activities creates the ground for preparation.
        The principle of continuity of education is that of learners acquisition of professional qualities, vital activity of existing qualities is expected to improve over time. To the individual his whole It is impossible to impart knowledge that can be used for life, because the existing knowledge changes in content every five to ten years becomes rich. So, this tendency is in the activity of the teacher emphasis on the organization of independent learning, pedagogical leadership for students' independent learning from the education provided conditions represent creation.
The principle of active approach is based on the didactic connection of theory and practice. In the theory of didactics, the concept of knowledge is interpreted in two different ways:
a) knowledge that learners need to acquire;
b) knowledge that has been acquired by them and applied in the process of practical activity, which has become a personal experience.
Knowledge is strengthened in the process of students' activity, so it is necessary to develop the ability to apply theoretical knowledge in practice. Knowledge that does not have practical application is quickly forgotten.
     It is also important to assess the effectiveness of the use of pedagogical technologies in the educational process. The effectiveness of pedagogical technologies can be determined by a number of criteria, depending on their capabilities.
They are:
- to reflect the integrity of the tasks of education, upbringing and personal development;
- be able to express the level of modern science and technology;
- Ideologically appropriate to the age and psychological characteristics of students
arrival;
- The training material is fully provided with the necessary information;
- provides an opportunity to use a variety of methods and tools in the learning process;
- Ensuring that education is open and transparent to all
dominance;
- Easy to use and use multifunctional teaching aids
availability of operational opportunities;
- Effective organization of independent work of the teacher for students

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degree of assistance.

In modern conditions, the technologicalization of the educational process is a new approach to the design of the educational process, that is, the educational process.

requires the need to adapt to the technological structure.

The educational process in the organization of the teacher's professional activity

design is of particular importance. Each course is studied separately

based on the design of topics and sections.

The design of the educational process is a form of pedagogical activity, which is characterized by the fact that the technological structure of the educational process has a set of methods and tools that guarantee all learning outcomes.

The product of the design is the design of the learning process.

Education as a result of the analysis of the essence of pedagogical practice.Several laws of process design have been identified. They are:

1) the effectiveness of the design of the educational process is ensured on the basis of the appropriate support of all components (technological management, media, information, socio-psychological environment) in the project;

2) technological means of education for individual students

is selected depending on the characteristics;

3) design strategies to the individual style of the teacher

selected accordingly;

4) project quality feedback (teacher and student

between) the scope, the content of the design, as well as all the factors

depends on its effectiveness.

Designing the educational process in educational institutions is twofold degree:

a) at the level of the teacher's activity (separately from the educational process)design of parts);

b) activity manager at the level of activity (educational process)yahlit design) is carried out.

In the design of the learning process, not only each component, rather, the relationships between them are both modeled and designed developing the theoretical foundations of the principles of designing laws prepares the ground for the application of pedagogical activity in practice.

The principle of centralization of students in the technological process is expressed as a key element in the design of the activity model.

The main systematized content of education in the structure of the educational process and the student's activity is considered a technological process, its content to master the basics of students' social experience focused learning activities.

In each subject The content of education corresponds to the general goals and objectives of education is marked. General secondary education from the point of view of active approach each element (element) that makes up the content of the subject's activity should correspond to one of the types. Subject activity types, in turn, are generalized as a collection of exact models should be expressed through activity models.The student activity model is a systematic element, serves to determine the content of the student's holistic activity.

The principle of centralization of project design is as follows requires the implementation of: appropriate performance models methods of creating and mastering them by students selection (technological operations), methods of managing learning activities (teacher activity).

The reflexive tendency is to evaluate the subject's self, personal activity and knowledge, the opinions of others about him and her describes the relationship between them.

In the design process, the teacher is constantly taught, its accuracy and ideal conditions, students' need for knowledge, them possibilities of filling, personal qualities and abilities, pedagogical taking into account the possibilities of effective organization of activities appropriate to the purpose. Teaching based on the principle of reflexivity The participant of the educational process of the project - the subject continuous adjustment based on analysis of needs and capabilities,

requires filling.

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The principle of effectiveness is the convenience of pedagogical conditions,to achieve effective results at the expense of less time and effort describes. Effectiveness - social experience activity models content, technological operations, their development, management choice of methods, appropriateness of educational activities, education tools, short time and effort of the subject in the technological process should be aimed at achieving the goal set by the means.The principle of multivariate. Each training process is a series under the influence of objective and subjective factors. They are among them socio-economic living conditions of teachers and students, education social development and natural climate around institutions environment, educational material base of educational institution, teachers professional qualification level, educational institution or known class spiritual and psychological environment, students' learning opportunities, classroom intellectual competence, interpersonal relationships of the community.The teacher takes these factors into account when designing the learning process necessary.

The tendency to adapt the student to the educational process.From the moment a child steps on the threshold of school, the scope of his activity(in the form of self-service, work, leisure). It's an activity like that gaining social experience as a result of mastering their skills is coming. That is why the educational process is effective The design takes into account the content of training and other activity models acquisition, dominance of students in everyday life necessary provision.

At the same time, the development of the individual in general education institutions and its adaptation to social life is carried out on the basis of the participation of psychologists and sociologists (psycho-pedagogical diagnosis).

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