Prerequisites for the Development of Creative Thinking

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ABSTRACT

with the development of educational technologies and teaching methods in all educational spheres to create a highly efficient technology of training which allows on the one hand, increase efficiency of mastering of educational material, and on the other hand, teachers pay more attention to individual and personal growth of students, to guide their creative development.

Keywords: *pedagogical technology, training, teaching, education.*

INTRODUCTION

For the first time in the 1920s, the term "pedagogical technology" appeared in the works of reflexo-therapeutic pedagogy (I. P. Pavlov, V. M. Bekhterev, A. A. Ukhtomsky). At the same time, another concept has spread - "pedagogical methodology", which was defined in the pedagogical encyclopedia of the 1930s as a set of techniques and activities aimed at a clear and effective organization of training. The teaching technique also included the ability to use didactic and laboratory equipment, use visual aids.

In the forties and fifties, when the introduction of technical means in the educational process of training began, the term "educational technology" appeared, which in subsequent years changed to "educational technologies" under the influence of work on the methodology of using various TCO. Until the mid-1950s, researchers attributed the mass development and introduction of educational technologies to the emergence of a technological approach to teaching in American and then European schools.

It should be noted that in the 60-70s of the XX century, the technological approach actually only developed in the educational process. The few Russian journal publications of that time, V. P. Bespalko, V. Bogomolov, T. A. Ilyin, M. V. Klarin, for the first time studied the international experience of scientists from the United States, England and Japan on this problem. The issue of pedagogical technology in the educational process is not covered in the Russian literature.

In the mid-60s, two directions emerged: "technical means in training" and "technology of the educational process". Initially, pedagogical technology was understood as the technization of the educational process. The first brainchild of this direction and at the same time the foundation on which the subsequent levels of pedagogical technology were built was programmed learning.

To the late seventies or early eighties, in connection with the development of technology and the beginning of overseas computerization of education, the concept of "learning technology" and "educational technology" have been increasingly understood as a system of means, methods of organization and educational process management. At the same time, two aspects of pedagogical technology were identified: the use of system knowledge to solve practical problems and the use of technical devices in the educational process.

Under the pressure of the technological experience of other sectors, pedagogical technologies gain new opportunities to influence the traditional learning process and influence its effectiveness. In this regard, pedagogical technologies were considered as a field of knowledge, including methods, textbooks and the theory of their use to achieve learning goals.

At the turn of the 70s and 80s. In the twentieth century, the problem of pedagogical technology became clearly understood and developed in the field of professional skills and "pedagogical technology". This problem, caused by the ongoing crisis in the school system, led to the reform of the teacher training system. They showed particular interest in the issues of pedagogical technique and mastery of M. A. Glagol, I. A. Zyazyun, V. Kutsenko, Yu. I. Turchaninova.

Teachers ' attention to the problem of pedagogical communication has increased (A. B. Dobrovich, E. N. Ilyin, A.V. Mudrik). In connection with the work of a teacher and educator, questions of theatrical pedagogy of K. S. Stanislavsky (V. A. Kan-Kalik, G. Kristi, V. I. Malinin). Intensified the theme of professional pedagogical self-education (S. G. Wesslowski).

In the 90s of the 20th century, he began to develop an independent direction in home pedagogy-learning technologies. It was based primarily on the experience of Russian teachers in the 1920s and 1930s.

Further development of researchers in the field of pedagogical technologies has expanded its understanding, which is reflected in many different definitions of this concept.

Thus, according to many Russian teachers (Bespalko V. P., Zhuravlev V. I., Clarina M. V.), educational technology is an integral part of the educational system associated with didactic processes, means and forms of teaching organization. In the psychological and pedagogical literature, one can find three main approaches to the definition of educational technology.

In the first approach, technology is often understood as a particular methodology for achieving a specific goal. Equating technology with a particular method, the authors of this approach rely on one of the most important characteristics of technology - they emphasize that it is a means to achieve a certain goal.

Proponents of the second approach understand technology as the educational system as a whole. In accordance with the third approach, technology is considered not only as a methodology or pedagogical system, but also as an optimal methodology or system for achieving a certain goal as an algorithm.

Learning technology is a special type of learning in which the main burden on the implementation of learning functions falls on the learning tool under human control.

The creation of highly effective learning technologies allows, on the one hand, to increase the efficiency of learning material, and on the other hand, teachers pay more attention to the issues of individual and personal growth of students in order to guide their creative development.

Thus, learning technology: increases the productivity of teachers; ensures that monitoring of the effectiveness of each student's education and feedback system allow you to teach students in accordance with their individual abilities and temperament; frees up time for teachers, passing the basic training functions of the assistant teachers, with the result that he can pay more attention to matters of individual and personal development of students, as for any technology purpose is defined very precisely, the use of objective methods of control allows to reduce the role of the subjective factor in the control; the learning technologies allows to reduce the dependence of learning outcomes qualifications of the teacher, that opens up possibilities for leveling the academic skills of students in all educational

institutions; technology create conditions for solving the problem of continuity of school programs and vocational education.

In the technological approach to training, the following stages are distinguished: to set goals and their maximum refinement with an emphasis on obtaining results; preparation of educational material and organization of the entire training course in accordance with the training goals; assessment of current results; correction of training aimed at achieving the set goal; final evaluation of results.

The sources of development of pedagogical technology, according to O. Episheva, are:

1. Psychology, psychological concepts of assimilation and learning-behaviorism, the theory of gradual formation of mental actions, the theory of educational activity.

2. Production processes and design disciplines that somehow connect technology and man, making up the system "man-technology-goal".

3. In this sense, technology is defined as a set of methods of processing, production, changing the status, properties, shape of raw materials, material in the production process.

The concept of "pedagogical educational technology" has recently become increasingly widespread in the theory of education and upbringing.

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