PEDAGOGICAL TECHNOLOGIES IN THE MODERN EDUCATIONAL SPACE: THEORETICAL FOUNDATIONS AND SELECTION CRITERIA

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Annotation. The article explores the theoretical and practical aspects of implementing a modular learning system and rating-control technology in the modern educational process. The author analyzes the transformation of the educational paradigm, focusing on the need to develop students' self-regulation and self-education skills. The paper examines in detail the application of Bloom's taxonomy to achieve a creative level of knowledge mastery and classifies the levels of students' cognitive activity — from algorithmic to creative. The significance of technologizing education as a factor in improving the quality of human capital in the context of global informatization is substantiated.

Keywords: modular learning, rating-control, Bloom's taxonomy, educational paradigm, self-education, levels of knowledge mastery, pedagogical technologies.

Introduction

Constantly changing times require a person to study in accordance with modern requirements and master new things. In this regard, the systematic use of new pedagogical technologies in the educational process is of great importance. It is only in the process of providing the educational process with news that we can educate a conscious and educated citizen. Currently, if we develop the practice of using new technologies by secondary school teachers, then the teacher can develop work experience by using it wisely in his lesson.

Currently, a new education system has been developed in a sovereign country aimed at penetrating the global educational space. This is due to significant changes in the theory of pedagogy and the educational process: the paradigm of education has changed, and a new content of education is emerging.

Namely:

*It has been enriched with rich educational content, new knowledge, the development of information perception abilities, and the refinement of educational programs in science.

*Traditional oral and written information methods of telephone or radio communication are being transferred to modern computer tools.

* Education of the child's personality, attention to the spiritual enrichment of his soul, its formation as a citizen, personality,

* Much attention is paid to the role of school, family and the environment in the upbringing of children.

The economic strength of any country, the high standard of living of its population, and its place and weight in the global community are determined by the level of technological development of that country. The quality of the development of society as a whole and the introduction of new technologies is based on the well-established education in this country and the level of informatization of this area.

In modern technologies, the Bloom system is increasingly being used to achieve a creative level of knowledge acquisition.

The Bloom system	Student's activity
Education	Accepts, understands, thinks.
Understanding	Understands, shows, wrote.
Use	Solves a new problem, crushes previous knowledge.
Analysis	Comparative, opens, analyzes, thinks, etc.
Synthesis	Develops productive, creative work.
Assessment (critical assessment)	Evaluates, discusses.

Materials and methods. Now let's comment on this model.

I. At the student level, the child acts with the help of the teacher. Strives to solve the previous goal, uses previous knowledge.

II. At the algorithmic level, the goal and the situation to be solved are clear, and the student works to achieve the goal independently, using previously accumulated knowledge.

III.At the heuristic level, the goal is clear, but the situation is unclear, it is complemented, found, and solved by the student himself. Here, too, the old knowledge comes to the rescue.The student can receive new messages and knowledge in their search.

IV. The creative goal is generally unclear.The student defines it, finds something new, brings a new world on his own.

The paths to the creative level are not easy.Modern technologies often use the formation of students' critical attitude through brainstorming, debates, and models.

The main contradiction of the modern education system is between the rapidly growing pace of new knowledge and the limited abilities of the individual to master it. This contradiction forced pedagogical theory to abandon the absolute ideal of education (a fully developed personality) and move to a new ideal-the maximum development of a person's ability to self-regulation and self-education.

So, the main thing in new (innovative) learning is the development of human abilities and skills based on learning and self-education. In the new educational paradigm,

integrity plays a crucial role in ensuring the interests of the individual, along with orientation, and strong validity (fundamentality).

The memorandum adopted at the UNESCO International Symposium states this: "... Fundamental scientific should holistically understand the modern scientific and natural sciences of the world of natural science and humanities education, lay the scientific foundation for evaluating the results of professional activity, promote the creative development of the individual and create an individual life program based on knowledge of the characteristics, needs and capabilities of man."

In the 1960s, foreign researchers coined the term "pedagogical technology," in which teaching technology was based on pedagogical methods. "Pedagogical technology is "a project of a specific pedagogical system implemented in practice, and the methods applied in accordance with pedagogical conditions are only a part of it" (V. Bespalko).

The purpose of Kazakhstan's education system is to form a national model of multi-level continuing education, integrated into the global educational space and meeting the needs of individuals and society. Today, more than 50 pedagogical technologies are used and operating in educational institutions. In this regard, it is important to choose and put into practice a learning technology.

For education that meets the requirements of modernity, today there is a need to change the content of education, that is, to improve the quality of education. Many pedagogical technologies are used in the educational process. Among other things, the pedagogical technology of differentiated and level-based learning is taken as a basis. The concept of "Technology" consists of two words borrowed from the Greek language: "techne" means art, skill and "logos" means knowledge, learning, science. Therefore, the term "technology" can be translated into Kazakh as "the science of art" or "the science of craftsmanship." To this, we add a term that characterizes the subject area, and define the essence of any particular technology.

And by pedagogical technology, we mean a systematic method of evaluating the entire educational process and their mutual cooperation in order to master knowledge, taking into account human and technical resources, and achieve effective teaching methods.

Differentiated and level-based learning allows students to evaluate their knowledge using a new methodology, that is, a rating system. That is, the final grade of the students on each topic is set in accordance with the score they have scored. Students mark the points scored with the corresponding dot in the table at the end of the lesson. If you gradually connect these points with a continuous line, you will get a graph. This is called monitoring student development.

Monitoring is a system for monitoring, analyzing, and predicting the state of something. The word comes from the English "monitor", which means "observer", "observer", "warning" or "insurance". Monitoring can be considered as a special type of control carried out by technical means. During monitoring, we can quickly select and process a certain amount of information. The new efficient tracking technology can save time. With the help of a computer, you can constantly monitor. This is another important feature of monitoring.

Monitoring is the continuous monitoring of the state of diagnostic and prognostic research based on scientific foundations in solving an urgent problem and means of choosing an educational goal based on the pedagogical process. Independent management activities and teaching activities are assessed within the monitoring. This provides feedback. Specific results have been announced for the ultimate goal of the pedagogical system. Pedagogical monitoring shows forecasting the development of the pedagogical system, as well as ensuring continuous monitoring of its condition. It is also the most in demand in these educational institutions for the purposes of socio-psychological, medical monitoring, generalization of views of the student's personality.

The essence of monitoring is that the graph coming out at the end of each quarter or each chapter clearly shows the shortcomings and achievements of the acquired knowledge. Looking at development monitoring, the level of knowledge is controlled by the student himself. That is, students evaluate their own work. The issue of the unfairness of the assessment is being resolved.

Monitoring features:

With the help of monitoring, it is possible to control the quality of knowledge, the formation of skills that determine not only the level of assimilation of knowledge by students.

Educational monitoring is a multi-level system.

Level I (individual, individual and independent), which is carried out by the teacher. (Establishing the dynamics of the class students' development in a certain direction).

Level II-school level. The development of students' knowledge is carried out here by the administration of the institution. (observing the dynamics of class development). Control according to a criterion defined during a quarter, half-year, or year.

Level III. Monitoring the dynamics of educational institutions' development.

One of the important tasks in learning is to monitor and adequately assess the level of knowledge acquired by students in subjects.Careful student participation in classes, responsible attitude to their studies, and the ability to use the acquired theoretical knowledge in the future largely depend on the correct conduct of this stage.

The five-point system that teachers still use to assess students' knowledge has many drawbacks. There is a significant difference in the results of the final assessment of students' knowledge at the end of the year and the teacher's assessment. The main reason is the subjectivity in the teacher's assessment and the objectivity in the student's knowledge at the end of the year. High school students are not satisfied with the assessment system they are currently using, because under the current system, the chances of determining the actual level of knowledge are low, and the assessment result is not objective.

Therefore, the need to introduce a new scale of assessment of educational work, according to which public relations meet the demand, as in modern civilized countries, is one of the urgent problems of today.

The assessment of the level of students in the republic is carried out through a rating-test system. It is known that this method has been used abroad for more than 20 years and has already proven itself quite well in teaching.

In the rating system, each task completed in the lesson is supposed to be evaluated by points. With the help of this system, it is possible to monitor the student's level of development and abilities in each subject early.

Advantages of the rating system: in the student's activity:

1) promotes the student's independent development and upbringing as a person.
2) promoting the position of humanization in the teaching of disciplines.
3) forms cooperation between the teacher and the student in educational work.
4) the rating control service can act as an educator, a developer, an observer and a manager.
5) the rating system allows you to directly consciously influence the cognitive activity of students. The quality of systematic communication improves, reflecting the characteristics of the student's mental activity, the speed of task completion, depth of understanding, etc.
6) formation of skills for proper control and evaluation of work results and personal behavior.
7) promotes the improvement and education of inquisitive attention.

In the service of the teacher:

1. The student has the opportunity to bring methods and techniques for identifying and correcting learning disabilities into a specific system in advance.
2. Compilation of control samples, a normal assessment criterion
3. Mastering the techniques of effective organization and correction of educational activities.
4. Mastering the student's computer skills to assess and determine the level of knowledge.
5. Creating conditions for the consolidation of pedagogical activity, the organization at a high level of providing a new atmosphere of mood for each student in the classroom.

Monitoring and rating are closely interrelated. Our monitoring cannot be carried out without a rating, but without a rating.

The rating system clearly defines the individual abilities and capabilities of each student. A knowledge board, as well as a table that specifies which topics or topics most need to be given fun throughout the year. When summarizing learning outcomes in accordance with the requirements of the state standard of education, it is advisable to use a rating assessment in the actions of the student and teacher. The rating indicator characterizes the ordinal place of the evaluated object in the group in relation to other such objects.

The student's rating shows the amount equal to the sum of all the grades given to him. The teacher's rating is equal to the sum of all their grades. When measuring student performance by ranking, the following factors are taken into account:

Students' knowledge and skills;

The volume and quantity of work performed;

The importance of proven work;
The complexity of the proven work;
Number of classes vacated;
Participation in educational work in classrooms and schools;
Participation in the Olympiad:

The most important feature of the rating system is that the stages of a student's lesson in the classroom, fully covering his homework, are given in the form of points expressed in integers. They can accumulate throughout the entire learning process and reflect the results of quarterly, annual, and even step-by-step academic performance. The rating system evaluates all types of student learning activities.At the same time, the generalized results of learning activities in and outside the learning process characterize the student's level of knowledge.

Academician V. Bespalko proposed a comprehensive structure for students' perception of knowledge:

Level I: Memory through assistance in accordance with reproductive knowledge.(50-60% or 510-612 points);

Level II: algebraic level (61-75% or 613-765 points). This is according to the basic knowledge in the program.

Level III: Heuristic level (76-85% or 766-887 points). Students consciously assimilate the material, show independent activity.

Level IV: creativity level 86-100% or 88-1020 points. At this level, a student who has independent learning material works creatively.

The rating system allows you to directly consciously influence the cognitive activity of students.

This system most fully reflects the quality of students' education and the degree of knowledge assimilation. The rating system allows the student to independently complete the task, which requires.

Thanks to the rating, feedback between the teacher and the student is uninterrupted, which increases motivation to learn through other characteristics of the student's mental activity, in particular, speed of execution, depth of understanding. This rating system is divided into three stages-test, current, intermediate, and final. Current monitoring takes into account student attendance and includes work related to the specifics of the subject, such as writing abstracts, expressive reading, etc.

In this type of control, the maximum score that a student makes is 25 points.

The purpose of the intermediate control is to monitor the extent to which students have mastered the main topics. To do this, tasks such as analyzing works of art, storytelling, commenting on the content, and conducting control through test questions are performed from each part of the discipline. The upper indicator of the intermediate control is set at 40 points.

The final control is carried out before the test and the exam. In conclusion, the main topics of the discipline are highlighted in the questions of the test. In this root of the observation, the maximum score is 35 points. In the Rating-test system, the

student's scores for each period are calculated and a score is given according to the size of the final score.

Rating scale:

Rated at "5", scoring 85-100 points.

It is rated at "4", scoring 65-84 points.

It is rated at "3", scoring 46-64 points.

Rated at "2", Do not hit before 45.

The rating required the system to tighten the individual task performance.This is a tribute to the Garden of Justice and the knowledge of students from the traditional state of the mountains.

Based on the results of the practice of one of the types of pedagogical control, the following can be cited.

1. It cannot be isolated from the general system of teaching under pedagogical supervision.

2.To switch to a test control system, consider the following.

3. Control, current and Corinthian control, monitoring of the keiin for one to two years.

The test tasks do not exclude additions to the traditional fairness of the test, but use them to determine the quality of the Qatari student. Unlike other great works, the excess of the test is its objectivity, conviction, ambiguity.

The types and forms of testers are diverse and represent a diverse field of artistic and artistic life. The most important narse test is a form of pedagogical control. The test depends on the knowledge and certainty of the student. The benefits of the test are good, the control can be plentiful. They are as follows:

* Keep a substantive record of the private student's knowledge.
* Teaching a single subject gives hope for a comparative assessment of the work of several teachers by a supervisor.
* Clarity of assessment, which does not cause disputes between the teacher and the student.
* High degree of trust
* Malt economy
* the student's ability to control himself.
* Easy to use victory
* Individuality, single-mindedness of the subject.

Types of tests on whether it is possible to use general recurrent knowledge in order to consolidate, repeat, systematize and control students' knowledge:

1. The supplement test
2. Sample test
3. Memory test
4. Compatibility test
5. Sequence test
6. Combined test
7. Entrepreneur-oriented test
8. Alternative test.

We know a thousand hearts as the heart of education, twisting, checking, and eliminating flaws.

Test + rating + monitoring = guarantee of quality education.

Conclusion. To summarize, we can say that the negative of the modular reading and rating control system is an integral function of the formation, application, and realization of novelty. Any new justice is individual, as well as timely. This, yagni, is for one teacher a new justice of the found head for the teacher, the material studied is disciplined. New pedagogical technologies help students to build up their creative skills. He ignores and draws attention to the reasons for scientific justice, reader's equity, and organization, studies the literature of the new generation, gets acquainted with traditional educational standards, gives students access to the state standard of education dengeinde igeuge, and carefully suppresses humanization and democracy in studies.

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