

## MODERN APPROACHES TO THE ORGANIZATION OF LEARNING PROCESS IN HIGHER EDUCATION INSTITUTION

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***Annotation:** this article considers modern pedagogical technologies and their role in improving the educational process, the need to study modern pedagogical technologies, successfully implement in the educational process.*

***Key words:** education, process, methodology, pedagogical technology, teacher, demand, need, motivation.*

The use of modern pedagogical technologies in the educational process guarantees the achievement of effective results. Thus, the only important task of the pedagogical community is to thoroughly study modern pedagogical technologies successfully used in developed countries and apply them in their daily pedagogical activities and classroom practice.

The main difference between modern pedagogical technologies and traditional teaching methods also lies in the fact that the training session is considered as a whole - a complex consisting of several parts that are in functional interrelation with each other.

A training session having order and speed refers to restorative, complex, centered parts of a single-level complex that are in functional interrelation:

- students' desire, which are at the center of the complex and pass through the connections of all other parts;
- program and textbook, which organize the content of the lesson and including all parts according to the students' desire;
- educational - didactic principles that form the general methodological basis of the lesson;
- didactic materials that facilitate understanding of the learning process and contribute to quick and quality implementation;
- technical means of teaching, which give the learning process a modern character, contributing to a fuller disclosure of its content and essence;
- algorithm of a training session, which is called professional activity training of a teacher.

An important stage in the professional activity of a teacher is the design of didactic process (or learning and cognitive structure). Exactly this didactic process forms the basis of modern pedagogical technologies, or it determines the ways of

transferring to students the content of the learning element to achieve the set goal of education (upbringing) within a given time. At the same time, the creation of effective modern pedagogical technology is impossible without a good knowledge of the theoretical foundations of the didactic process.

In the pedagogical process, the ways of motivating learners are varied. A relatively effective methodology is that, when the students start learning, they should be offered problem situations or given special problem tasks that can express the subject matter. Problem situations express the student's explicit or vague possession of the complexity (problem) in himself/herself and require overcoming it, searching for new knowledge, new ways and actions. If a student lacks elementary knowledge to search for ways to overcome difficulties, he/she cannot perceive problem situations and naturally, there is no process of coping and confrontation in his/her thinking. Based on the above, we can cite three types of existing situations:

1. The situation is known. Similar case studies will be available to solve it. The method of solution in this case may be standard.

2. The situation is similar. In this case, it is necessary to draw analogies with similar situations. Since they may not be quite similar to each other, but have a holistic basis, by changing its appearance, approaching the situation under consideration, optimization and search for a rational solution takes place.

3. Uncertain situation. This situation is not encountered in practical activity. It is impossible to compare it with some other sample. Therefore, it will be necessary to search for a new method of solution.

Problem situations are designed in advance and included in a certain part of the learning process, pursuing an educational goal. The motivational stage of the educational process involves the inclusion of problem tasks at the beginning of the lesson and more fully attracting the students' attention to the topic of the lesson. The student, in turn, should also show his/her creative activity, such as the ability to see new problems from familiar situations, to define new object problems, object structure, to find alternative solutions.

The motivational stage of the educational process allows to accelerate the entry of students into cognitive activity. Methods and techniques of its organization students should be able to choose individually to support this activity at the necessary level of activity.

The use of historical material in the explanation of the topic of classes also causes the appearance of strong motives in students, strengthening interest in cognition. However, the historical approach to the presentation of educational material should be of an additional nature, to maintain logicity within the system of acquired knowledge on the topic.

Creating a short movie on a topic is also a powerful motivational factor. However, the learning process should lay the foundation for the content of the heuristic conversation that takes place between the teacher and the learner, only then the necessity to study the topic arises and the intended goal is achieved. The situation that the teacher should realize is that the development of motivation in students at the lesson is not the main goal, but one of the means to accelerate the cognitive activity of the student.

When organizing didactic process the teacher should be able to select also organizational forms of learning and cognitive activity in accordance with the content of education. One of the conditions for designing modern pedagogical technologies is the correct organization of “organizational forms”.

It is known that cognitive activity in the education system includes classroom and out-of-classroom activities.

When choosing forms of learning activities, the teacher should find answers to the following questions: who is the participant of the educational process and how he/she should be managed.

The learning process requires continuous application of some or other technical means in accordance with the content of training. This direction is one of the conditions for the existence of modern pedagogical technology.

Both the designer of modern pedagogical technologies and the implementer of them in practice is a teacher who fulfills such an important social (state) order as the training of a qualified specialist.

The teacher should take into account the levels of abstraction and the correspondence of the subject to the levels of acquisition when selecting the content of the tutorial and educational process that corresponds to the set educational goal.

The teacher should be familiar with the requirements for structuring the didactic process as a structural element of the pedagogical system and design its optimal version depending on the topic of each lecture. These requirements are of an accelerating nature. The principle of intensification requires the application of didactic process capable of solving didactic tasks within a certain period of time fast enough and at a high level. The determining factor that defines the principle of intensification in teaching and education is the results of assimilation of the students of this or that activity. Secondly, the principle is based on such an organization of the educational and training process, in which there is a mechanism that allows as many as people as possible to acquire experience (knowledge, skills and creative activity) and develop their mental intelligence.

A teacher should be able to use effective forms of learning in the implementation of the didactic process. This suggests that in a pedagogical system the elements are connected on the basis of a certain law. Using in these connections

and finding optimal organizational forms opens the way to the loss of formality in education.

A teacher should use optimal methods to control the extent to which a participant of a pedagogical system master the content of education and educational influence. The information obtained makes it possible to purposefully manage the pedagogical system or determine the content of which element in the pedagogical system needs to be corrected.

Thus, the purpose and prospects of teaching the application of modern pedagogical technologies in the educational process are bright, which not only ensures the priority of the process of organizing learning, but also conditions the pedagogicalization of the whole society as a social order. This means that it is necessary to provide the educational process with modern pedagogical technologies to form the younger generation harmoniously developed individuals.

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