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### **Problem of pedagogical technologies of technological going near educating**

*In the article, the considered problem of pedagogical technologies and technological sub step to the studies of students of institution of higher learning. The executed research showed that pedagogical technology functioned and as science, investigating the most rational ways of educating, and as a system of methods, principles and regulators, applied in educating, and as the real process of educating.*

Among the tasks of reformation of education occupy done of priority, key places and the problem of complex alteration of educational sphere occupy. Alteration of the system of education stipulated the necessity of upgrading of professional preparation of specialists, determined the search of new methods and facilities of her providing. In the system of trade education enough attention is spared the problem of perfection of preparation of specialists. Lately, conception of continuous education, that envisages changes on three directions, will be realized: what to teach (table of contents), in what sequence (structure) and by what method to teach (technology). The analysis of scientific literature testifies that the system of preparation of specialist is in higher educational establishment, more effective than, when as her organizationally-methodical tool various pedagogical technologies are used. At the same time, until now poorly investigation are remained by the questions related to the theoretically-methodical background of functioning of the module technology as a component of the pedagogical system. The problems of structure of educational maintenance are not enough studied in the module educating. Out of eyeshot scientific, there are terms, providing efficiency of module organization of educating. The criteria of evaluation of efficiency of module technology of educating are not worked out in the conditions of primary professional education. The analysis of the state of problem allows also to fix the objectively existent contradictions folded to present tense :

- between the tasks of the professional training of working personnel in modern terms and her real state;
- between traditional methods and receptions of educating in the system of trade education and necessity of introduction of unconventional technologies of educating;
- between the necessity of development of initiative, independence and work of participants of educational process and by the existent methods of pedagogical management;
- between constantly growing requirements to the teachers and masters of the productive educating and high not enough level of their professionally-pedagogical mastery of and other.

Realization and scientific analysis these and other contradictions creates necessary pre-conditions for their permission, maintenance and direction of searches, and also certain measures of alteration of educational and pedagogical activity, determine in the conditions of trade education.

So, pedagogical technology came forward the article of scientific discussions during many centuries. Not a single prominent teacher could go round this problem. It is «possible and needed to teach every teacher to use a pedagogical tool, – Y.A asserted. Komenskiy, – only at this condition his work will be highly effective» [3, C.237]. Idea of Y.A. Komenskiy is about technology of educating was supported by I.G. Pestalotstsi. By the major contribution, he counted creation of «mechanism» of education, leaning on that every prepared teacher can bring up any student.

In the counterbalance of idea of technology on educational - educator process the representatives of such direction in pedagogs, as «pedagogics of work», considered attempt by means of before hand certain technology to affect unique personality of child. How many personalities, so much facilities of their education, they asserted. Pedagogical technologies of first one-third of XX century are the unique phenomenon in home pedagogics. Ranged on different conceptual grounds, they contained general pedagogical principles: respect to freedom and life of every child; creative emancipation of personality of student; introduction of him to socially and personality meaningful types of activity; enriching of connections of educational - educator establishment with the surrounding world and reality; forming is not declarative, and pedagogical to whole, all-round developed personality. Ranged on different conceptual grounds, Semantic interpretation shows that a word «technology» happened from Greek «techne» - ability, mastery, art and «logos» is science, studies – idest totality of knowledge about methods and facilities of treatment of materials. Gradually to the concept, «Pedagogical technology» began to take everything, in respect of perfection of educational process.

Unlike, productive terms technological maintenance of educating and education cannot be hardening. It takes into account the unicity of every situation, features of student and dynamics of their self-expression, changes, according on relations, etc. As marks V.A. Slastenin with coauthors [4], subjectivity, renunciation, variantness of result it is not allowed to provide the same level of his predictability and assuredness, as in technical areas. A teacher uses technology in two ways: for the technological planning of the activity (and of activity of student) and for the situational planning her during certain pedagogical situations. In educating and education the changed transformation of student possesses such mechanism of existence in that at any moment a requirement changes in an object and activity, in communication of communication and other descriptions corresponding to the necessities of the state of behavior of and other.

Therefore, organization and management behavior and changing subject (pedagogical function) are suppose the change of primary technological projects inevitably. As maintenance of pedagogical influence always situation takes into account individuality of student among many factors, then a primary technological project and his situational adjustments, dependency both upon the internal situation of teacher and from the terms of his activity, always must join in technology of

pedagogical activity. It should be noted that a concept «Pedagogical technology» most distribution got in the theory of educating. Exactly in this sense term «technology» and his variations («technology of educating», «educational technologies», «technologies in educating», «technology in education») began to be used in pedagogical literature. Words by word M.V. Klarina tehnologitethion of educational process in modern home and foreign pedagogics is related to the search of such didactic approaches that would convert educating into the family «productively-technological process with the assured result».

So, planning of pedagogical technology consists in development of the program of the pedagogical affecting intentions and activity of students by a selection in the process of educating of the stages, presented as the special sequence of procedures and operations implementation of that corresponds to the put aims and provides the achievement of the supposed results.

However, pedagogical technology can not be equated with the use of algorithms, because in her actions can not be hardly determined, they always variants. Technology is reflection appropriate in activity. What a better teacher knows pedagogical conformities to law, the more effective construction of his activity, as technological requirements are used more precisely.

G.K. Selevko [5] suggests to examine «pedagogical technology» from position of three aspects:

- Scientific - pedagogical technologies are part of pedagogical science, studying and elaborative aims, maintenance and methods of educating and designing pedagogical processes;

- Judicially-descriptive is description of process, totality of aims, maintenance, methods and facilities for the achievement of the planned results of educating;

- Judicially-effective is realization of technological (pedagogical) process, functioning of all personality, instrumental and methodological pedagogical facilities.

M.V. Klarin underlines justly [2], that a concept «Pedagogical technology» is correlated in home pedagogics with the processes of educating and education, unlike foreign, where it is limited to only the sphere of educating. In educational practice, a concept «Pedagogical technology» is used on three hierarchically from inferior's levels. (G.K. Selevko).

1) General-pedagogical (general-didactic) level: general-pedagogical (general-didactic, general-educator) technology characterizes an integral educational process in this region, educational establishment, on the certain stage of educating. Here pedagogical technology is a study of synonyms to the pedagogical system: totality of aims, maintenance, facilities and methods of educating, algorithm of activity of subjects and objects of process, joins in her.

2) Privately methodical (subject) level: term «privately subject pedagogical technology» is used in a value «Private methodology», i.e. as totality of methods and facilities for realization of certain maintenance of educating and education within the framework of one object, class, workshop of teacher (methodology of teaching of objects, methodology of the compensative educating, methodology of work of teacher, educator).

3) the Local (module) level: local technology is technology of separate parts of educational – educator process, decision of private didactic and educator tasks (technology of separate types of activity, forming of concepts, education of separate personality qualities, technology of lesson, mastering of new knowledge, technology of reiteration and control of material, technology of independent work of and other).

Presented by us earlier determination allow distinguishing the basic structural constituents of pedagogical technology:

- a) Conceptual basis;
- b) Rich in content part of educating:
  - are aims educating - general and certain;
  - it is maintenance of educational material;
- c) Judicial part is a technological process:
  - is organization of educational process;
  - are methods and forms of educational activity of schoolchildren;
  - are methods and forms of work of teacher;
  - it is activity of teacher on a management by the process of mastering of material;
  - it is diagnostics of educational process.

### **Conclusions.**

Thus, any pedagogical technology is satisfied to the basic methodological requirements: conceptualness, system, dirigibility, efficiency, producibility of results, complex use of forms, methods and facilities, quality estimation of results of educational activity, pedagogical collaboration of and other. Presently in pedagogics an idea about unity of rich in content and judicial components of the educational system became firmly established: aims, maintenance, methods, forms and facilities of educating. In the process of perfection and variations of pedagogical technologies of their component show the different degree of conservatism: the judicial aspects of educating are the mostly varied, and maintenance changes only on a structure, dosage, logic.

Thus, maintenance of education as essence part of educational technology determines her judicial part in a great deal, although the cardinal changes of methods draw deep transformations of aims, maintenance and forms. Thus, judicial and rich in content to part of technology of education adequately reflect each other.

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