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ЭТНОПЕДАГОГИКА ДИСЦИПЛИНАСЫ БОЮНЧА СЕМИНАРДЫК САБАКТАРДЫ ОКУТУУДАГЫ ИННОВАЦИЯЛЫК ТЕХНОЛОГИЯЛАР

Аннотация. Макалада инновациялык технологиялардын маани ачылып, университеттин билим берүү процессинде колдонуу маселелери каралат. Билим берүүнүн жаңыланган мазмуну билим берүүнүн сапатына таптакыр башкача талаптарды коет. Тез өзгөрүп жаткан жашоо шарттары адамдын инсандыгын өнүктүрүүдө жаңы ыкмаларды талап кылат. Педагогикалык университеттин билим берүү процессин өнүктүрүүнүн сапаттык жаңы деңгээли зарыл. Бул натыйжага жетишүүнүн каражаттарынын бири болуп билим берүүдөгү инновациялык технологиялар саналат. Ушуга байланыштуу, этнопедагогика дисциплинасы боюнча семинарларда инновациялык технологияларды колдонуунун түрлөрү каралат.

Негизги сөздөр: билим берүү процесси, инновациялык технологиялар, окутуу, окутуу технологиясы, этнопедагогика, элдик педагогика, билим берүү технологиялары, акыл чабуулу, заманбап методдор, педагогикалык технологиялар.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ СЕМИНАРСКИХ ЗАНЯТИЙ ПО ДИСЦИПЛИНЕ ЭТНОПЕДАГОГИКА

Аннотация. В статье раскрывается значение инновационных технологий и рассматриваются вопросы их использования в образовательном процессе вуза. Обновленное содержание образования предъявляет принципиально иные требования к качеству образования. Стремительно меняющиеся условия жизни требуют новых подходов в развитии личности человека. Необходим качественно новый уровень развития образовательного процесса в педагогическом вузе. Одним из средств достижения данного результата являются инновационные технологии в образовании, и в связи в статье рассматриваются виды применения инновационных технологии в семинарских занятиях по дисциплине этнопедагогика.

Ключевые слова: образовательный процесс, инновационные технологии, обучение, технология обучения, этнопедагогика, народная педагогика, образовательные технологии, мозговой штурм, современные методы, педагогические технологии.

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INNOVATIVE TECHNOLOGIES IN TEACHING SEMINARS ON THE DISCIPLINE OF ETHNOPEDAGOGY

Abstract. The article reveals the importance and discusses the use of innovative technologies in the educational process of the university. The updated content of education imposes fundamentally different requirements for the quality of education. Rapidly changing living conditions require new approaches in the development of a person's personality. A qualitatively new level of development of the educational process in a pedagogical university is needed. One of the means to achieve this result is innovative technologies in education. And in this regard, the types of application of innovative technologies in seminars on the discipline of "Ethnopedagogy" are considered.

Keywords: educational process, innovative technologies, training, teaching technology, ethnopedagogy, folk pedagogy, educational technologies, brainstorming, modern methods, pedagogical technology.

Introduction

The updated content of education imposes fundamentally different requirements on the quality of education. Rapidly changing living conditions require new approaches to the development of a person's personality. A qualitatively new level of development of the educational process in a pedagogical university is needed. One of the means to achieve this result is innovative technologies in education.

The word "technology" comes from the Greek word "techne" - art, skill, ability and "logos" - science, law. Literally, "technology" is the science of craftsmanship. Since the mid-50s of the XX century, a new technological approach to the construction of the educational process has appeared, it was from this period of time that the new concept of "teaching technology" entered pedagogy, and it was associated with the use of technical teaching aids. Along with the concept of "learning technology", such concepts as "pedagogical technology" and "educational technology" are also used. Consideration of the essence of the concepts, the terms presented is quite relevant today. [2, p. 11].

The greatest contribution to the study of the problem of a new technological approach to the construction of the educational process was made by both foreign and domestic scientists, such as: V. P. Bespalko, M. V. Klarin, B. T. Likhachev, V. M. Monakhov, G. K. Selevko, S. A. Slastenin, S. Babaev, Ashanina E. N., F. Boribekova, A. Zhunisbek, L. L. Rybtsova, N. E. Kasatkina and others.

Teaching technologies (pedagogical technologies) are commonly referred to as educational organizational and methodological complexes that link specific learning tasks in a technological chain, their corresponding content, means, teacher's activities, and students' activities. [1, p. 15].

In the context under consideration, innovations mean innovations in the pedagogical system that improve the course and results of the educational process.

We should agree with scientists that pedagogical innovation is a theoretically substantiated, purposeful and practice-oriented innovation, where the learner himself becomes the main figure in the educational process, acting not as an object, but as a subject of learning.

Main part

The use of innovative technologies requires activity from both the teacher and students. The main position of the teacher in the educational process is the supervisor and partner in educational research. It implies an attitude towards the student as a socially mature person and means the need to: strengthen the dialogic nature of teaching; development of a system of procedures and operations of supportive education; creating conditions for self-awareness as a student of a socially useful person; teacher's transition to humanistic centering; such a construction of educational cooperation with the student, with colleagues, with oneself, in which all subjects of the educational process are required to search for new ways of acting and interacting, creating situations for a possible change in their own points of view [5, p. 17].

The scientist S. Babaev notes that the meaning of educational innovations lies in their applied nature and are designed to form the innovative thinking ability of students [3, p. 35].

Innovative teaching technologies are focused on stimulating the cognitive activity of students, which is characterized by a desire for learning, mental stress and manifestation of volitional efforts in the process of mastering knowledge. Therefore, the main position of the student is active-activity, subjective (independent search, decision-making, evaluation activity) [6, p. 28].

The technologies under consideration become effective in combination with a variety of active and interactive methods of educational and cognitive activity: verbal methods - storytelling, debate, explanation, etc.; practical methods - exercises, laboratory experiments, practical tasks, etc.; inductive methods - the study of material from the particular to the general; deductive methods - the study of material from the general to the particular; problem-search methods - partial search or research activities; methods of independent work - independent work performed by students with direct or indirect guidance, on their own initiative.

The activity of the positions of the teacher and student in the process of innovative learning lies in the fact that each of them, to one degree or another, acts as a subject of management both of their own activities and behavior, and the activities and behavior of other participants in the educational process.

The activating effect on the lesson gives situations in which students must: argue their personal opinion; participate in discussions and discussions; ask questions to classmates and the teacher; review and comment on the answers of classmates, etc. All techniques and methods allow you to effectively achieve the goals of the lesson and contribute to the implementation of the educational functions of education.

The technology for the use of seminars has a wide range of internal self-development, it contains the energy of a constantly evolving system. The experience of applying innovative technologies constantly leads to an increase in the competence of both teachers and students. The use of innovative pedagogical technologies increases the effectiveness of seminars.

Many innovative technologies can be used in ethnopedagogics seminars (see Figure 1).

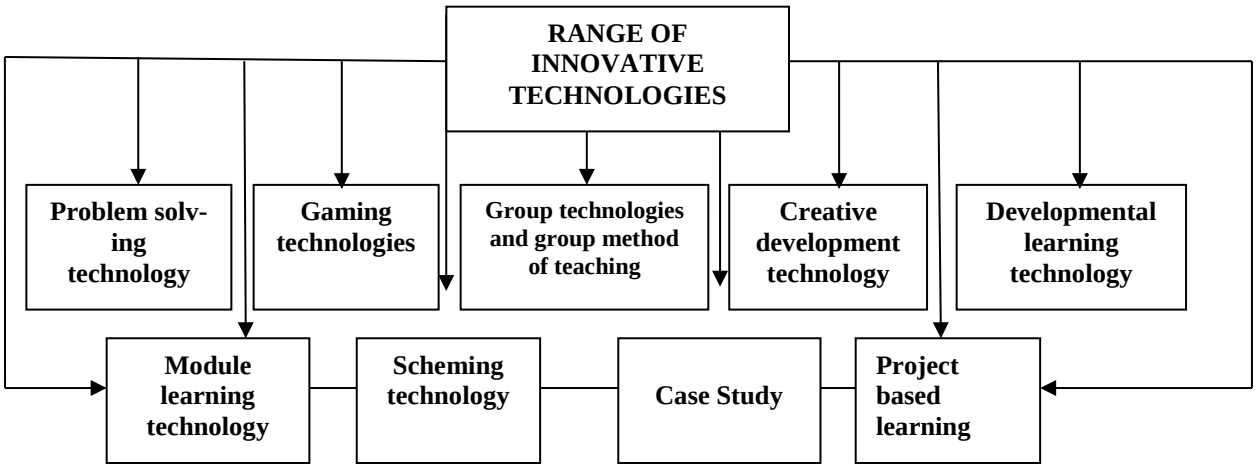

Figure 1. The range of innovative technologies in the discipline of ethnopedagogy

Seminars in the discipline of ethnopedagogics provide an opportunity to vary, apply elements of these technologies.

Seminar (from lat. - seminarium - hotbed of knowledge) is: one of the main teaching methods at the university; group lesson under the guidance of a teacher; a teaching method based on group thinking and active learning activities of students, aimed at independently finding solutions to pressing scientific and practical problems.

Seminars on the discipline of ethnopedagogy are held on the most complex issues (topics, sections) of the curriculum in order to form students' general cultural and professional competencies.

The structure of the seminar on the discipline of ethnopedagogy includes three parts: introduction, main part and conclusion.

Traditional seminars are held in the form of reports and reports on prepared abstracts. Innovative seminars are built on such interactive mechanisms as polylogue, dialogue, mental activity, meaning creation, subject-subject and group interaction, the situation of success, reflection, etc. [4, p. 27].

Let us briefly characterize the specific features of the seminars.

Problematic seminars in the discipline of ethnopedagogics can be conducted on problematic issues prepared in advance by the teacher and the students themselves. The actors at the problem seminar can be speakers, co-speakers, assistants, opponents, experts, "provocateurs", etc. In conclusion, the teacher sums up, assesses the quality of the formulated problems, methods and results of their solution.

Seminar on the discipline of ethnopedagogics in the form of a folk didactic game (“Oramal tastau”, “Saқina salu”, “Bayge”, “Ushty-Ushty”, “Oylap tap”, “Zheti kүn”, “Zheti kazyna”, “Kuyrmash”, "Kokpar", etc.) is carried out in the following stages: preparation of the game, introduction to the game, holding the game, analysis and generalization of the results of the game. The results of the game can later be used in the educational process.

A seminar on the discipline of ethnopedagogics in the form of debates (“ Uldyn uaty-akede, kyzdyn uaty – sheshede: agree-disagree”, “Qyzym sagan aitamyn, kelinim sen tynda”, “El bolamyn desen, besigindi tuze”and etc.) is a discussion any educational problem in the form of debate and exchange of views. The didactic significance of classes in the form of debates lies in the fact that they

contribute to the development of critical thinking, a culture of dialogue, the development of tolerance, and respect for different points of view.

The seminar on ethnopedagogy using the method of "brainstorming" (brainstorming) aims to generate new ideas in the shortest possible time using critical thinking techniques: analysis, synthesis, analogy, association, extrapolation, etc. This method involves the work of students in subgroups.

A seminar on ethnopedagogy using the method of analysis of specific situations according to (case-study method) involves the preparation for students of a set of specific situations of professional orientation (cases) ("Ethnopedagogy – national treasure", "Part of the ethnopedagogy in the education of next", "Zhetiqazyna", etc.). The solution of these situations is carried out in small groups and submitted for discussion by all participants of the seminar. Participation in these seminars of relevant specialists is desirable.

Seminar on the discipline of ethnopedagogy using the "round table" method based on the principle of collective discussion of the problem ("Traditional upbringing – decent deed", "Rights related upbringing fundamentals begin within the family", "Family values and traditional upbringing", etc.) at the "round table".

A seminar on ethnopedagogy in the form of a scientific-practical conference is held based on the results of studying individual sections and the discipline as a whole in order to systematize and deepen students' knowledge, develop their scientific thinking and research skills.

A seminar on the discipline of ethnopedagogy using the technology of educational cooperation is based on the method of group work as the most common form of cooperation. The purpose of this technology is to develop the ability of the subjects of the educational process to work effectively in small groups (a lesson in mini groups) for mutual learning and obtaining high-quality educational results.

Seminars in ethnopedagogy in the form of protection of creative projects involves the implementation and protection of creative projects by students on various topics ("Traditions and customs of the peoples of Kazakhstan", "A little story about my big family", "Folk signs", etc.) of national education. Project-based learning develops learning activity and independence of students, transfers them from objects to subjects of the educational process.

The listed types of seminars in the discipline of ethnopedagogy do not exhaust the entire arsenal of innovative forms of education at the university. Creatively working teachers are actively searching for new personally developing educational technologies.

The seminar as a form of organization of training sessions differs from other forms. This is expressed in the requirement from students of a sufficiently high level of independence when working with information sources (educational and popular science literature, reference books, encyclopedias, the Internet, etc.). Students should be able to: compare coverage of the same issues in different sources; draw conclusions and generalizations based on the analysis of various points of view; make plans, abstracts and summaries of reports and abstracts [7, p. 31].

A seminar session is almost always based on group work. Group and pair forms of work at seminars contribute to the development of students' critical thinking and adequate self-esteem, develop independence and responsibility, the ability to cooperate and collaborate, increase creativity, etc. Nevertheless, students and teachers must be psychologically prepared to work in a group and to organizing group work. There are many ways to divide into groups, and they largely determine how further work in the group will proceed and what result this group will achieve. Examples of distribution by groups: at will, randomly, according to a certain attribute, at the choice of the leader, at the choice of the teacher. Group work contributes to the development of students' skills of cooperation, group discussion, finding a common solution. It also encourages students to creatively search for various

options for solving the problem, to generate hypotheses. The potential for group work is great. The teacher must realize that this is a serious, professional way of working. [5, p. 52].

In the process of preparing a seminar on ethnopedagogics, you can use the technology of "brainstorming". The main task of brainstorming is the production of ideas. The search for and production of ideas is a complex process that can effectively proceed in group forms if the appropriate conditions are created for this.

The development of a creative style of thinking is the basis of his goal. This technology is used by many teachers. This is an active form of work, a good addition and counterbalance to reproductive forms of education. Students practice the ability to express their thoughts concisely and clearly. The participants in the assault learn to listen and hear each other, which is especially facilitated by the teacher, encouraging those who seek to develop the proposals of their comrades. The developed solutions often provide new approaches to the study of the topic. Educational brainstorming is of great interest to students, it is easy to organize a game based on it. Gives students a reason to believe in their own strength and significance in achieving the goal.

Conclusion

Unlike traditional methods, where the teacher is used to giving and claiming certain knowledge, when using interactive forms of education, the student himself opens the way to knowledge, the assimilation of knowledge in this case is a consequence, a product of the experience of experiences. The student becomes the main acting figure. The teacher becomes an active assistant in this situation, his main function is to organize and stimulate the learning process. The assimilation of ethnopedagogical realities by immersion in the world of the past is what interactive forms of education provide. However, the main thing is to develop the student's abilities, to prepare a qualified person for society, able to think and make decisions independently.

The introduction of innovative technologies in the teaching of seminars will not only improve the quality of teaching, but also form a culture of intellectual work of students and their independence; increase activity; change the value orientations and motivational attitudes of both them and teachers.

The value of such seminars helps students to see the results of their work. Undoubtedly, seminars have a number of advantages in developing students' communicative competencies, thinking, etc. They also contribute to personal and professional growth.

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