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EDUCATIONAL TECHNOLOGIES AS A TOOL OF ENHANCING THE PROCESS QUALITY OF THE PERSONALITY DEVELOPMENT

Abstract. The main task of the article is to define the concept of «educational technologies» in the context of modern educational space. The system of views of domestic and foreign scholars is revealed. It defines educational technology as an integration model, integrates into a holistic system of purpose, change, didactic complex. The main emphasis is on progressive educational technologies, especially: personally oriented, projective, cooperative, simulation, informational.

It has been established that the highest result in learning is achieved by students under the following conditions: the formation of an active attitude to teaching, the teaching of material in a certain sequence, demonstration and consolidation while exercising various methods of mental and practical activity, the application of knowledge in practice.

The theoretical component of pedagogical technology is the concept as a system of views on a particular phenomenon. In modern theory and practice, the most common are person-oriented technologies based on the theory of personality-oriented learning, the central figure of which stands for the personality, identity and self-worth. The subjective experience of each child is first disclosed and then is consistent with the content of education.

The main factors that are laid down in pedagogical technologies and determine their fundamental difference is their basis - theory and concept. This explains their diversity, which is disclosed by domestic scientists in scientific and methodological works.

It is proved that personally oriented technologies are focused on the personality of the child, providing comfortable conditions for its development, realization of its natural psychophysiological, intellectual, spiritual and spiritual instincts.

Keywords: upbringing, education, educational technologies, efficiency, personality.

ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ ЯК ЗАСІБ ПІДВИЩЕННЯ ЯКОСТІ ПРОЦЕСУ ФОРМУВАННЯ ОСОБИСТОСТІ

Анотація. Провідним завданням статті є визначення поняття «педагогічні технології» у контексті сучасного освітнього простору. Розкрито систему поглядів українських та зарубіжних вчених, які визначають освітню технологію як інтегративну модель, що об'єднує в єдину цілісну систему мету, зміст, дидактичний комплекс. Основний акцент спрямований на прогресивні освітні технології, а саме: особистісно зорієнтовані, проективні, кооперативні, імітаційно-моделювальні, інформаційні.

Встановлено, що найвищий результат у навчанні досягають учні при дотриманні наступних умов: формування активного ставлення до навчання, викладання навчального матеріалу в певній послідовності, демонстрації та закріплення при виконанні вправ різних прийомів розумової і практичної діяльності, застосуванні знань на практиці.

Теоретичною складовою педагогічної технології є, окрім теорій, концепції як системи поглядів на ті чи інші явища.

У сучасній теорії та практиці найбільш поширеними вважаються особистісно орієнтовані технології, що базуються на теорії особистісно орієнтованого навчання, центральною фігурою якого виступає особистість, її самобутність і самоцінність. Суб'єктивний досвід кожної дитини спочатку розкривається, а потім узгоджується зі змістом освіти.

Основними чинниками, які закладені в педагогічних технологіях і зумовлюють їх принципову відмінність, є їхній базис – теорія та концепція. Саме цим пояснюється їхня різноманітність, яка розкривається вітчизняними вченими в наукових і науково-методичних працях.

Доведено, що особистісно орієнтовані технології сфокусовані на особистість дитини, забезпечення комфортних умов її розвитку, реалізацію її природніх психофізіологічних, інтелектуальних, душевних і духовних задатків.

Ключові слова: виховання, освіта, педагогічні технології, ефективність, особистість.

INTRODUCTION

Formulation of the problem. Educational technology scholars and practitioners come to a conclusion that these definitions were so comprehensive that further changes occurred only to mosaic the values of educational technology and their expertise. That is why the concept of Educational Technology is defined by domestic and foreign scientists as ambiguous and often contradictory.

AIM AND TASKS RESEARCH

The Ukrainian scientists define Educational Technology as an integrative model that unites into a single integral system of purpose, content, didactic complex (teaching conditions, methods, techniques, tools, technical support) and the result of the educational-brining-up process, built on the philosophy and methodology of Ukrainian traditions, creative work and personality. This concept is seen as, «educational, since education involves the interaction of two subsystems: training and upbringing» [1]. This summary needs further clarifying, as the concept «Educational Technology» integrates not two, but three components: «Training Technology», «Upbringing Technology» and «Development Technology» of personality, each of which has its own peculiarities.

RESEARCH RESULTS

Studies of Educational Technology were intensified in the late twentieth and early twenty-first centuries. Thus, the works of domestic scholars and practitioners are dedicated to establish long-term educational technologies. At the same time, such progressive Educational Technologies as orientation, projectivity, cooperation, simulation-modeling and information must be applied. One of the important criteria of their effectiveness is to implement student's creative potential [1].

Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources [2].

The classic definition of Educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization and utilization of a full range of learning resources and through the management of these processes [3, p. 36].

Taking into consideration the creative achievements of domestic and foreign scientists, practical experience in the design and use of Educational Technology, I. Sazonenko [4] considers «Educational Technology» as an original new type of education with its essential features:

- technology is developed on the basis of specific philosophy, educational methodology, pedagogical ideas, which are based on author's or team's values and targets, which are aimed at specific expected results;
- technological chain of pedagogical actions takes place according to the objectives and should ensure that all students will achieve life perspectives and high levels of mastering state standards of education;
- functioning of technology provides coherent work of teacher and students according to the principles of personality-centered training, education and individualization;
- gradual and consistent implementation of educational technology elements which may be reproduced by any teacher, taking into account their personal approaches;
- the diagnosis and monitoring of performance is an integral part of the technology;
- lasting psychological effect of educational technology [1].

The author's scientific contribution is the typology of Educational Technology which is based on: levels of application, philosophical foundation, mental development, concept of learning, characteristics of its content and structure, organizational forms, type of intellectual activity management, modern conventional training, approach to child, application of major method, upgrading of existing conventional system; category of students [1]. Domestic scholars also highlight Educational Technology of cooperative learning, projective technology, informational and educational technologies, art of creative work, family upbringing and so on. There are scientific grounds for the interdependence of content; technology and assessment of education under the conditions of its revival are pointed in the works of V. Luhovoy [5].

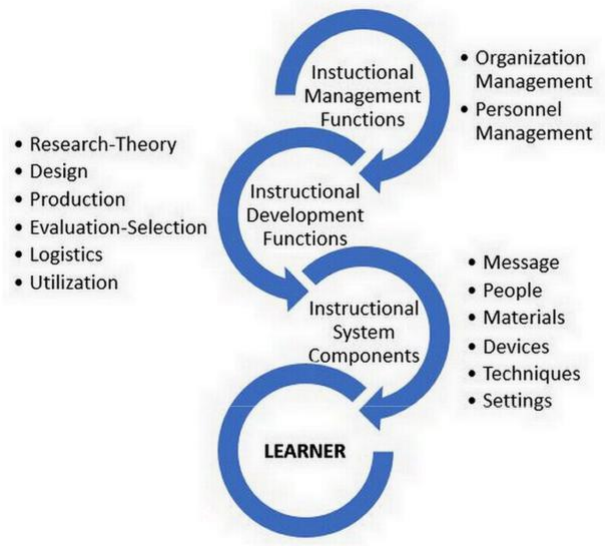
The system of Educational Technology can be presented as a figure 1.

Considering Educational Technologies in the context of modern educational scope, it should be noted that education is the result of training and upbringing. Thus, it leads to personality development and socialization. The concept of «Educational Technology», in our view, reflects the interaction and interdependence of educational environment and educational-bringing-up system of socialization, personal and professional development in the educational institution. So, it is the major concept in reference to the other ones that are characterized by the adaptability of educational process.

Thus, it is necessary to highlight several important issues regarding the functioning of Educational Technology in modern educational scope. First of all, it is a problem of the structure of Educational Technology. There can be identified the following key components: a conceptual one that reflects the "ideology" of design and implementation of Educational Technology; content and procedural that reflects the objectives (general and specific objectives); content of educational material, methods and forms of training, upbringing and development of students; methods and forms of teacher's educational activity; teacher's management of educational process; professional component that reflects the interrelation of successful performance, implementation of educational technology and level of educational excellence [7].

In modern psychology there are number of concepts concerning mastering of individual social experience and structure of one's intellectual work. These concepts are based on associative reflex learning theory, which takes

the conditioned reflex activity of the brain as a principle (I. Sechenov, I. Pavlov, S. Rubinstein, N. Menchinskay, D. Epiphany, A. Samarin, E. Kabanova-Meller, et al.). Thus, the students' learning, developing skills and abilities obtain the following logical sequence: a) perception of educational material; b) comprehension of its intrinsic relations and contradictions; c) memorizing and retention; d) practical application of knowledge. It is proved that the highest results in learning are achieved by the students who follow such instructions: forming positive attitude to learning; teaching instructional material in certain sequence; demonstration and exercise drilling using different methods of intellectual and practical activities; practical application of knowledge.



The fundamentals of activity-learning theory were developed by L. Vygotsky, S. Rubinstein, A. Leontiev, P. Halperin, D. Elkonin, V. David and others. Scientific preliminary studies of separate aspects of the activity-theory (content generalization – D. Elkonin, V. Davydova, stage formation of mental actions – P. Galperina, N. Talyzina, social learning – A. Bandura, E. Makkobi, cognitive learning theory – D. Brunner, S. Payperta) put emphasis on different components of the integral activity structure of the students' learning process.

Let's consider the nature of each of these theories to the maximum acceptable analytical and gist form. Davidov's [8] and Elkonin's [9] theory of content generalizations, is based on the leading role of theoretical knowledge and, in particular, content generalization in intelligence formation. Students' learning activity is seen as intellectual and is based on theoretical-deductive (as opposed to empirical-inductive) type. Under these conditions, the logic of scientific knowledge is reproduced in student's activity. This is the movement from the abstract to the concrete, in other words, learning serves an activity for content reproduction, way, method of scientific (theoretical) knowledge. This process undergoes such technological stages as: learning task introduction and orientation in it; mastering the image of material conversion that reveals the most important relations that are the basis for solving such problem; fixation of identified relations in the form of a (subjective or sign) model; identification of such properties of relations helps to deduce the conditions and ways of solving a particular problem. Organization of learning process which is built on the theory is the most effective type for children's mental development, because such learning is developing.

The theory of stage development of mental activities has been developed in psychology. The basis of this theory is the idea of fundamental unity of internal and external activity. According to this theory child's mental development is caused by interiorization that is gradual transition of «material» (external) activity into internal mental sphere, and as a consequence the external objects turn into mental, so they interiorize. However, they are generalized, verbalized, reduced and are used for further internal development that can exceed the capabilities of internal activity. The sequence of learning which is based on the theory of stage development of mental activity consists of the following stages: preliminary familiarity with action, material (materialized) action, external language, internal language, automatic action.

The theoretical component of educational technology, besides the theory, is the concept as a system of views on certain phenomena. This approach is acknowledged by many scientists around the world as well as by domestic ones. Personality-centered technologies are the most common in modern theory and practice, which are based on the theory of personality-centered teaching, its originality and self-value. The subjective experience of every child first is disclosed and then is coordinated according to the content of education.

The main factors which are incorporated in Educational Technology and determine their fundamental difference is their basis – the theory and concept. This explains their diversity, which is disclosed by domestic scholars in scientific and methodical works. In particular, these include technologies such as personality formation, cooperative learning, projective technology, information educational technologies and the art of creative work and others. The theoretical

bases of personality formation technology are revealed by V. Ogneviuk. He states that, «Socio-economic and spiritual-cultural trends in the society development lead to a new paradigm of education that aims at becoming the base for sustainable human development. Education should provide training to overcome possible crises in the society, promote the achievement of significant success in life and ensure the breakthrough of our intellectual and production potential in world market of high technologies» [1]. The concept of personality formation technology is that teaching, which is based on the latest information and communication technologies, preconditions the formation of a fundamentally new structure of educational process; preconditions the implementation of relevant tangible and pedagogical concepts; creation of necessary teach ware; compatibility of personal computers in the LAN and WAN Internet [1].

According to V. Korpukhina and O. Homoliako, personality-centered technology is educational technology, the main purpose of which is mutual and fruitful development of teacher and students' personalities on the basis of equality in communication and partnership in joint activities. Its main task is to assist the student in determining his/ her attitude to himself, other people, the world and professional activities [1].

Personality-centered technologies focus on student's personality, providing favorable environment for development, implementation of innate psychophysiological, intellectual, emotional and spiritual inclinations. Child's personality in this technology is a priority subject and the purpose of educational system but not as means to achieve any educational purpose.

CONCLUSIONS

The art of creative activity and life planning is complex and important for every student's identity. The Life Strategy is a model construction and implementation of personality of one's life taking into account the perspective, in which the key objectives of personality are embodied, conflicts between social and personal goals and objectives and real possibilities of implementation. Scientists reveal the concept of vital strategies for personality, model life strategies; consider the fullness of self-realization as a guide in life strategy, life plan of personality.The theoretical and practical significance has the family education in modern Ukrainian national school that illustrating the scale of modern opportunities of youth education in the spirit of national idea, humanism and morality.

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