



Psychological-Pedagogical And Methodological Bases Of The Development Of Educational Content Of The Data Sheet

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ABSTRACT

In this article, the psychological-pedagogical and methodological basis of the development of the educational content of the data construction is discussed. In addition, the introduction of the concept of progressive cognitive education is aimed at increasing the effective side of education, improving the functions of educational and cognitive process management.

Keywords:

developmental education, the concept of communicative construction, psychological-pedagogical and methodological foundations, the concept of developing communicative education, the management of cognitive process, etc

Introduction. At this level of intensity of human life in modern society, educational systems are forced to look for ways of satisfying their needs. Apparently, society is creating an educational system that corresponds to its essence, social development. The processes of restructuring in the life of society bring about instability in education, reform projects lead to poorly predictable results.

At the same time, there is an internal dynamics of self-development of the educational system, which satisfies the needs of society and significantly affects its development. The emergence of modern and innovative types of schools, the creation of author programs, the emergence of personal orientation towards the student, the introduction and management of new trends in the educational process occurs.

Literature view. Development of pedagogical science in this regard requires the realization that the development of a person's potential, ability is a vital necessity, defining a modern

developing educational strategy, maintaining focused achievements. Because it should be noted that today's strategies reduce the desire to acquire knowledge in schoolchildren, there is a negative attitude to education. This can not be explained by some features of schoolchildren, because children are by nature active, initiative, quick-minded, inexhaustible inventive and aspiring. Therefore, it is necessary to conduct a research aimed at developing educational varativ modeling. As for the development of the adaptive education, it is necessary to focus on the development of the creativity and independence of the student, the emergence of the internal potential of the individual.

Research methodology. The introduction of the concept of progressive cognitive education makes it possible to increase the effective side of education, to improve the functions of educational and cognitive process management, to shift from the general parameters of the organization of the educational process to the

identification of specific features. The wide introduction of developing educational technologies in the field of information technology allows you to change the educational paradigm and most effectively implement the development of the personality of the reader. It will also achieve the optimization of the goals, objectives, stages and actions of the teacher and the student.

Analysis and results. In modern didactics, the idea of activating it by actively engaging the student in the educational process is recognized and developed. This idea relates to innovative solutions izlash that ensure the active activity of the learner in the cognitive process. The development of the idea was the emergence of the concept of "educational technology", which considered the educational process as the "most manageable process". The introduction of the concept of "educational technology" in pedagogical science is explained by the need to increase the functions of the active side of the educational process of didactics, the management of the educational and cognitive process, from the opening of the general objectives of the organization of the educational process to the opening of the general objectives of the organization of the [2]

Developing education in order to increase the effectiveness of the educational activities of students in the process of primary education, intensively developed in the 70-80 years of the 20th century. Developing education is conspicuous with aspects that differ from the content of traditional teaching according to its character. A special feature of Education, which develops education as an optimal opportunity for effective organization, was manifested in the fact that it is aimed not only at the generally recognized educational success (the formation of knowledge, skills, abilities), but also at the emergence of moral development, abilities and individuality of Primary School students.

The starting points of developing education are the concepts of upbringing, learning and development in the quality of dialectical interrelated processes. Education is interpreted as the leading force for the development of the child's psyche, and is

regarded as the basis for the development of the child. And success in development is assessed as a condition for mastering knowledge.

Students' learning activities are projected as research and collaboration together with their fellow students, in which students do not get ready-made solutions but seek them, develop their mental and intellectual capabilities.

The main principle of the development of education is not only based on the principles of thinking, but also on the theoretical, methodological level, to arm the students with the forms and methods of self-acquisition of knowledge. These ideas in their development Y.A. Komensky, A. Disterveg, K. It is connected with the names of ushinsky and other famous educators.

By the 1980s, the possibilities of understanding the essence of developing education, its introduction into practice were further expanded. This problem caused interest of a number of scientists and expressed different relationships. This process is Y. K. Babansky, P. Y. Galperin, V. V. Davidov, L. V. Zangav, I. Y. Lerner, M. I. Maxmutov, M. N. Sketkin, N. F. Elconin and practicing teachers-Sh. Amanashvili, S. Lisenkova, V. Shatalova. Talizine, D. B. related to the names of such famous didactic scientists as. [3]

The problem of learning and development in pedagogy L.V. Having studied separately by Zankov, describing the achievements of teachers before him, Zankov writes: "well-known advanced thinkers and teachers of the past have determined the directions in which it is possible to achieve the desired results in the development of children, put forward various methods and techniques. However, with a certain structure of education, they could not offer systematically collected persuasions that show how development will continue" it seems that the development of the child is considered a problem in itself, and the Russian educators I.G Pestalotsi., K.D. Ushinsky emphasizes that in his thoughts the development of students in the educational process is important. And development is guaranteed not by the available opportunities,

but on the basis of a developing educational structure.

Comprehensive development of students in the educational process is certainly the focus of educators who have mastered the achievements of advanced pedagogical thought based on the methodology of Education.

A distinctive feature of modern pedagogy is that it is consistent and strict in the position of recognizing the leading role of education in the development of children. This is manifested in the general approach to the organization of education, in the perception of culture under the influence of education of each child, in the proposition of a single school principle, which gives the opportunity to develop his psyche as a result of external influences.

It emphasizes the general direction of teaching not only to the acquisition of knowledge, but also the development of childrentirishga, as well as the fact that the development of students takes place in the educational process. Is there also a link between learning and development? at what stage of education is it possible to change the level of development of students, to raise to a higher level? The emergence of such questions as how this is done has led to the need to introduce into the educational process a concept that develops in turn.

It was determined that the overall methodological correct suggestions on the leading role of education in development, the possibility and necessity of comprehensive development of all children should constitute the content of developing education. I. In this regard.Y. Lerner expressed an opinion on what the development is, how it relates to the pedagogical effects, emphasizing that the content of education is tied to the following:

- system of knowledge about reality,
- system of skills and qualifications,
- creative activity experience
- system of norms of attitude to material existence, each other[3].

Through developing education I.Y.Lerner emphasizes the assimilation of the third and fourth elements of educational content. So, if the didactic provision of education is focused on the formation of the skills and abilities of the

students, it is understood that the developing education should reveal the nature, ability, capabilities of the student.

He explains the low level of Child Development Indicators in community education by the lack of these elements in the content of community education. However, education based on the inclusion of all four elements in the content is not organized, it is also impossible to consider the characteristics in the development of students associated with such a structure of Education.

The problem of developing education is considered in connection with the study of the educational process of children in the school from the age of six, which was established in 1981-1985 under the leadership of the Academy of Pedagogical Sciences. Attempts have been made to reveal the empirical data on the relevance of Child Development to educational construction, but even here, many important aspects of the problem's scientific development have not been from the point of view of scientists.

L.S. Vigotsky puts forward his position on the leading role of education in the development of the child. Also, this position was of decisive importance in understanding the problem of linkage between education and development. However, this position can not be understood as a complete subordination of development to the study, denial of the internal laws of development. [1]

The emergence of a new concept in the psyche in the influence of education and learning does not only develop the existing level or replace the previous one with a new one. The emerging concepts interact with the child experience as well as the inner dependence on the child psyche and contribute to its development.

In the process of education in children, self-act, that is, in order to determine the development, he is exposed to immature psychic functions, that is, to the zone of proximal development. It can be assumed that these views on the two development zones were not only theoretical, but also the result of the observation of the school case. This reflected a certain level of practice and revealed the need to

build a new education that was effective for the development of children. L.S. Vigotsky, L.V. Zankov noted that “approached the pedagogical interpretation of the problem of learning and development, which is characterized by the question: which didactic system achieves the optimal result in the development of schoolchildren?” [2].

Exactly in this regard D.B.Elconin stressed that “if we do not have the training opportunities, we will not Silge one step further in addressing the issue of the relationship between training and development” [3].

Conclusion / Recommendations. Therefore, along with the formation of the knowledge, skills and qualifications of students, the use of specific communicative methods, tools of education, developing in the educational process, should also develop the capabilities, abilities of the child's personality.

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