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Research Article

SOME DIDACTIC AND PSYCHOLOGICAL ISSUES OF UPDATING THE EDUCATIONAL CONTENT

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ABSTRACT

The article presents the role and importance of pedagogical, psychological and didactic theories, which are the fundamental ideas of updating the content of education in the continuous education system, as well as some principles and logical issues of their implementation in the current period.

KEYWORDS

Educational content, methodological materials, professional pedagogy, psychological knowledge and skills, educational theories and concepts.

INTRODUCTION

It is known that any didactic theories and concepts are based on the understanding of the essence of the educational (teaching) process.

To evaluate educational theories and concepts, the effectiveness and efficiency of the teaching process organized on the basis of one or another theory is shown. As the main indicators of the effectiveness of the teaching process, it is possible to indicate mental changes in the personality of the student, positive qualities that have appeared, methods of activity, level of thinking, etc. The effectiveness of education testifies not only about the level of achievement of goals, but also about its difficulty, time spent, and material, economic, and human resources.

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The behaviorist theory of teaching was created by American scientists E. Thorndike, J. Watson, B. Skinner and others. According to the doctrine of "behaviorism", the general formula of knowledge acquisition can be expressed as follows:

$$S \longrightarrow R \longrightarrow P$$

In this case, S is a stimulus (incentive), a reason to act or a situation in which it is necessary to act, i.e. conditions for performing an educational task, a question, a signal, etc. can be a stimulus.

R is a reaction, i.e. a reaction to a stimulus, answering a question, solving a problem according to a given condition, physical action.

P – indicates the correctness of the response action by approving, encouraging, confirming that the action was performed correctly, by means of material or moral incentives. Exercises based on the behavioral theory of knowledge consist of small pieces of information that are repeated many times. According to behaviorists, when teaching a child, verbal approval, grading; This includes confirmation with head, hand, and eye movements.

P – approval, encouragement is very important in the learning formula developed by behaviorists through experiments on animals. It is very useful in teaching animals to perform various actions. But some scientists are skeptical about the absolutization of this conclusion in relation to humans. Nevertheless, the conclusions of behaviorists about the need to control the execution of each action in the educational process and to correct the mistakes made at the educational stages are important for educational theory and practice. They raised this conclusion to the level of an educational principle. Based on this rule, they developed a programmed educational methodology. According to it, it is suggested to compile each educational text according to the following rule:

- To divide the educational material into small pieces to be memorized in the S-R combination (unit);

- to look at educational elements in different forms of activity (movement), that is, to identify all combinations in this educational text;

- checking and immediately approving the correctness of the response action with the help of corrective action, encouraging;

- achieving a high coefficient of mastery (at least K=0.95) of the student's mastery of the S-R combination through multiple fulfillment of various goals and repetition.

Gestalt theory of mastery: based on the teachings of M. Wertheimer, G. Muller, W. Keller and others. Gestalt theory is a holistic knowledge of the object of perception. Gestalt theory exercises use large, meaningfully rounded chunks of information.

Neuro-Linguistic Programming Theory of Learning: The process of learning is viewed as the flow of information through the human nervous system. In this theory, information is divided into two types, i.e. sensory (neuro) and verbal (linguistic). Children are divided into types depending on which streams of information reception are dominant, visual (seeing), audial (hearing) and kinesthetic (touching). The two hemispheres of the brain - the left hemisphere responsible for logical, verbal thinking, and the right hemisphere responsible for emotional processes - distinguish types that differ in development.

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In modern pedagogy, the following educational theories were developed as a basis, psychologically based and tested in experience:

a) associative - reflective; b) gradual formation of mental activity and concepts; c) problematic - active; g) developmental education; d) programmed education; e) behaviorist theory of teaching; j) contextual education; z) Gestalt theory of learning; i) suggesto-pedagogical theory of education; k) education based on neurolinguistic programming; l) innovative educational direction.

Associative-reflective theory of education based on the associative theory of education, didactic principles were expressed, most educational methods were developed. Conditional-reflexive theory of education is based on the laws of conditioned-reflexive activity of the human brain, demonstrated by I.M. Sechenov and I.P. Pavlov. According to their teaching, the formation of conditional-reflex connections - associations takes place in the human brain.

Formed associations are a unique experience, a life reserve of a person. The individuality of each person is manifested depending on the stability and strength of associations in the human mind. Based on the doctrine of the physiological basis of mental activity, well-known psychologists and pedagogues - S. L. Rubinstein, A. A. Smirnov, Yu. A. Samarin, P. A. Shevarev and others developed the associative-reflexive theory of education.

The essence of this theory can be expressed in the following cases:

1. The acquisition of knowledge, the formation of skills and abilities, the personal qualities of a person is the process of creating and improving various (complex and simple) components in his mind.

2. The acquisition of knowledge, the formation of skills and abilities, the development of abilities (that is, the formation of associations) have a clear logical sequence, which includes the following stages:

a) perception of educational material; b) to bring it to understanding, internal relations and conflicts; c) remember and store the learned material; g) application of acquired knowledge in practical activities.

3. The main stage of the educational process is the active mental activity of students to solve theoretical and practical educational tasks.

4. In order to achieve high results in education, it is necessary to follow the following conditions:

Forming an active attitude of students to study; giving the educational material in a certain sequence; application of knowledge for educational and service purposes, etc.

The following practical conclusions can be drawn from theoretical materials:

First, mastering the learning material begins with its perception. To improve the perception of educational information, it is necessary to use different senses:

a) hearing organs; b) organs of vision; c) bodies of action, etc.

The more sensory organs are involved in the perception of educational information, the easier it is perceived.

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It is very important for us to understand that the student can keep 6-9 blocks of information or their elements in his attention while perceiving the educational material. All the rest of the information appears as a certain background, which makes it difficult to accept the information given by the teacher. Therefore, if the educational material consists of a large number of blocks, then it is better to use special methods for understanding it:

a) dividing the material into main parts; b) use of emphasis; c) use of color; g) offer special attention, etc.

Secondly, the activity of understanding the educational material is the work of the mind, which differs in its complexity.

In order to activate the process of understanding the educational material, it:

a) understandable; b) logically interconnected; c) correctly understood; g) must be activated.

For these purposes, first of all, bright and clear definitions (expressions), drawings, pictures, examples, familiar things, events, etc. it is necessary to use comparison with

Thirdly, in the educational process, it is important not only to perceive and understand the educational material, but also to ensure its consolidation in memory. Received information comes out of memory according to a descending curve in a person: it is faster at the beginning than at the later stages. Therefore, it is necessary for the teacher to prevent the learning material from being quickly forgotten after giving it to the students. As an effective means of keeping educational information in memory, it can be shown to actively restore it, for this purpose:

a) compilation of the text of the studied material; b) repetition; c) telling a story; g) explanation; d) show what he has mastered to his friends and colleagues; e) it is necessary to apply acquired knowledge in practical activities.

Fourth, the main process of acquiring knowledge is to apply it in practice. It is implemented in all types of activities. In order to achieve effective learning through practical application of knowledge, the teacher should not forget that it must be done consciously by the students and they need to learn the theoretical basis of their activities in depth.

Characteristic (unique) features of the theory of associative-reflex education, its:

- orientation to the activation of educational activities;

- directed to the development of students' mental abilities;

- it is related to the formation of independent creative thinking in students.

This activity is to gather various professional associations and development of intellectual abilities for learners, realization through application of educational forms.

The effectiveness of knowledge acquisition, formation of skills and abilities, development of intellectual qualities depends not only on the educational activity of learners, but also on specific principles and methods collected by them in the field of professional activity. In this regard, the theory of mental activity and the gradual formation of concepts gave the greatest effect and was developed by A. I. Leontev, P. Ya. Galperin, D. V. Elkonin, N. F. Talyzina and others.

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The main aspects of this theory are as follows:

1. The idea of the principle commonality of the structure of internal and external human activity (according to this idea, mental development is a way of internalization, just like the acquisition of knowledge, skills, competences), that is, through the gradual transition of "Material" (external) activity to internal mental activity.

2. The rules that any movement consists of a complex system that includes several parts are as follows:

a) target acquisition (management); b) execution (worker); c) control - targeting.

In different activities, the parts listed above are involved, but their weight is not the same.

3. Any activity is represented by certain parameters: form of implementation; standard of generalization (size); measure of independence (size); rate of absorption and others.

4. The theory of step-by-step formation of mental activity in teaching new knowledge and practical skills in the educational process distinguishes several stages.

7. The first stage is the "Motivation" stage, in which sufficient interest in learning (motivation) is formed in students to successfully master this or that activity (movement).

In the second stage, an initial familiarization with the action (activity) is carried out.

In the third stage, learners perform a materialized action (activity) in accordance with the educational task.

In the fourth stage, after performing several actions of the same type, the need to refer to instructions disappears. At this stage, students begin to speak aloud the actions they are mastering. In their minds, educational information is summarized, shortened, and their actions are automated.

At the fifth stage, which is called "silent speech", the action that learners have to perform is to perform the operation by speaking to themselves. The spoken text does not have to be complete, it is enough for the learner to speak to himself only the most complex, important elements of the movement.

In the final sixth stage, the action planning part becomes so automatic that the learner's self-talk begins to interfere with the performance of the action. Students begin to perform the actions they are learning automatically, without even mentally controlling them.

The effectiveness of the educational process based on the theory of gradual formation of mental activity and concepts depends on a number of conditions. These include:

- clearly expressing the final result of the action (activity) and its characteristics;

- selection of questions and exercises that ensure the formation of the necessary movement (activity);

- clearly defining the order of performance of all operations related to performance and goal acquisition included in the action (activity);

- correct and complete basis of targeting.

Here it is worth noting that the activity of the theory of education described above gives the best result in the

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preparation of specialist personnel who can be sufficiently algorithmized and can be fully expressed.

In the educational process, the highest result can be achieved on the basis of showing the example of how to perform specific actions (activities) in a clear and generalized way. It is self-evident that it saves the time spent on searching for a solution to the problem, leads the learner to the learning goal in the shortest way, allows to algorithmize mental activity.

Another strong point of the theory of gradual formation of mental activity and concepts is that it organizes strict management of the process of knowledge acquisition, as well as timely correction of mistakes, self-control of the learner when passing the stage of acquisition of each professional action (activity). creates conditions for doing.

Having a clear goal in performing this or that action (activity) helps learners to build self-confidence. This is especially important for students who are unable to complete academic tasks even under normal circumstances.

In addition to the above, there are such professional and creative activities in production that it is very difficult to create a target basis for them, and in some cases it is impossible to achieve this at all. The organization of the educational process based on certain guidelines reduces the student's creative ability to acquire a professional activity and to a certain extent forms his thinking based on a template.

Taking into account that each child's nervous system has its own characteristics is also one of the factors that determine the effectiveness of education.

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