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Research Article

USING THE METHOD OF "INTEGRATED STRATEGY" IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article proposes to develop an "integrated strategy" method of innovative nature in improving the organization and management of technological educational processes, for the first time to use demonstration and reorganization approaches, so that the process of four stages of effective organization of technological educational processes (organizational, propedeutic, basic and final stages) and the existence of three main conditions (strengthening students ' thinking, objectivity.

KEYWORDS

Technological education process, innovation, integration, strategy, demonstration approach,reorganization approach, pedagogical process, technological process, innovation process.

INTRODUCTION

Modern pedagogy pedagogical processes are being organized and developed, innovations are being introduced, and process improvement continues. The Samara Pedagogical Center organizes and develops, the quality and efficiency of work ensure purposeful and convenient work to improve technologies and mechanisms, and the Samara pedagogical center has high-quality skills of professional staff selection.

Learning technology organizes traditional and well-established subject-subject relations in conditions of

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free possession of modern technology of interaction of subjects, cooperates with them and helps them achieve educational and educational goals.

On this basis, the training technologist organizes special advanced training courses, as taught by the draftswoman Marta, as well as professional and pedagogical advanced training and vocational training courses. Work experience in this field is an important factor contributing to the effectiveness of vocational training.

METHODOLOGY

The teaching of students in general secondary schools is characterized by two components: the first is the effective intellectual activity of students, and the second is the activity of striving for creativity. "Orientation to creativity is the second, that is, the activity of the desire for creativity, of the professional training of each student to a certain extent. Such a goal should be clearly defined in teaching, since the attitude formed at the age of study is a determining factor in the tendency to move to the sphere of labor activity" /1/.

The question is posed in such a way that the emergence of the need to use the problematic-activity concept of teaching in accordance with the personal-social-activity approach in the process of practical training in schools makes it clear that the problems are relevant.

The problematic type of activity of teaching is determined by the socio-historical process by which the development of the personality changes the reality and itself around a person, therefore, the school is based on the methodological position that the educational system should be built in accordance with the personal-socio-activity approach. "The personal-socio-activity approach to the surface in students involves the principles of pedagogical and Social Psychology, and its advantage is determined by the main factors of the formation and development of the individual: the personal factor, the totality of the social and professional process" /2/.

The personal approach takes into account the physical, individual-psychological and other characteristics of students, and this requires teachers to have an individual way of communicating with students. In this process, in the process of preparing students for various educational and professional orientation activities, the specificity of training, their forms of professional and personal self-awareness are studied, depending on the interest, the leading type of activity is distinguished.

In our country, a number of scientists and researchers are conducting research on various aspects of providing vocational training to students and directing them to the profession. Including P.Q.Kholmatov spoke about the role and importance of extracurricular activities in directing students to the profession, developed a modern mechanism for ensuring the harmony of the content and essence of extracurricular activities in labor education with the process of vocational guidance, and the work of vocational guidance developed organizational and pedagogical criteria for the selection of the content of extracurricular activities, based Another scientist was N.R.Ashurov, on the other hand, highlighted the historical development and current state of the use of folk crafts as national values in the preparation of students for labor and professions, as well as identifying specific aspects of the use of folk crafts, calculated from national values in the preparation of

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them for labor and profession, as well as the possibilities of training The researcher has proposed criteria for determining the role and importance of educational activities to improve the use of folk crafts as national values in the preparation of young people for labor and profession, as well as the levels of study of these values by young people /4/.

Another scientist was H.R.Sanakulov also scientifically explained his views on this and determined the formation of the personality of a schoolboy of a younger age on the basis of labor traditions. These views were supported by the researcher's experimental work on the effectiveness of training the vocational interests of small school students using labor traditions. In this research work, pedagogical conditions for the upbringing of vocational interests of small school students on the basis of labor traditions are theoretically based, methodological recommendations for it are created /5/.

Having studied and analyzed the scientific research work of scientists whose surnames are mentioned above, the ways of improving the organization and management of technological educational processes in the direction of technological education were studied/6-10/. These studied studies are not without some shortcomings.

RESULTS

The "integrated strategy" method we recommend has been developed as a method with an innovationer to be used in the organization of technological educational processes in the educational system and to improve management activities.

The peculiarities of this method of" integrated strategy " are characterized by the fact that it is aimed at improving pedagogical processes and developing the learned knowledge of the organizational and managerial activities of the subjects of the educational process, the formed skills and the ability to apply new knowledge that appeared in the process of formation of qualifications to everyday activities.

The integrated strategy method is designed to effectively apply modern methods, forms tools and approach technologies and strategic approaches that serve to improve the collaborative activities of teachers and students.

In the processes of applying the method of" integrated strategy", the effectiveness of the organization of the technological educational processes of students develops at the expense of the learned knowledge, the formed skills and the acquisition of the resulting qualifications.

Taking into account the peculiarities of all types of pedagogical processes as a holistic multifaceted pedagogical system in the implementation of the method of" integrated strategy", it is necessary to ensure the interdependence and relevance of the topics studied and the tasks performed.

The purpose of applying this method is to apply the technology for the development of creativity, that is, creative thinking of the student today. It should be noted that in the process of technology science, most techniques with a general didactic nature are used. However, methods such as the practical presentation of Labor methods, exercises for their implementation, work with technical references and technological documents, the execution of educational production tasks are methods that are inherent only in the "science of technology". In technology classes, it is

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possible to organize training using many types of pedagogical technology. And pedagogical technology is aimed at the comprehensive development of the child's curiosity.

The organization of texological educational processes is of practical importance in improving motivational situations based on the application of self-control mechanisms in pedagogical processes, as well as creating favorable situations for self-control and development of students. It is important that the technology of this approach is applied depending on the situation in the pedagogical process, the level of activity of students at any stage of the educational and cognitive process. The technology of this approach helps to form a common motivational-reflexive environment in auditoriums to increase student activity in pedagogical processes.

In the course of research carried out in the direction of diversification in the organization and management processes of technological education in the educational system, improving the effective application of special and functional strategies, for the first time in the process of organizing technological educational processes and improving management activities, the following several approaches were proposed:

In particular, on the basis of demonstration approaches, the topics studied or based on the peculiarities of their content imply the demonstration of problems in practice for the constructive development of educational processes and the effective assimilation of concepts by students, as well as interviews given by experienced teachers on the application of various technologies, methods and approaches to the organization and management of theoretical The introduction of this approach into practice is didactic in nature, helps young professionals to be aware of the problems that arise in pedagogical activity in advance, and also encourages in-depth study of Pedagogical Sciences in the processes of preparation for professional activities.

The structure of the educational process in the use of the reorganization approach is based on a set of components (stages) that ensure the holistic interaction and interdependence of the lesson stages in accordance with the algorithm for organizing the lesson.

Based on the current situations and conditions, it is considered necessary to reorganize the pedagogical process, taking into account the activity of students, educational activities and the effectiveness of the lesson stages.

When forming a lesson organization algorithm for applying a reorganization approach, it is important to take into account the need to ensure the universality of changing the consistency of the lesson stages based on maintaining the interdependence and interdependence of all stages of the pedagogical process.

For the effective organization of technological educational processes, a lesson can be divided into several stages according to its content and its didactic goals. For example, training can consist of 4 stages:

1) the organizational stage, the topic, purpose, plan and tasks of the lesson are introduced;

2) the propaedeutic stage, the subject of the lesson is reflected in the system of data under study and describes the pedagogical process by applying the

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demonstrative approach presented above. The propaedeutic stage encourages learning and learning, helps students not to make mistakes in technological activities;

3) the main stage students will answer the questions posed in accordance with the previously published plan, discussions and negotiations will be organized, the main conclusions will be formed;

4) at the final stage, the teacher summarizes the results and publishes the grades.

The effective functioning of the mechanisms for the organization and management of technological processes serves to ensure the achievement and activity of students at each stage of the lesson at the specified goals.

DISCUSSION

Considering the goals, essence and principles of problematic activities of training in connection with the organization of technological educational processes, it is advisable to dwell on the pedagogical conditions of the effectiveness of this process.

The following three main conditions for the effectiveness of problem education can be distinguished. They are as follows:

1). Along with strengthening the thinking of students, it is ensured by the consistent development of contradictions in their educational, creative and practical activities. Thus, a consistent increase in the intensity of thinking of students helps to create problem situations, to use different methods and tools, such as:

- limit time to solve a problem situation;

- review of the phenomenon from all sides;

- various aspects of event activity;

- solving problem tasks, etc.

The use of educational methods to create problem situations pays off in the following cases:

- logically interact with previously studied learning material and what needs to be studied;

- include the visible boundaries of the known and unknown in the learning process;

- getting aesthetic pleasure when comparing a new idea and what is known.

2). The objectivity of the thinking process, that is, the perception in the growth of the mental activity of students, allows the teacher to identify their shortcomings in the thinking process and develop measures that will help make appropriate adjustments.

For a clear manifestation of students ' thinking, it is advisable to use the following methods:

- paper the results of all stages of mental activity;

- clarification and subsequent improvement of the most optimal option of the assignment by the reader;

- control the level of assimilation of educational materials in the student of the assignment given by the teacher.

3. In the process of developing a solution to educational problems, it is necessary to organize individual independent actions of students. The various educational situations that the teacher can present to students allow them to choose a certain number of

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options. when determining the solution to these educational problems, it forms the ability of students to independently make decisions in solving their problem of any complexity.

The following methodological techniques will help with this:

- variable and variative development;

- development, improvement, correction, processing of its own version of the educational problem by the student;

- determination of the optimal solution, its implementation, etc.

Due to the fact that the teaching of students in general secondary education schools is characterized by two components, namely the participation of students in the active intellectual process and the desire for creativity, in the main stream of the personal-socio-activity approach, the manifestation of the problematic concept of activity of teaching in practice is manifested.

Depending on the content of this article, it is possible to come to hulosa as follows:

- the method of "integrated strategy" has been developed, which has an innovative character in improving the organization and management of technological educational processes;

- for the first time in the organization of technological educational processes and the improvement of management activities, it was recommended to use demonstration and reorganization approaches;

- four effective organization of technological educational processes

the stage (organizational, propedeutic, basic and final stage) was recommended;

- the issues of the existence of three main conditions for the effective organization of technological educational processes (strengthening students ' thinking, objectivity of the thinking process and determining the solution to educational problems) were studied.

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