Modern Approaches To The Organization Of Learning Process In Higher Education Institution

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Annotation: This article examines modern pedagogical technologies and their role in improving the educational process. It emphasizes the need to study and successfully implement these technologies in education. The article explores various aspects of this topic, including the types of modern pedagogical technolo-gies available (such as information and communication technologies, problem-based learning, critical thinking development, game-based learning, and project-based learning), the benefits of using them (like increased student motivation, de-velopment of independent learning and creative abilities, personalized learning, and formation of key competencies), and the conditions necessary for their success-ful implementation (including teacher training, provision of necessary resources and equipment, and creation of a positive learning environment). Additionally, the article addresses potential challenges in implementing these technologies (such as teacher readiness, resistance to change, and lack of time for professional develop-ment) and suggests ways to overcome them. The article may also present specific examples of the use of modern pedagogical technologies in various educational institutions, research results demonstrating their effectiveness, and recommenda-tions for educators on implementing these technologies in their practice. Overall, the article aims to highlight the importance and necessity of using modern peda-gogical technologies to improve the quality of the educational process.

Keywords: education, process, methodology, pedagogical technology, teacher, demand, need, motivation.

INTRODUCTION.

The modern world, characterized by rapid technological development, glob-alization, and increasing competition, places new demands on the higher education system. University graduates must possess not only deep professional knowledge but also well-developed meta-professional skills: critical thinking, creativity, com-munication skills, the ability to work in a team, and adapt to constantly changing conditions. This necessitates a rethinking of traditional approaches to organizing the educational process in higher education institutions and the introduction of new, more effective teaching methods.

This article examines modern approaches to the organization of the educa-tional process in universities, aimed at developing the necessary competencies in students for successful realization

in their professional activities and life in general. Particular attention is paid to the following aspects:

The use of active learning methods that stimulate students' cognitive activity and develop their independence and creative potential.

The introduction of information and communication technologies into the educational process, which allows for expanding access to information, individual-izing learning, and making it more interactive.

Formation of a competency-based approach to learning, which focuses on learning outcomes and the development of students' ability to apply the acquired knowledge in practice.

Development of a system of practical training for students, including intern-ships, workshops, and project activities, which contributes to the formation of pro-fessional skills and adaptation to their future profession.

Analysis of modern approaches to the organization of the educational pro-cess in universities will identify the most effective teaching methods and technolo-gies that contribute to the training of highly qualified specialists who are in demand in the modern labor market.

MAIN PART

The use of modern pedagogical technologies in the educational process guarantees the achievement of effective results. Thus, the only important task of the pedagogical community is to thoroughly study modern pedagogical technologies successfully used in developed countries and apply them in their daily pedagogical activities and classroom practice.

The main difference between modern pedagogical technologies and tradi-tional teaching methods also lies in the fact that the training session is considered as a whole - a complex consisting of several parts that are in functional interrelation with each other.

A training session having order and speed refers to restorative, complex, centered parts of a single-level complex that are in functional interrelation:

- students' desire, which are at the center of the complex and pass through the connections of all other parts;

- program and textbook, which organize the content of the lesson and in-cluding all parts according to the students' desire;

- educational - didactic principles that form the general methodological basis of the lesson;

- didactic materials that facilitate understanding of the learning process and contribute to quick and quality implementation;

- technical means of teaching, which give the learning process a modern character, contributing to a fuller disclosure of its content and essence;

- algorithm of a training session, which is called professional activity training of a teacher.

An important stage in the professional activity of a teacher is the design of didactic process (or learning and cognitive structure). Exactly this didactic process forms the basis of modern pedagogical technologies, or it determines the ways of transferring to students the content of the learning element to achieve the set goal of education (upbringing) within a given time. At the same time, the creation of ef-fective modern pedagogical technology is impossible without a good knowledge of the theoretical foundations of the didactic process.

In the pedagogical process, the ways of motivating learners are varied. A rel-atively effective methodology is that, when the students start learning, they should be offered problem situations or given special problem tasks that can express the subject matter. Problem situations express the student's explicit or vague possession of the complexity (problem) in himself/herself and

require overcoming it, search-ing for new knowledge, new ways and actions. If a student lacks elementary knowledge to search for ways to overcome difficulties, he/she cannot perceive problem situations and naturally, there is no process of coping and confrontation in his/her thinking. Based on the above, we can cite three types of existing situations:

1. The situation is known. Similar case studies will be available to solve it. The method of solution in this case may be standard.

2. The situation is similar. In this case, it is necessary to draw analogies with similar situations. Since they may not be quite similar to each other, but have a ho-listic basis, by changing its appearance, approaching the situation under considera-tion, optimization and search for a rational solution takes place.

3. Uncertain situation. This situation is not encountered in practical activity. It is impossible to compare it with some other sample. Therefore, it will be neces-sary to search for a new method of solution.

Problem situations are designed in advance and included in a certain part of the learning process, pursuing an educational goal. The motivational stage of the educational process involves the inclusion of problem tasks at the beginning of the lesson and more fully attracting the students' attention to the topic of the lesson. The student, in turn, should also show his/her creative activity, such as the ability to see new problems from familiar situations, to define new object problems, object structure, to find alternative solutions.

The motivational stage of the educational process allows to accelerate the en-try of students into cognitive activity. Methods and techniques of its organization students should be able to choose individually to support this activity at the neces-sary level of activity.

The use of historical material in the explanation of the topic of classes also causes the appearance of strong motives in students, strengthening interest in cog-nition. However, the historical approach to the presentation of educational material should be of an additional nature, to maintain logicality within the system of ac-quired knowledge on the topic.

Creating a short movie on a topic is also a powerful motivational factor. However, the learning process should lay the foundation for the content of the heu-ristic conversation that takes place between the teacher and the learner, only then the necessity to study the topic arises and the intended goal is achieved. The situa-tion that the teacher should realize is that the development of motivation in students at the lesson is not the main goal, but one of the means to accelerate the cognitive activity of the student.

When organizing didactic process the teacher should be able to select also organizational forms of learning and cognitive activity in accordance with the con-tent of education. One of the conditions for designing modern pedagogical tech-nologies is the correct organization of "organizational forms".

It is known that cognitive activity in the education system includes classroom and out-of-classroom activities.

When choosing forms of learning activities, the teacher should find answers to the following questions: who is the participant of the educational process and how he/she should be managed.

The learning process requires continuous application of some or other tech-nical means in accordance with the content of training. This direction is one of the conditions for the existence of modern pedagogical technology.

Both the designer of modern pedagogical technologies and the implementer of them in practice is a teacher who fulfills such an important

social (state) order as the training of a qualified specialist.

The teacher should take into account the levels of abstraction and the corre-spondence of the subject to the levels of acquisition when selecting the content of the tutorial and educational process that corresponds to the set educational goal.

The teacher should be familiar with the requirements for structuring the di-dactic process as a structural element of the pedagogical system and design its op-timal version depending on the topic of each lecture. These requirements are of an accelerating nature. The principle of intensification requires the application of di-dactic process capable of solving didactic tasks within a certain period of time fast enough and at a high level. The determining factor that defines the principle of in-tensification in teaching and education is the results of assimilation of the students of this or that activity. Secondly, the principle is based on such an organization of the educational and training process, in which there is a mechanism that allows as many as people as possible to acquire experience (knowledge, skills and creative activity) and develop their mental intelligence.

A teacher should be able to use effective forms of learning in the implemen-tation of the didactic process. This suggests that in a pedagogical system the ele-ments are connected on the basis of a certain law. Using in these connections and finding optimal organizational forms opens the way to the loss of formality in edu-cation.

A teacher should use optimal methods to control the extent to which a partic-ipant of a pedagogical system master the content of education and educational in-fluence. The information obtained makes it possible to purposefully manage the pedagogical system or determine the content of which element in the pedagogical system needs to be corrected.

Thus, the purpose and prospects of teaching the application of modern peda-gogical technologies in the educational process are bright, which not only ensures the priority of the process of organizing learning, but also conditions the pedagogi-calization of the whole society as a social order. This means that it is necessary to provide the educational process with modern pedagogical technologies to form the younger generation harmoniously developed individuals.

CONCLUSION

In a rapidly changing world, higher education is called upon not only to im-part knowledge but also to develop in students the competencies necessary for suc-cessful adaptation to new realities. The modern approaches to the organization of the educational process in higher education institutions, discussed in this article, are aimed at achieving precisely this goal.

Key factors in increasing the effectiveness of the educational process are the active involvement of students in learning activities, encouraging their independ-ence, creativity, and critical thinking; the widespread use of information and com-munication technologies, which provide access to up-to-date information, personal-ization of learning, and interactivity; a focus on the formation of competencies that allow graduates to effectively apply the acquired knowledge and skills in their pro-fessional activities; and strengthening the connection between theory and practice through the development of diverse forms of practical training.

The implementation of modern approaches to the organization of the educa-tional process requires continuous development from universities, a willingness to experiment and innovate, as well as close cooperation with employers and consid-eration of the needs of the labor market. Only in this case will higher education be able to fulfill its mission of training highly qualified and competitive

specialists ca-pable of contributing to the development of society and the economy.

Further research on this topic seems promising in the analysis of the effec-tiveness of various models for organizing the educational process in universities; the study of the experience of leading universities around the world in the field of implementing innovative educational technologies; and the development of rec-ommendations for improving the system of training university teachers to work in the context of applying modern approaches to teaching.

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