# CRITERIA OF PEDAGOGICAL TECHNOLOGY: CONCEPTUALITY, CONSISTENCY, MANAGEABILITY, EFFICIENCY, REPRODUCIBILITY

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**Resume:** The concept and structure of pedagogical technology as a model for organizing the pedagogical process throughout the world is the subject of discussion. This article is devoted to the analysis of the organization of the pedagogical process: the conceptual framework, goals, means and content of the educational process.

**Key words:** traditional and non-traditional pedagogical models, utilitarian-technical and personal-humanistic, pedagogical process, knowledge, skills.

The pedagogical process in a modern university is complex and ambiguous. It is being built in the context of permanent and controversial reforms of higher education. On the one hand, the organization of the pedagogical process is set by the general trends in the development of education, the changing educational policy of the state. On the other hand, there is a fairly large scope or freedom of choice of pedagogical technologies for the teacher. This choice takes place in the face of intense competition between traditional and non-traditional pedagogical models and systems.

The main competition is between two paradigms of education: utilitarian-technical and personal-humanistic. The personal-humanistic paradigm is focused on the free and comprehensive development of each individual. It implies state guarantees of free high-quality education of all forms and levels of education, as well as guarantees of employment of graduates in their specialty.

The humanistic paradigm is based on the priority of humanistic values in the content of education, on the unity of upbringing and education. It involves the classical universal, comprehensive education of the individual. The utilitarian-technical pedagogical paradigm is that a person is considered as an agent

of the production process and is evaluated according to his narrow professional qualities. Education is reduced to teaching the individual narrowly professional knowledge and skills. Therefore, an inevitable feature of this ideology is the idea of professional differentiation of education, both horizontally and vertically. This involves disparities in people's abilities and exposing these disparities with limited educational opportunities for people with low abilities. The value of a person and his education is determined not by his humanistic spiritual potential, but by market demand, level, market value of his professional qualifications.

The content and goals of the pedagogical process are dictated by market conditions or production orders. The meaning of the pedagogical process is reduced only to special, narrowly professional training with complete indifference to personal development and the educational moment of the pedagogical process. In the context of a radical change in society as a socio-cultural environment in which the pedagogical process is organized, both the social organization of the pedagogical process and the activities of teachers and students cannot but change. In this regard, pedagogical innovations are of great importance. On the one hand, the use of innovative pedagogical technologies that have not been sufficiently tested in pedagogical practice is risky.

**Traditional pedagogical technologies**

The term "traditional education" implies, first of all, the lecture-seminar-test system of organization of education, which developed in the 17th century on the principles of didactics formulated by Ya.A. Comenius, and still prevailing in educational institutions of the world.

The distinctive features of the traditional lecture-seminar-test technology are the following [2]:

- lecture is the main form of transferring a large amount of systematized information as an indicative basis for students' independent work (takes 90 minutes);
- a seminar is a form of organization of detailing, analysis, expansion, deepening, consolidation, application and control of the assimilation of the

received educational information (at a lecture and in the course of independent work) under the guidance of a university teacher;

- the study group is the central form of organization of students (the permanent composition of which, as a rule, remains for the entire period of study);
- the set of study groups represents a certain course of study at the university;
- the course works according to a unified curriculum and programs according to the schedule of training sessions;
- the academic year is divided into two semesters, credit-examination period and holidays;
- each semester ends with passing tests and exams in all academic disciplines;
- education at the university ends with the passing of final exams in the leading disciplines and specialty (thesis defense is possible).
- Let's display in Table 1 the positive and negative sides of the traditional lecture-seminar-test technology.

Learning objectives are a mobile category that includes, depending on a number of conditions, certain components [2].

So, for example, the system of Soviet education was based on the "only true" ideology of Marxism-Leninism, which "offered to resolve any disagreement from the point of view: what is primary and what is secondary. The Soviet educational system was built on the priority of social needs over individual and personal, material over spiritual, learning over development. Therefore, an educational system was formed with the same type of educational institutions, uniform curricula and programs, uniform terms of study and the need for its mandatory completion. And this can only be achieved by authoritarian means, by imperative teaching. As a result, formalism, hypocrisy, untruth, double morality took root in education" [3].

An important function of education was, as sociologists say, social control: it was called upon to prepare obedient members of society who accepted its basic

values. This, of course, is a completely respectable function, but the trouble is that along with obedience, a lack of initiative, a fear of creativity, and a desire for routine performance of well-defined duties usually come [4].

In modern educational institutions, the goals have changed somewhat - ideologization has been excluded, there have been changes in the nature of moral education, but the paradigm of presenting the goal in the form of a set of planned qualities (training standards) has remained the same. This means that the education system with traditional technology is still a "school of knowledge", preserves the primacy of the individual's awareness over its culture, the predominance of the rational-logical side of cognition over the sensory-emotional one.

The conceptual basis of the traditional technology of education is the principles of pedagogy, formulated by Ya.A.Comenius:

- scientific character (false knowledge cannot exist, only incomplete knowledge can exist);
- conformity to nature (learning is determined by development, not forced);
- consistency and systematic (sequential linear logic of the process, from particular to general);
- accessibility (from known to unknown, from easy to difficult, assimilation of ready-made ZUN);
- strength (repetition is the mother of learning);
- Consciousness and activity (know the task set by the teacher and be active in executing commands);
- visibility (attraction of various sense organs to perception);
- connection of theory with practice (a certain part of the educational process is devoted to the application of knowledge);
- taking into account age and individual characteristics [4].

The traditional education system remains uniform, non-variable, despite the declaration of freedom of choice and variability. Training content planning is centralized. Basic curricula are based on uniform standards for the country.

Academic disciplines (foundations of sciences) define "corridors" within which (and only within) the student is given the opportunity to move.

The authoritarianism of the learning process is manifested in the regulation of the activities and coercion of learning procedures, in the centralization of control, as well as in the orientation towards the "average" student.

Knowledge acquisition methods are based on:

- communication of ready knowledge;
- learning by example;
- inductive logic from particular to general;
- mechanical memory;
- verbal presentation;
- reproductive reproduction.

The learning process as an activity in traditional learning technology is characterized by a lack of independence, weak motivation for the student's educational and cognitive activity. As part of the educational and cognitive activity of the student, there is no independent goal-setting, the goals of learning are set by the teacher, and the planning of activities is carried out from the outside, imposed on the student against his will, etc.

The most important foundations for the development of scientific, technological and social progress are laid in the education system, therefore, like no other sphere of life in modern society, it needs advanced development. The modern education system should not only be sensitive to all the achievements of scientific thought and the needs of social practice, but also be constantly focused on the future. First of all, this should be manifested in the formation of an innovative type of thinking among students. The more flexible this system will respond to the demands of life, the more powerful will be its influence on the development of other spheres of society.

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