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Interrelations of Pedagogical Technologies and Effectiveness of Educational Process in Training Military Students

Key words: *pedagogical technology, didactics, lesson, student, creative didactic task.*

Annotation: *the article deals with the problems of interrelation between pedagogical technologies and the effectiveness of the educational process of training military students.*

Each didactic task is solvable with the help of adequate teaching technology, the integrity of which is ensured by the interrelated development and use of its three components: organizational forms, didactic process and teacher qualification. It should be noted that military teachers have not yet learned to correctly formulate and formulate didactic tasks and develop adequate teaching technologies.

The practical use of the circumstance that a harmonious pedagogical process is possible only as an accurate reproduction of a pre-designed pedagogical technology, i.e. clearly formulated didactic tasks in combination with an adequate technology for their solution, makes it possible to transform the educational process in higher education institutions from the little-ordered set of actions of various teachers into a purposeful process of the teaching staff's work. The process of solving the problem is the search for an adequate technology of training or, in AF Zotov's opinion, the process of achieving a goal that initially seems inaccessible.

Thus, the problem exists when it is required, while retaining a number of restrictive conditions, to go from one state of training to another and there is more than one possible solution, and if all possible solutions are not obvious (1).

We note specific differences in didactic tasks: I. The teacher always has a common goal - to educate, educate. The concrete task, how to do it under the given circumstances, in relation to concrete trainees, he forms himself, taking into account the complex processes of interaction in pedagogical systems.

2. A teacher in the military pedagogical system deals, first of all, with groups and groups of trainees. Evaluation of individual trainees, their merits and demerits, the formulation of pedagogical tasks concerning them always takes place against the background of evaluations of the collective and place, the role of the individual trainee in it.

3. Professional formulation and solution of pedagogical tasks is possible only on the basis of pedagogical technology, i.e. the formation of a teacher of correct ideas about complex schemes of interaction between pedagogical systems.

The teacher constantly has to solve new problems that can be attributed to the category of creative ones according to the following criterion: their solution cannot be deduced from existing premises, but presupposes the formation of new methods of action and the unique use of already available methods (2).

The creative didactic task is a problem situation arising in the learning process, in which the coordination of actions between the teacher and trainees must be achieved in order to form the latest knowledge, skills and habits. The solution of the problem situation, the coordination of interactions subordinated to the aims of instruction, leads to the solution of the didactic task.

The ultimate goal of the teacher is to train cadets to independently see problem situations, independently formulate tasks and solve them with the help of various skills that he must be able to form.

The second subsystem of the military pedagogical system is the technology of instruction. It should be noted that each didactic task is solvable with the help of adequate training technology, the integrity of which is ensured by the interrelated development and use of its three components: the organizational form, the didactic process and the teacher's qualification (or the quality of TCO in its function). Teaching technology is a system of material and ideal (knowledge) tools used in teaching, and ways of functioning of this system (3).

The teaching process is based on the didactic process. Various pedagogical publications dealing with this issue (4) have developed a peculiar style when the pedagogical provisions relating to the didactic process are formulated so abstractly, amorphously and indefinitely that it is very difficult to take anything from them for practical activities, and often in they simply reproduce the textbook provisions of pedagogy textbooks. Both are called "scientific results", which in practice can neither be repeated nor checked.

The choice of the method of solving the didactic task in the teaching practice is usually presented to the teacher himself. Experience shows that such a creative problem problem is not feasible for every teacher for a number of reasons related to the level of his pedagogical competence, with an awareness of the ways leading to the realization of the learning objectives that are put in the program.

It is more useful and reliable for future learning outcomes to set the standard learning technology in the program itself, without depriving the teacher of the right to use more advanced technologies. Standard technology should, on the one hand, ensure the unconditional realization of the learning objectives, and on the other - be feasible for implementation in any educational institution and any teacher.

AS Makarenko believed that the true development of pedagogical science is associated with its ability to "design a person", i.e. to set with complete certainty (diagnostically) those of its qualities and properties that must be formed in the process of education. Uncertainty of the goals, the great teacher believed, leads, as a result, to the disorder and friability of the pedagogical process and the irresponsibility of teachers for the results of education and upbringing, of students. The definiteness of goals makes it possible to pass to the strict technology of the educational process.

As the entire experience of universities and modern methodological principles of the organization of complex systems shows, the absence or inaccuracy of goals can give nothing but confusion, endless discussions and formal theorizing, since in the system there is no system-forming element-goal. But, as AS. Makarenko pointed out quite clearly, pedagogy is, first of all, science expedient (5).

Apparently the goal must be expressed in terms of preparing for a particular activity that has a relatively well-defined range of knowledge and skills, the level of development of skill and the objects on which it is tested.

At the same time, the professional training of cadets becomes a means of forming a comprehensively developed personality to a greater extent than any abstract approaches to this, since only in terms of vocational training, i.e. preparation for a well-defined activity, the goal can be diagnosed.

Thus, pedagogical technology is characterized in relation to goal-setting by the principle of diagnostic

purposefulness, which means the necessity for the existence of real pedagogical technology of such setting of the goals of education and upbringing, which would allow an objective and unequivocal control of the achievement of the goal.

The goal in any military educational system, be it in the higher education institution as a whole, or the teaching of a certain discipline, should be diagnosed, i.e. so definitely and accurately that it would be possible to unequivocally draw a conclusion about the degree of its implementation and build a completely definite didactic process that guarantees its achievement in a given time.

Having analyzed a number of studies, it can be determined that the purpose of teaching is diagnosed if:

- an accurate and definite description of the personal quality that has been formed is given, that it can be unmistakably differentiated from any other personality qualities;
- there is a method, an "instrument" for unambiguous identification of the diagnosed personality quality in the process of objective control of its formation;
- it is possible to measure the intensity of the diagnosed quality on the basis of control data;
- there is a quality assessment scale, based on the results of the measurement.

At the current stage of the development of the higher military school, these requirements are not always met either by the common (main) goal of the corresponding military educational system, or by the private goals of studying individual subjects. However, it is possible to develop requirements for the personality traits of the trainee at any level of generalization and concretization (qualification characteristic, professional or personal personality model), if based on a given level of necessary future professional qualification of a graduate of the Higher Educational Institution.

Experience of the trainee's activity is characterized by such qualities as volume, scientific, skill, awareness, which in turn can be described by such diagnostic parameters as breadth of experience, the level of its scientific description, level, quality and strength of mastering,

automation of skills, awareness of the application of knowledge. In the future, probably, will be found other parameters that more accurately describe the skill of a person in a certain field of activity.

Let's consider the essence of each parameter.

A typical problem of the didactic theory and practice of forming the content of education in higher educational institutions is its well-grounded selection from modern data of modern culture and military science.

It is necessary to find a way out of the didactic deadlock, which many military methodologists fall into, overloading the trainees beyond measure and making it objectively impossible for them to firmly, consciously and profoundly assimilate the intended content of the teaching.

The content of any subject is always a certain information about objects, phenomena, (processes) or methods of activity that are characteristic of a given profession. The volume of information is constantly growing; no one can study the whole content of any branch of science. To master the basic methods of thinking and activity in this scientific field is a task quite feasible for any person. It is only necessary to correctly select the most representative objects from science, providing a full and reasonable activity. Often talk about the "core" of a scientific discipline, fundamental and immutable, which should be part of the academic subject. However, it has not yet been singled out in any academic discipline and, I think, cannot be singled out. Therefore, clearly recognized direction of selection of educational material from science into a subject, including professional orientation, is more correct and instrumental than the search for an invariant "core".

We will name objects, phenomena and methods of activity, selected from science and included in the curriculum of the study subject for their study, the general term "learning elements" (UE).

From the UE is any curriculum, and the subjects of study are different in content, composition and quantity of UE.

In the reproductive activity of the assimilation of the OOD, its algorithm and rules are only reproduced in various combinations - from the alphabetic copy to the retelling, to some free reproduction and application in typical situations, unambiguously specified by instruction, and to the initial information learned from the academic subject, trained in the course of activity does not add any new information.

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