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A MODEL OF THE STRUCTURAL STRUCTURE OF PEDAGOGICAL STRUCTURING OF EDUCATION IN THE CONTEXT OF DIGITAL TECHNOLOGIES

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A B S T R A C T

This article presents a theoretical analysis of the model of the structural structure of pedagogical structuring of education in the context of digital technologies. Despite the growing interest in the hierarchical teaching of the course of technical systems in various areas of specialization of an informed society in the context of digital technologies, in the current period there are several practices of its implementation in the process of teaching this course in higher education institutions. These aspects will be analyzed below.

K E Y W O R D S

Digital technologies, pedagogical structuring of Education, dynamic education, reverse educational structuring model, etc.

INTRODUCTION

In terms of improving the quality of education, it is advisable to analyze data in electronic data with science – based education management models that provide automated formation of educational trajectories in the educational subject itself on the basis of dynamic education, models of individual educational trajectories within the educational programs of students-to complement the national educational environment. Also, in the context of online education, which is based on the environment of digital technologies, there are separate practices and models of the organization, the educational process of hierarchical teaching of the course of technical systems to specializations in different directions, the static specifics of students who do not change during the study of Science, for example, the characteristics of the

It becomes clear that the pedagogical composition of the educational process of students of higher educational institutions is being updated on the basis of the requirements of the period, taking into account the dynamic specifics of students who can change in the process of teaching the subject, including the personal needs of specialists of different directions. and the goals of students, in this article on the environment of digital technologies, are called their active adaptation of digital technologies.

Distinctive features of the education of an integrated society are the problems of pedagogical structuring, which is one of the objective and universal tools for the analysis and modeling of the

educational process and pedagogical activity N.G.Alekseyev, V.V.Afanasyev, V.S.Bezrukova, V.P.Bespalco, E.S.Zaire-Beck, I.A.Kolesnikova, V.V.Krayevsky, V.M.Monakhov, T.G.Novikova, O.G.Prikota, M.I.Rozhkova, V.A.Slastenin, G.P.Shchedrovitsky, V.V.It is revealed in the research work of scientists such as Yudina. A.S.Despite the initial specifics of the concept presented by Makarenko aimed at organizing the educational process, this research work now monitors various terminological approaches.

The most common interpretations of pedagogical structuring include the following. For Example, V.A.Bolotov is proposed to understand pedagogical structuring as "the process of "growing" all participants in the educational process and the latest forms of the pedagogical community, modern content and technologies in the development of education in accordance with the requirements of the period, methods and technologies of pedagogical activity and thinking." V.A.Slastenin and E.N.Shiyanov and E.N."Logical and scientific degrees are defined by Shiyanov as" meaningful, organizational methodological, material technical and social psychological content of the idea of carrying out a holistic solution to an empirically intuitive, experimental pedagogical task." In order to develop in advance the main details of the future, the activities of students and teachers are carried out in his V.S.It is based on the Bezrukov concept.. " A jump inspired by contemporary evidence to its potential in the future, " he was described by the English Language Teaching psychologist J. Page describes. American explorer J. Rizuik proposes to view this as" a creative activity that gives life to something new and useful that was not before." Due to the versatility of existing research carried out in this area, they can be distinguished according to the object of pedagogical composition, which is carried out through educational systems, educational process, pedagogical interaction, educational situations, etc.

In this article, the general problem of education in the environment of digital technologies in the organization of the educational process for hierarchical training of the course of technical systems in various specialties, it will be necessary to first organize the content of this education in higher educational institutions, and then artificially impose it on the competencies of the curriculum and the formation of educational results.

This leads to the fact that the goals of the educational process are not the assimilation of knowledge, but the formation of competencies. In this article, the main idea of the model of reverse educational content is applied and is considered to be its movement from the results of this education.

1) Organization of the environment of educational results.
2) Creating a student orientation.
3) formation and creation of educational content.
4) creation of pedagogical diagnostic tools for educational results and feedback.
5) Organization of educational management mechanisms.
6) pedagogical reflection.

It is believed that the model of the structural content of pedagogical content of education in the context of digital technology should provide the possibility of implementing an individual educational trajectory, structuring a communication interaction system for all participants in the educational process, types of educational activities, forms and methods. . In its organization, in this article, the main necessary technological stages of this process were outlined, which together solve the problem of implementing the educational process of hierarchical teaching using digital technologies, increasing the level of competencies formed by science. Also, having determined the purpose of these steps

mentioned above and the model as a whole, they together ensure its integrity. In the environment of digital technologies, each of the stages included in the structurally meaningful model of pedagogical content of education is touched upon.

When considering the second stage-the creation of an environment of educational results, it includes: analysis of competencies, determination of the indicators of their achievement (with the inclusion of the results of these activities in the curriculum), separation of indicators into a set of descriptors and the basis of educational results.

The meyori parameters of education are related to the results of education and are designed to control and manage the educational process, since they determine the requirements for the target state of students in the discipline. Personality traits can be selected as personal characteristics of students, features of its psychological mechanisms, descriptive characteristics, temperament, etc.

Also, as distinctive features, this article contains the level of motivation and activity of students. The openness of direction allows the submodel to include cognitive methods of students or specially appointed roles of participants in the educational process, for example, those that are relevant in terms of adapting teaching methods for students in IT directions of teaching: Task Manager , designer, moderator, encoder, tester, etc.

The third stage is the compilation and creation of educational content. At this stage, it is considered advisable to carry out this research. Based on the analysis of classifiers, the selection of concepts of the field of Science and the selection of terms, the organization of graphs and hypergraphs of concepts that make it possible to form and determine the basis of the terms of educational content. offline and online components of each term are considered.

More information on the formation and creation of educational content will be discussed in paragraph 3.2.1.

Students continue the educational process offline with practical classes. After practical training, there is a return to the online environment, the activities of which are aimed at strengthening the material and ensuring the "growth" of students ' educational results. That is, the study is carried out by the "online - offline - online" cycle in connection with electronic and class components. However, online education includes synchronous and/or asynchronous interaction mechanisms.

At the next stage – the creation of tools for diagnosing educational results and feedback gives the opportunity to determine the means of formative assessment within each period and according to the results of its development, determine the means of marginal assessment on the results of mastering the set of conditions, determine the means of final assessment and determine the means of

Formative assessment tools are aimed at continuously evaluating students ' individual educational outcomes, and are designed to self-control educational outcomes, identify learning problems, assess educational needs, automated learning process management, encourage and encourage successful students. The results of the formative assessment are of little importance in the final assessment in science.

Assessment tools are a tool for monitoring academic results and are designed to determine the quality of mastering the content of education by students in the modules of the academic discipline. The results of the intermediate assessment are the most important in relation to the results of the formative assessment in the formation of the final assessment in science.

The final assessment tools are the final control tool in science and make the greatest contribution to the outcome assessment.

In the fifth stage-the organization of educational management mechanisms is understood. The creation of content adaptation strategies, the identification of means of attracting students to education, means of personal feedback, and an adapted educational system will be created. Structuring in the digital technology environment involves the organization of digital technology condition strategies in students 'personal queries, needs, and preferences based on student specifics, going beyond the core of educational outcomes, and deviations of the achieved parameters of students' educational outcomes from Meyer.

Stage six-pedagogical reflection hierarchical teaching of the course of technical systems in specialties of different directions in the context of digital technologies is designed to show the results of pedagogical structuring, critical thinking on the project and the results of its correction in the previous stages. The assessment of the results obtained should also include an independent commission examination of the results obtained in terms of self-assessment and the integrity and effectiveness of pedagogical structuring of the educational process in this article.

In conclusion, it can be said that the structural content model of the pedagogical composition of personalized adapted educational science, which is proposed in the study, reveals the sequence of technological stages and corresponds to the concept of the educational process in the context of digital technologies introduced in the work, is clear. reflects changes in their state, therefore, all stages are distinguished from each other by the tasks to be solved and the result obtained.

The structurally meaningful model of pedagogical structuring is adequate to the logic of the structuring process, providing an opportunity to predict the educational process and ensure the achievement of the desired educational result.

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