TEACHING TOOLS WITH THE USE OF PROPRIETARY TECHNOLOGIES IN PSYCHOLOGY CLASSES

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Abstract: Education is one of the most important ways of obtaining education, which is commonly understood as mastering the system of knowledge developed by mankind. The process of assimilation of knowledge in psychological and pedagogical literature is considered as a complex activity of students to master the centuries-old experience of mankind, reflected in educational subjects (modules). The structure of the learning process is the activity of the teacher – teaching and the activity of students - teaching. So, teaching and learning constitute the essence of the learning process, and the content its determined by the curriculum and programs. Learning outcomes – the quality of knowledge, skills, competencies, the level of education and development of students.

Keywords: method, teaching methods, technology, pedagogical technology, teaching technology, psychological and pedagogical technology, algorithm of actions, structure and signs of technology.

One of the leading trends in the development of primary vocational education institutions in modern socio-economic conditions is the multilevel continuous professional training of highly qualified and competitive workers and specialists in integrated groups of professions. Its formation is due to scientific and technological progress, integration processes taking place in the economy, science, technology and production, which have had a qualitative impact on changing the nature and content of labor and labor functions of workers and specialists.

Taking into account the requirements of the new social policy and market relations, there is a tendency in the rise of industrial production to significantly restructure and modernize its material and technical base, the active introduction of

electronic computing and microprocessor technology, robotics, flexible and intensive production technologies, which allows you to quickly organize business activities, create efficient small enterprises, produce high-quality products and compete in the goods market.

The development of scientific and technological progress, the use of analogues of foreign technology, the latest tools and means of production certainly affect the change in the structure and nature of the professional field of workers and, accordingly, the content of their professional training, which is becoming more complicated, increasing in volume, which in turn requires its integration and differentiation.

In the production functions of workers, there is an increasing organic combination of mental and physical activity. Labor becomes more informational, creative, with the predominance of information processing, management, control, diagnostics and adjustment of equipment and technological processes in it, which requires the knowledge and skills of a modern worker, which are characteristic of specialists with secondary specialized and higher professional education. A worker who meets these requirements must have broad professional knowledge and skills in a group of related professions and have a high level of qualification within a certain specialization at a specific stage of training. This contributes to a more active demand for workers in the labor market, successful completion of accelerated professional retraining or advanced training, thereby ensuring the social security of young professionals.

Qualitative and social changes in the nature and labor functions of workers inevitably led to the integration and processing of the content of vocational education, to the creation and functioning of a system of multilevel continuous vocational training for integrated groups of professions, which, in turn, required changes in the entire structural and procedural system of vocational education on an integrative-modular basis. Methods of theoretical research: analysis and synthesis of philosophical, pedagogical, psychological, didactic and methodological literature in

the field of general and vocational education on the problem of research; study and systematization of the results of scientific and technical and scientific-pedagogical works on computer science and cybernetics, systems theory, modeling, algorithmization, programming, intensification of educational processes covering theory and the practice of creating and applying didactic tools and new information technologies of training; modeling of the educational process, development of models of didactic support.

Methods of empirical research: study of pedagogical experience in the field of complex scientific and methodological support of subjects and professions, educational and program documentation, professional field of activity and requirements for the content and process of multilevel continuous professional training in integrated groups of professions; direct and indirect observations in educational institutions, questionnaires, interviews and expert survey of engineering and pedagogical workers on issues of the development of the educational and material base, comprehensive support and application of training tools; expert evaluation of optimal solutions; pedagogical experiment to test the effectiveness of the integrated use of teaching tools, test control, assessment of the level and quality of professional knowledge and skills of students.

Didactic technology and its tools make it possible to optimally plan, select and complete complexes of teaching tools at the professional qualification, subject-content and procedural-methodological levels of didactic design. The substantiation of the didactic possibilities, necessity and expediency of using learning tools is implemented as a step-by-step technological process based on systemic, personal-activity, cybernetic and algorithmic approaches to analysis and modeling, the establishment of coordination and subordination relations of learning tools with other system-forming components of methodological systems and learning technologies.

The systematic presentation of didactic tools (terminological concepts, classification, functional didactic capabilities, areas of rational application, the

relationship of teaching tools with the content of education and forms of its visual display, the planned level of assimilation of educational material, forms of organization of the learning process, types of joint teaching activities of the teacher and the educational activities of students) is a mechanism and a prerequisite for the effectiveness of didactic technologies for designing complexes of teaching aids.

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