

The Issue of Computer Art and Technology in the Organization of Independent Gesture in Education

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Abstract: This article deals with the issue of computer art and technology in the organization of independent work in education scientific-theoretical analysis.

Keywords: "Aspects of Educational Technology", psychological structure, verbal and non-verbal, correction (correction), prevention (warning), therapy (treatment), rehabilitation (restoration) technology, etc

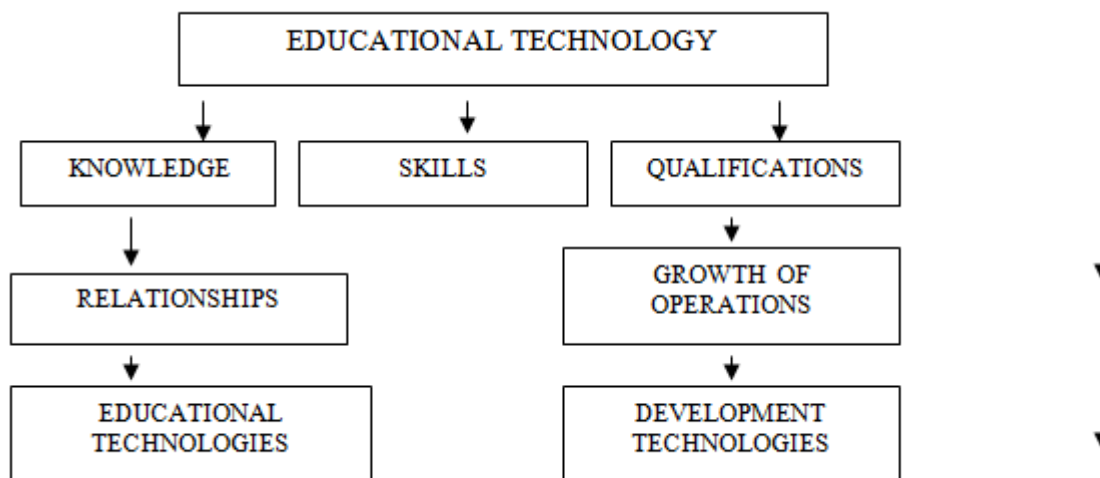
To put any theory into practice, it is necessary to develop its technology.

The concept of "pedagogical technology" appeared in the early 1960s. Since 1966, a conference dedicated to this problem has been held in England every two years. Based on the materials of this conference, a book called "**Aspects of Educational Technology**" has also been published. The same term began to be used in American pedagogical journals. By the 1970s, the concept of "pedagogical technology" was used in a broad sense, and everything related to the improvement of the educational process began to be included in it. Work is a set of methods and tools. Pedagogical technology does not only consist of researches in the field of technical means of teaching or computer use, but also consists of researches aimed at distinguishing the principles of increasing the effectiveness of the educational process and developing methods. A set of operations (actions) aimed at formation and control is understood. Goals should be specific and measurable; operation (actions) are easy to use (the possibility of using technologies by a particular entity should be high); operations must be a completed process to achieve a goal; the subjectivity of the teacher should be reduced to a minimum. A teacher's freedom can and should be within the framework of goal-directed behavior. School pedagogical technologies psychological aspect as the following designation can :

- 1. M- the purpose of** education and upbringing , their psychological structure; psychologist _ _ _ materials and constructions .
- 2. O is a set of operations** aimed at achieving the goal . Operations _ physical or psychological from the side approach can _
- 3. K - communicators** (pedagogues) . psychological Description . They are themselves chose operations using the goal done they increase .
- 4. R - psychological description** of the recipient (students). They participate in a communicative act (communication) aimed at a specific goal in cooperation with certain communicators, performing certain operations aimed at fulfilling educational tasks .
- 5. V - means of** performing certain operations .
- 6. P - the principles of** education and upbringing, on the basis of which the purpose of education and upbringing is constructed, the operations that ensure the achievement of this goal are selected and implemented.

Therefore, the technology is a joint function of the above-mentioned components (M, O, K, R, V, P). In the pedagogical technology, the activity of the teacher can be divided into the following components: gnostic; design; constructiveness; organization and communication. (N.V. Kuzmina). Thus, the teacher's pedagogical technology is manifested as a process of collecting knowledge consisting of separate operations, designing the goal of education and training, organizing the educational process, transferring knowledge from the communicator to the recipients. to understand the content of the educational subject, to study oneself and students; determined by the study of principles and technologies. Also, the gnostic component provides a set of operations for analyzing the effectiveness of its activity. This task is especially important at the stage of understanding the pedagogical activity. The planning component involves the design of long-term goals, actions and tools in the future. The constructive component consists of a set of operations for preparation for the upcoming lesson. The communicative component consists of a set of verbal and non-verbal interaction operations with students. The organizational component combines a set of operations for preparing and conducting the lesson. There are different classifications of technologies. In this case, we use technologies two big divided into groups: pedagogical technologies and psychological technologies. Operations and behavior in pedagogical technologies have a physically tangible nature. Pedagogical technologies are hidden in nature: they are operations and behavior in the psyche of a particular person. But it is very difficult to draw a line between them. Sometimes, pedagogical and psychological technologies are classified according to the discipline in which they are used. But such a classification contradicts the classification requirements. If operations are developed and used in one discipline, but not in another, which discipline can it be included in? Often, technologies are developed at the intersection of two disciplines, and it is very difficult to explain how they are related.

Technologies again can be classified as follows: educational, educational, developmental and diagnostic technologies. We can divide educational technology into two parts such as education and self-education. T education technology means a set of operations aimed at forming knowledge, skills, and qualifications. (Figure 1). Educational technology is a set of operations aimed at the purposeful formation of relatively stable and permanent highly generalized relations. (1 drawing) . Development technologies are inextricably linked with educational technologies. Mental development is the development of mental abilities, the growth of certain operations in the human psyche.



1 - drawing. Types of technologies according to their psychic effect.

But in the process of forming skills in subjects, the growth of mental skills is also observed, without which they cannot be formed. Thus, wherever the process of formation of skills is observed, there is always psychic development. For a science teacher, the outcome is the acquired knowledge, skills and competences in the subject, and the learning material is the content of the subject to be mastered. In psychic development, anything can be a material of influence, the result is determined by the level of formation of psychic skills. The result of physical development is measured by physical skills. Pedagogical technologies for such development are not limited to the exact content of subjects. Subject teachers consider the purpose of their activity to be mastering the educational material. Teachers who aim to develop (students) see the goal of their activity in the formation of either mental or physical operations.

When it comes to school pedagogical technologies, it should be said that it is used in the process of determining and forming preparation for school. First, pedagogues or psychologists diagnose readiness for school, and then, as necessary, apply technologies for the formation of school readiness. The diversity of education, upbringing and development technologies can be manifested in the form of correction (correction), prevention (warning), therapy (treatment), rehabilitation (restoration).

In the process of developing pedagogical technologies, the identification of mental material is a very important issue, because it is formed in the student's psyche.

Psychic material of pedagogical technologies . _

1. Knowledge. Psychic material of knowledge thing and is a mental image of events . There are 12 different views of the images. These are 12 analyzers that enter information into the human brain.

These are: 1) vision; 2) hearing; 3) sense of smell; 4) taste; 5) sensing through the skin; 6) sensing temperature; 7) feeling pain; 8) kinesthetic; 9) balance; 10) vibrating; 11) organic; 12) sexual.

There is such knowledge that is formed inside the psyche, this is knowledge about emotions, that is, the feeling of one's current state, perceptions of previous states. Emotions are not perceived by other people. Only those who convey information about emotions are perceived. That is, a person cannot always fully express his feelings and inner experiences in the process of receiving knowledge. Nowadays, school education is focused on the formation of visual, auditory and sometimes tactile images. He is hardly involved in the formation of the emotional sphere of people. The school's aesthetic cycle cannot fully solve the problem of forming an emotional, emotional sphere. It is necessary to introduce courses aimed at forming creative feelings in the school. There are technologies for such courses and specialists who conduct them, but not enough. Thus, knowledge is the images formed in the student's psyche. Only one question remains open, does knowledge mean things that can be memorized, or does it also mean things that are stored in memory blocks and cannot be recalled at the same time? Formation of knowledge in our schools is considered as a crucial issue. However, at the same time, along with skills, qualifications and personal qualities, it is necessary to determine the importance of knowledge. Scientists say that education that focuses on memorization of facts inadvertently suppresses creative abilities, even leads to the loss of talents.

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