

The pedagogical process at school - A very complex phenomenon

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Annotation: This article tells about the pedagogical process at school, generalization of best practices like one of the methods of scientific research in methodology. Also, identifies how the researcher must clearly understand the problem posed to him, isolate it from the complex pedagogical process, and organize a sequence of monitoring the progress of teaching.

Key words: integral part, literary criticism, didactics, theory and history of literature, the main elements, educational psychology.

Teaching literature is an integral part of the work of the school as a whole; therefore the methodology is closely related to didactics, which develops a general theory and general principles of education.

The methodology of teaching literature is closely connected with literary criticism - methodology, theory and history of literature. This connection is found in the definition of the purpose, content, and structure of the literature course. The methodology of the literature also influences teaching methods. The methodology is also connected with aesthetics; in the process of studying literature, philosophical, ethical, historical, and linguistic issues are also touched upon. In solving a number of problems, the methodology of teaching literature comes into contact with psychology.

This connection is revealed in two ways: it is the psychology of artistic perception and the psychology of teaching, the mental and moral development of students, and their upbringing.

But psychology and methodology do not coincide in terms of the subject of study: educational psychology studies the mental life of children; methodology - the pedagogical process of learning as a social phenomenon, the assimilation of a circle of knowledge by students, general and literary development, the formation of skills and abilities.

The pedagogical process at school is a very complex phenomenon in which the teaching work of teachers and the educational work of students in various subjects are interconnected. Therefore, the methodology of each subject should study the relationship of various, especially close subjects - language, literature, history, music, fine arts.

The structure of each science reflects the structure of the subject of its study. The structure of the methodology of literature reflects the process of teaching literature at school. The main elements of this process: learning objectives, learning process, teacher, and student.

The methodology also develops the problem of textbook and teaching aids, the problem of visibility and the use of technical teaching aids.

The subject of scientific research in methodology is the teaching of literature to students as an academic subject. It is necessary to distinguish between the practical study of the teaching process by a teacher to improve personal skills, theoretical study in order to develop the theory of methodology, improve teaching practice in general.



Methods of observation and experiment require preliminary and subsequent theoretical work. Undoubtedly, innovative teaching methods have advantages over traditional methods because they contribute to the child's development.

However, innovative testing methods lead to interactive learning. It is aimed at active and deep assimilation of the studied material, development of the ability to solve complex problems. Interactive activities include simulations and role-plays, discussions, modeling of situations. One of these modern methods is cooperative learning. It is used both in small groups and for working with social partners. An innovative approach to learning allows you to organize the educational process in such a way that the lessons bring joy and benefit to the student, and do not become just entertainment. And, perhaps, in the same lesson, as Cicero said, "the eyes of the listener shine from the eyes of the speaker." Innovative technologies:

1. Game
2. project
3. problem-based educational technology
4. differentiated educational technology
5. Technology of educational and research activities in the classroom.

Educational innovative technologies:

1. health-saving technologies
2. group activity technology
3. CCA technology (collective creative works).

The relevance of innovative education is as follows:

- compliance with the concept of humanization of education;
- overcoming formality, authentic style in the education system;
- use of person-oriented education;
- search for conditions to reveal the student's creative potential;
- compatibility of social and cultural needs of modern society with independent creative activity.

The main goals of innovative education are as follows: - intellectual, social development, students' linguistic and creative abilities;

- composition of quality indicators of students;
- the impact of educational and cognitive activities and the development of skills for transition to the production level;
- development of differentiated types of thinking;
- high-quality knowledge, skills and competence formats.

These goals also define the tasks of innovative education:

- optimization of this educational process;
- creation and development of student-theatre cooperation;
- development of long-term positive motivation for learning;
- involving students in creative activities;
- careful selection of material and methods of its presentation.

Innovative education is the basis of the following technologies:

- development training;
- problem education;
- development of critical thinking;

- differentiated application to education;
- creating a state of success in the lesson.

The main principles of the innovative approach are as follows:

- creativity (paying attention to creativity);
- acquisition of knowledge in the system;
- unconventional forms of the lexicon;
- view usage.

And now, moving from the general methodological principles of innovative learning to methods, the following techniques are successfully used when using innovative technologies in teaching English language and literature:

- associative lines;
- reference amount;
- salt water attack;
- group discussion;
- essay;
- some terms;
- videos;
- didactic game;
- linguistic maps;
- text research;
- working with tests;
- non-traditional forms of homework, etc.

From all the data, methods, and results of observations presented above, it can be concluded that the educational system should be aimed at forming a new type of specialist who can learn and process independently. This can be achieved by switching to multi-level training of highly qualified specialists (bachelor - master - doctor).

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