

APPLICATION OF THE FORM OF TRAINING AS A TECHNOLOGY OF ACTIVE LEARNING IN HIGHER EDUCATION INSTITUTIONS

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Abstract

The article considers the form of socio-pedagogical activity - training. The analysis of the principles of training in the process of training future social teachers of higher education institutions is carried out. Types of trainings are analysed. Determining the benefits of conducting a lesson in the form of training. The efficiency of application of training social and pedagogical technology is substantiated.

Keywords: Science Preparation, Higher Education Institution Training, Principle of Clarity, Discipline, Pedagogy, Special Disciplines.

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INTRODUCTION

For the present, characteristic dynamic processes that cover all spheres of human life and society as a whole and are accompanied by tangible changes in the practical activities of the individual. There is an answer to the challenge of time - a change in communication, the development of methods for preparing people for new conditions of interpersonal interaction. One such method is training. It is a dynamic form of learning, during which there is an active assimilation of knowledge, abilities and skills, consistent with the conditions of modern life.

Training opportunities (diagnostics, training, development) are increasingly attracting the attention of social educators, social workers, psychologists, managers, etc.

The training attracts participants with an atmosphere of trust, confidentiality, game character, individual and group reflection, partnership of the training participants, constant feedback. A large number of teaching methods at the training (mini-lectures, psycho-gymnastic exercises, role-playing and business games, group discussions, brainstorming, etc.) characterizes it as a form of interactive learning. Training is an actual method of work, since the whole group is an active participant in the training; during the training session, knowledge and problems are exchanged between participants, as well as a joint search for optimal solutions.

The driving forces of social learning in the training are the teenagers' own experience; experience of other participants; social beliefs; inverse psychological connection; obtaining comparative information on observations of others.

The purpose of the article is to justify the use of training, as an innovative technology for the presentation of educational material, for active training of students of higher education institutions.

MAIN MATERIAL

Today there is no universally accepted concept of "training" that would make it possible to expand the interpretation of this method and to designate with this term the combination of

various forms, techniques, methods and tools used in socially pedagogical and socio-psychological practices.

In domestic and foreign literature, the concept of "training" is used in two meanings: narrow and wide.

In a narrow sense, training is interpreted as a specific - educational - form of group work. Here, training is defined as planned and systematic efforts to modify or develop knowledge, skills, and attitudes of a person by means of training in order to achieve the effective fulfillment of one or several types of activity. At the same time, scientists add that the training is aimed at giving a person the opportunity to gain knowledge and skills that are necessary to perform a specific task or work.

In a broad sense, the concept of "training" applies to all forms and areas of group work (personal growth training, conflict resolution training, communicative training, etc.).

A comparative analysis of scientific sources on the problem under study suggests that the theoretical basis of the training is borrowed practically oriented theories of adult learning (phased formation of mental actions, etc.).

Summing up the above, we note that the ambiguity of the theoretical foundations leads to a wide interpretation of the very concept of training in modern socio-pedagogical practice.

So, the famous authors A.P. Valitskaya, T.G. Novikova, G.E. Zborovsky, N.R. Yusufbekova define training as a group of methods for developing abilities for active learning and mastering complex types of activities that combine educational and playing activities, which takes place under the conditions of modeling various game situations [1-5, 19, 20].

So, training is a form of socio-pedagogical activity aimed at acquiring life competence by enriching both knowledge and life-practical and emotional-personal experience through the use of interactive teaching aids.

Training as an active learning technology has a number of features:

Group process. The group is a reflection of society in miniature. It promotes the ability of each participant to identify with others, gain new experience. At the same time, the group most effectively provides feedback and support from others.

The activity of the participants. Training forms for conducting classes provide for an interactive exchange of information between the trainer and the group, as well as between the participants themselves; everyone feels their own involvement in the learning process and considers the acquired experience "their property"; participants have the opportunity to freely express their thoughts, and training is aimed not only at knowledge, but at instilling skills and developing a model of behavior.

The purpose of training. The training is focused on questions and finding the answer, gaining experience, helping participants in self-development. Traditional forms of training are mainly aimed at transmitting information from the teacher to the students, as well as on the correct answer, the need to reproduce what was heard.

The principle of "here and now." The training methodology provides for building relationships in the here and now system, which is based on the reproduction (imitation, modeling) of problem situations typical of real life. During the training session, participants "Live" a specific event, comprehend it, change the behavior model, produce decision-making skills and the like.

The atmosphere of classes

The informal atmosphere of the training, the convenient arrangement of places in a circle, semicircle or small groups contributes to the positive mood of the participants, allows for a communicative, emotional, intellectual communication between group members and avoids monotony throughout the lesson.

A combination of different individual styles. Training methods allow you to more efficiently choose the technique of presenting information in accordance with the individual characteristics of the perception of the participants.

The combination of such diverse styles of presentation of the material will be able to ensure its effective perception on the intellectual (brain storm, problem solving), emotional (games, role-playing games, discussion), physical (mobile, physical exercises) levels.

In the process of training social educators, the most successful are the following types of trainings:

personal growth trainings;

communication trainings;

socio-psychological training;

social - pedagogical trainings.

Each of them has different goals and objectives, the specifics of the conduct and can be used at various stages of the process in higher education. Consider the types of training in more detail:

The training of personal growth is aimed at harmonizing the personality, overcoming the internal obstacles that impede effective self-determination, using internal resources, developing spontaneity and unleashing the creative potential of future specialists. During the classes, performing various tasks and psychotechnologies, participants are aware of and overcome their psychological problems that impede the solution of their life and professional tasks.

The goal of personal growth trainings is to accept oneself, to understand oneself and others, to build harmonious relationships with others, to balance one's mind, and to

introduce new forms of self-realization. These components are the key to personal growth.

Trainings of personal growth are used at the beginning of training. They help students better adapt to the learning environment, learn about themselves and identify personally significant values that allow them to accept the profession of a social educator as "their own".

The complex of such classes forms the professional motivation of students, the culture of professional thinking, self-confidence, acceptance of oneself and others, positive self-attitude, and the ability to empathize. Such training sessions generally contribute to the formation of socio-psychological competence of future social educators and is the main of their further professional development.

Communication training (communication competency training) is a form of training aimed at developing speaking skills and effective behavior in various communication situations. Holding such trainings in higher education is the basis for the formation of communicative competence of future specialists. They are aimed at acquiring abilities and skills to establish contact with the interlocutor, perceive and understand the emotional state, receive and transmit non-verbal information, correctly build a conversation, listen to and understand the interlocutor; the development of the ability to adequately and fully perceive and evaluate yourself and other people, as well as the relationships that have developed between people; mastering the technique of correction and removal of internal barriers that interfere with effective pedagogical communication; mastery of constructive ways out of conflict pedagogical situations and their prevention.

Communicativeness training is the basic basis for the formation of professional skills of a social educator and can be used at all stages of training.

During the study of these courses there is a phased and systematic formation of skills and effective communicative behavior of social educators.

Socio-psychological training is an active socio-psychological training, which is based on the mechanisms of group work.

A feature of socio-psychological training is a way of active learning through the acquisition of life experience, which occurs in specially created safe areas thanks to the modeling of life situations. With the help of socio-psychological training, students develop such qualities as openness in the expression of their own feelings, the destruction of role stereotypes, a sense of responsibility, awareness of the motives of professional activity.

Social and pedagogical training is a form of active learning aimed at the participants to acquire certain knowledge, technologies, skills and information. The purpose of this type of training is to check or form the attitudes of participants to certain problems and ideas, to model behavior in a group with the goal of changing, updating and improving the process of the general development of a person.

In addition, training technologies provide an increase in the level of students' socialization, which is manifested in the ability to transmit social information, satisfaction with interpersonal relationships, developed leadership qualities and creative abilities. It is the development of such qualities that is the basis for the further formation of the social competence of future specialists [5-13].

The use of training technologies as innovative forms of training requires a special approach to the choice of methods for conducting such classes. The most successful are the methods of business games, role-playing games, brainstorming, and others. The use of such training methods contributes to the development

of students' skills to recognize a problematic professional situation, to analyze this situation and their behavior in it, to produce the professional behavior skills that are optimal in this professional situation and solve it effectively.

The effectiveness of the implementation of training technologies in the process of training social educators depends on the influence of various factors, both objective (organizational) and subjective (psychological, motivational, etc.). Organizational conditions significantly affect the success of the lesson, namely: a clear lesson planning, preliminarily thought out the methods and techniques that will be used, the convenience of the audience, the availability of materials in the lesson and the like.

The success of the training session is also determined by other factors, which can be represented as follows:

Motivation of the training should be presented in such a way as to achieve the independence of the participants in the search for new ideas, taking into account their motivation. That is, the student will be an active participant in the training when he sees for himself a personal need for knowledge.

Experience

The training program should be based on the existing knowledge of participants, using their past experience and connection with real situations [14-18].

The purpose of the training sessions is not to provide more information about the problem, but to create such an atmosphere that the participants determine their own goals, expectations regarding the content of the lesson, critically perceive the information, focus on independent decisions and real tasks.

Set for success. Planning the elements of training should contribute to achieving success, personal growth, the ability to realize the goals and see the long-term prospect of achievements. An important condition for the effectiveness of training sessions is an adequate assessment of the achievements and successes of participants, the absence of comparisons by one of the others, and emotional support.

The role of the coach

The roles of the teacher during traditional training and the coach are completely different. The coach is the carrier of "verified information" for students, and his task is to observe the group, create effective conditions for activity and ask questions that encourage students to further reflection. He does not impose on the group the only way to solve the problem, but focuses on gaining experience and finding various ways out of problem situations.

Practice

Each person needs new knowledge and skills in order to bring them to life and effectively fulfill various social roles. Therefore, the methods of training work provide for the possibility of practicing what to discuss or lose in the classroom.

In addition, during the training exercises, each participant can play different roles: actively participate, be an observer or an expert. The experience gained by the student in the simulated situation during the lesson will help you choose the right style of behavior in real life.

Favorable learning environment. The effectiveness of interpersonal interaction during the training sessions is provided not by the formality of the environment, the friendly atmosphere of the lesson, and the creation of a sense of security for each participant.

Thus, the very concept of "training" comes from the English "to train" and translates as "train, train." In reference sources, the

term "training" is interpreted as "a form of interactive learning, the purpose of which is to develop the competence of professional behavior in communication."

The encyclopedia of social pedagogy states that the concept of "training" is often identified with the terms "active social learning", "intensive communication group" and is interpreted by scientists in different ways - as "a group of methods aimed at developing the ability to learn and master any complex type of activity"; " means of influence aimed at the development of knowledge, social attitudes, skills and experience in the field of interpersonal communication, as well as a means of developing competence in communication, a means of psychological impact".

In the socio-pedagogical plane, training can be understood as a planned socio-pedagogical process designed to provide or restore the individual's knowledge and skills, test or shape people's attitudes to certain problems and ideas, model group behavior in order to change, update and improve the overall process personal development.

It should be noted that important advantages of training social and pedagogical technology are its ability to optimize the process of socialization of a person, to provide an increase in the level of socialization of students, which is manifested in the ability to transmit social information, satisfaction with interpersonal relationships, personal and professional self-determination, in social activity, and leadership development qualities and creativity.

Due to the flexibility of its structure, training social and pedagogical technology is effective in working with any age category of students. In working with students, the training format of interaction provides effective assimilation of information and practical development of knowledge, an inextricable connection with life, creating comfortable conditions for successful interaction with teachers.

So we can summarize that socio-pedagogical training provides a prosocial impact on the individual and promotes positive socialization.

So, training technology is one of the most effective and promising in the process of professional training of future social educators. Their combination with traditional forms of training allows for the formation of professional competence of future specialists.

CONCLUSION

Thus, professional training and professional self-improvement are necessary processes for the professional development of a specialist. Vocational training for professional activities provides the acquisition of professional knowledge, the formation of skills and practical experience. The result of professional training is as a combination of special knowledge, skills, abilities, qualities, practical experience and norms of behavior that provide the opportunity for successful professional activity.

In the process of training future social educators, training technologies are among the most effective and promising.

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