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THE USE OF INTERACTIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS IN ACCORDANCE WITH THE REQUIREMENTS OF THE NEW GENERATION STANDARD

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The article deals with the problem of implementing the planned educational results in accordance with the requirements of the new generation standard. The essential features of universal educational actions (UDS) as the basis of meta-subject competencies, along with inter-subject concepts, are revealed. The possibilities of interactive technologies (IT) are shown to achieve the planned results defined by the educational standard (FGOS) in the form of subject, meta-subject and personal competencies (based on UUD). The stages of the effective formation of UUD in students through the use of IT in the educational process are determined (by the example of history lessons).

Keywords: *interactive technologies; metasubject competencies; universal learning activities; educational standard; cognitive UUD; communicative UUD; regulatory UUD*

ПРИМЕНЕНИЕ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ В СООТВЕТСТВИИ С ТРЕБОВАНИЯМИ СТАНДАРТА НОВОГО ПОКОЛЕНИЯ

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В статье рассматривается проблема реализации планируемых образовательных результатов в соответствии с требованиями

стандарта нового поколения. Раскрывается сущностные особенности универсальных учебных действий (УУД) как основы метапредметных компетенций, наряду с межпредметными понятиями. Показываются возможности интерактивных технологий (ИТ) для достижения определенных образовательным стандартом (ФГОС) планируемых результатов в виде предметных, метапредметных и личностных компетенций (на основе УУД). Определяются этапы эффективного формирования УУД у обучающихся посредством применения ИТ в образовательном процессе (на примере уроков истории).

Ключевые слова: *интерактивные технологии; метапредметные компетенции; универсальные учебные действия; образовательный стандарт; познавательные УУД; коммуникативные УУД; регулятивные УУД*

Today, the need to prepare graduates for life in a high-tech competitive world is becoming more and more obvious. The specificity of the modern world is that it is changing at an increasingly rapid pace. Therefore, at present, it is nIT the student's ability to assimilate the material prepared by the teacher that is important, but the ability to independently acquire knowledge. The result of training should be nIT just specific knowledge, but the ability to find independently acquired knowledge application in everyday life. The Federal state educational standard (FGOS) of the new generation has put the formation of universal educational actions in the first place as the main results of education.

An urgent task of general education is to ensure the development of universal educational actions (UUD) as a psychological component of the fundamental core of the content of education, along with the traditional presentation of the subject material of specific disciplines. The introduction of the Federal state educational standard on the basis of a system-activity approach actualized the need for the use of interactive technologies in the learning process.

The importance of the development of students on the basis of UUD, as well as the use of appropriate technologies in the teaching process are reflected in regulatory documents (Federal state educational standard of the LLC, "Requirements for the conditions of the organization of basic educational programs", clause 7.3, Federal Law "On Education

in the Russian Federation" dated 29.12.2012 No. 277 – FZ, Presidential Decree Of the Russian Federation dated May 7, 2018 No. 204 "On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024").

Today, in the context of the implementation of the requirements of the new Federal State Educational Standards for the formation of students' UUD, we return to what A. G. Asmolov spoke about. He gave a description of the main types of universal educational activities and ways of their formation, taking into account the age characteristics of students, presented the main types of tasks that are aimed at the development and evaluation of UUD. In the work of P. Ya . Galperin presents the main results of experimental research, which formed the basis of the theory of the planned – phased formation of mental actions and concepts, to the construction of new teaching methods in the conditions of the formation of UUD. The theoretical foundations of the use of interactive technologies in the educational process were revealed in their works by didactic scientists: I.M. Bogdanova, A.A. Verbitsky, O.V. Kozlova. In these scientific papers, scientists emphasize the effective impact of interactive learning technologies on the development of activity and cognitive interest of students. However, despite the theoretical and practical significance of the presented studies, at present the problem of the formation of UUD through the use of interactive technologies is revealed in fragments and requires additional research. This fact is confirmed by the fact that the use of interactive technologies, nIT being an innovation in pedagogy and having many advantages, is used in modern schools very limited.

There is a contradiction between the modern requirements for the educational process in accordance with the requirements of the Federal state educational standard of General Education and the traditional system of education still operating in practice (using the example of the process of teaching history).

The purpose of the study: to theoretically substantiate the effectiveness of the formation of UUD through the use of interactive technologies in the process of teaching history.

Research objectives:

1) To identify the essential features of the students' UUD

2) To identify and characterize interactive technologies that contribute to the formation of UUD

3) To determine the stages of effective formation of UUD through IT in history lessons.

To solve the tasks set, theoretical (analysis of the source base of the issue, systematization of scientists' approaches to the formation of students' UUD through the use of modern pedagogical technologies in the process of teaching history) and empirical (generalization of the pedagogical experience of practical teachers) methods of pedagogical research were applied.

An integral part of the core of the new standard of education are universal educational activities, which act as an invariant part of the process of education and upbringing. Universal educational actions (UUD) in the Federal state educational standard in a broad sense - the ability to self-development and self-improvement through conscious and active appropriation of new social experience. UUD create an opportunity for independent successful assimilation of new knowledge, skills and competencies, including the organization of assimilation (the ability to learn). This ability is provided by the fact that UUD are generalized methods of action that give students opportunities for broad orientation in subject areas, including awareness of the target orientation of education.

Universal learning activities in the educational standard are grouped into three areas:

Cognitive learning activities include general educational, logical actions, modeling skills, coding and decoding information, logical tasks.

Communicative skills include the ability to listen and enter into a dialogue, taking into account the position of IThер people, planning educational cooperation, raising questions, resolving conflicts, etc.) provide social competence and taking into account the position of IThер people, a communication partner or activity, the ability to listen and enter into a dialogue; participate in a collective discussion of problems; integrate into a group of peers and build productive interaction and collaboration with peers and adults.

Regulatory UUD provide students with the organization of their learning activities (goal setting, planning, forecasting, control, correction, evaluation, self-regulation).

The choice of training technology depends on whether the goal will be fulfilled. "Achieving the set goals is impossible, relying only on the means and methods of illustrative and explanatory teaching, due to the excessive activity of the teacher and the mass passivity of students in the classroom" [1, p. 288].

Interactive technologies are undoubtedly a promising direction in pedagogical technologies at this stage. It is possible to formulate the definition of interactive learning technology as learning based on a joint learning process based on direct interaction with the learning environment, in which participants find an area of learning experience for themselves (Clarin M.V.). The advantages of IT include the activation of individual mental processes of students, subjectivization of the student, a high rate of understanding of information, etc. Modern pedagogy is rich in a whole arsenal of interactive approaches. Based on the analysis, the most common ones can be identified among them.

Table 1.

Characteristics and the role of IT in the formation of UUD

IT	Characteristic	Generated types of UUD
Project	A way to achieve a didactic goal through a detailed development of the problem (technology), which should end with a very real, tangible practical result, formalized in one way or anITher	Cognitive: the ability to independently acquire knowledge, the ability to pose a problem and choose a suitable solution strategy. Regulatory: the ability to independently manage one's cognitive activity over time, use resource opportunities to achieve goals. Communicative: the ability to clearly state the work, to argue the result, to answer questions.
Role-playing game	An active form of a training session, during which, in an imaginary situation, a certain event of the past is simulated, and it is assumed that the participants performing certain roles will solve the subject-practical tasks	Cognitive: the ability to independently acquire knowledge, the ability to search and analyze information. Regulatory: the ability to independently manage one's cognitive activity over time, use available resources to achieve goals. Communicative: the ability to present your point of view in a reasoned manner, ask questions, teamwork skills.

Discus-sion	Open interaction, actively involving students in the exchange of opinions, ideas and considerations on ways to solve any problem	Cognitive: the ability to apply the knowledge gained during the dialogue, to determine the strategy for solving the problem posed in the lesson based on their experience. Regulatory: the ability to logically build existing knowledge into the conditions for solving a problem Communicative: planning and implementation of cooperation, the skill of building meaningful reasoned speech, the ability to enter into an argument.

Based on the analysis, comparison, comparison of different views, approaches of researchers to the disclosure of the essence and ways of formation of UUD, it is possible to conditionally divide the process of their development into four stages (based on the developments of Morozova M.I., Stern V.V. and Kiseleva S.A.):

The first stage is the execution of a training action containing a metasubject method based on a sample. At this stage, the student is nIT ready to independently determine the essential and non-essential aspects of solving the task, repeated performance of certain actions according to a given pattern will allow solving a similar problem on the same aspects and similar features within the subject area. The teacher sets the goal himself, plans and defines the stages of the lesson, explains the purpose of specific tasks that students will have to perform independently. At this stage, it is advisable to use such IT as a project, since its development is possible with the use of a sample and is aimed at forming the skill of problem statement.

The second stage is the implementation of an educational action based on a meta-subject method with the help of the teacher's summing up questions. The teacher no longer sets a sample of execution, but helps students move from one stage of the meta-subject method to anITher, asking leading questions: "why are we doing this?", "what will we get as a result?", "what exactly do we need to do?" etc. Gradually, there is an awareness of the purpose of the stages of solving the problem. At the second stage of the formation of the UUD, along with project activities, discussion can be actively used. It allows you to define a strategy for solving the problem posed in the lesson during the dialogue.

The third stage is the application of a known method of action when performing an educational task. At this stage, the student focuses on the purpose and essential aspects of the method of action. He learns to see in a specific task the general patterns of the implementation of the method, which do nIT depend on the subject content and the subject in general.

The student also knows and can consciously perform a certain sequence of actions leading to the desired result, can describe this sequence in words without relying on specific subject material. At the third stage, students are also given the stage of planning the order of actions in accordance with the goal set by the teacher for the lesson. For this stage, it is logical to use historical role-playing games. This IT assumes a high degree of independence of students bITh in the preparation process and during the game.

The fourth stage is the application of the method in the context of educational activity. The student is already ready to consciously choose and apply this or that method, focusing on the purpose and conditions of educational activity, the stage of its implementation. The student also builds the activity itself, since he has ideas about its structure and has experience in independently constructing individual stages of activity. That is, at the stage of applying the UUD, the student can independently choose the best way to achieve the goal for these conditions from those that he knows. At the fourth stage, the teacher creates a problem situation, and the students independently determine on its basis the goal, the order of actions and carry out all the following stages of educational activities to solve the problem situation. At this stage, the teacher can use all types of IT.

Based on the analysis and generalization of the experience of practical teachers, it can be concluded that following the presented algorithm allows students to successfully form a UUD, regardless of the specifics of the subject area being mastered.

Thus, in the context of the implementation of modern educational standards, the use of interactive technologies can be considered an effective way to form all types of UUD in schoolchildren, which allows us to consider the research goal achieved.

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