

Application of Podlasy technology in the teaching and educational process of the rural school

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Introduction

According to the Podlasy (2004) the productive pedagogical technologies (PPT) better adapts graduates to the life difficulties in a complex and constantly changing world. In the PPT a child becomes the central figure of the teaching educational process (TEP) and all teachers' concerns sent out to create him maximum conditions for the development and self-realization in accordance with his vital strategy. Productive are knowledge and skills possessing which graduate acquires a solid foundation for his future life. Productive - means necessary, durable, constantly present knowledge.

Productive technology allocates important, gives the necessary, programs a success and guarantees the quality therefore it becomes the most demanded in mass school. With technologies serving yesterday's school guaranteeing no proper range or quality of knowledge and skills, in the market pedagogical services nothing to do. There will be in demand technologies maximally contributing meeting needs of the pupil's personal fulfillment.

Productive technology is designed for heavy computer support, as in step of preparation of lessons, so at the stage of practical activity in the classroom. This corresponds to the modern requirements of Kazakhstan's education changes.

Methodology

Methodological basis of the chosen problem research are existing theories and concepts in the pedagogical and psychological science: general philosophical theory of knowledge, education and training, a concept of the personally oriented approach, works of scientists - psychologists, philosophers, methodists.

Research methods:

- comparative historical analysis of literature;
- general theoretical and heuristic methods of research;
- pedagogical supervision;
- conversation;
- pedagogical council;
- study and analysis of product documentation activities;
- study of the advanced pedagogical experience.

Results

Grammar school of Khromtau of Aktobe region was not chosen randomly, as this organization of education is an innovative platform for the implementation of different kinds of teaching experiments:

-in 1997-1998 - under the guidance of the scientific consultant, candidate of pedagogical sciences Zhanpeissova M.M. conducted the experiment on modular training's introduction technology in teaching and upbringing process;

-1998-2004 - a district experiment "Improving of technology of training", the result of which was developed by teachers an innovative combinatorial technology of training;

-2005 - 2008 - pilot testing and introduction of teachers' professional associations' new forms in inter subject research chairs and subject-methodical groups of teachers;

- 2009 - 2013 period was opened the innovative marketplace on "Approbation in teaching and upbringing process productive pedagogical technology of Podlasy".

Results

For the entire period of the experimental program the scientific-methodical center of Grammar school conducted a detailed analysis of the studied technological advantages and disadvantages, and was tested by a number of psychological and pedagogical diagnostic tools on identification the technological efficiency used for all participants in the experiment - pupils and teachers.

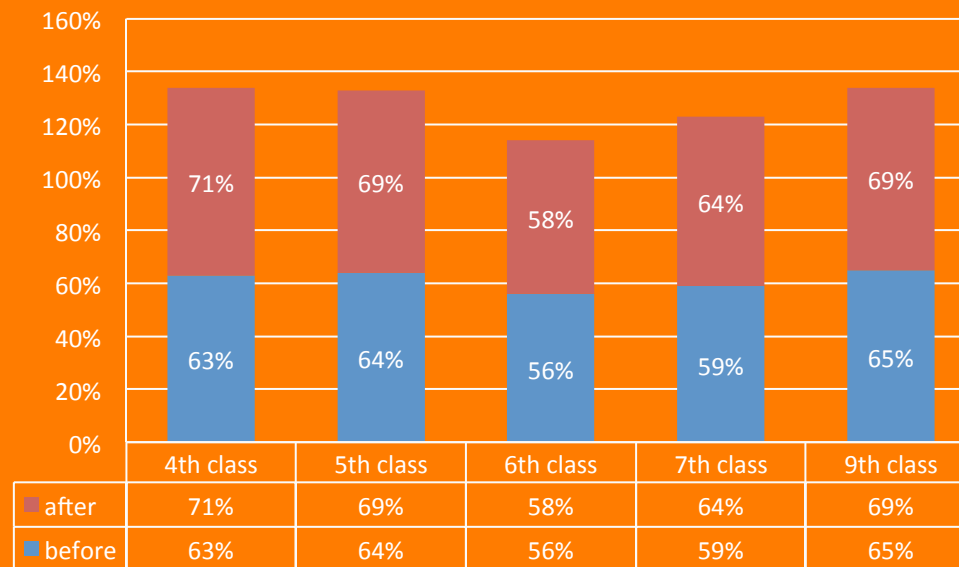


Fig. 2. Pupils achievement before and after experiment

Conclusion

In general, an experiment on introduction in the learning process Podlasy productive technology through changes in the structure of the lesson allowed identifying the following conclusion:

Podlasy productive pedagogical technology is an effective way of providing quality training of all levels schoolboys in all school subjects. It is available to different levels 'teachers' professional competence - both experienced and creative work, as well as beginners. Overall, 80% of teachers were involved in this experiment.

A team of teachers and experimenters accumulated and enriched unique experience combination of several advanced educational technologies with interrelated elements in a single integrated educational system aimed to achieve best outcomes.

The usage of Podlasy innovative technology contributes to the improvement of the didactic system of each teacher and the teaching staff in general, has a charitable impact on quality of pupils' knowledge and their level of personal development.

Conclusion

Inter-subject research chairs of grammar school №2 of Khromtau of Aktobe region developed unique object-oriented models of productive training, which is a new educational experience that requires further empirical research and scientific and theoretical basis.

As the results of the experiment, as well as the data of some diagnostic tests, most teachers have steady demand for the transformation and continuous improvement of teaching activities, looking for work in self-expression, self-assertion, tradition preserved in the collective ownership of each to the overall goals and objectives. All of this is the key for successful implementation of the tasks of continuous innovation process, carried out among teaching staff.

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