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IMPLEMENTATION OF MODERN INNOVATIVE AND PEDAGOGICAL TECHNOLOGIES IN THE TEACHING AND UPBRINGING OF STUDENTS OF THE ELEMENTARY SCHOOL

Abstract: This article examines the use of modern innovative and pedagogical technologies in teaching and upbringing of primary school students.
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Introduction

Regardless of the type of educational institution, teachers use new technical and pedagogical opportunities and tools that make it possible to implement any teaching technologies and new content of the educational process.

The teaching process always has its own technology, characteristic of the methods and means that the teacher uses when organizing and conducting classes. Teaching technology, on the one hand, is perceived as a set of methods and means of processing, presentation, measurement and presentation of educational information, and on the other hand, it is the science of how the teacher influences students and interacts with them in the learning process using the necessary technical or informational means ...

The main part

Learning technology is a way of implementing the learning content provided for by curricula, representing a system of forms, methods and teaching aids that ensure the most effective achievement of the set goals.

Thus, teaching technology is what characterizes the educational process and is a guide for achieving the set learning goals.

The chosen technology, in any case, should be based on trust in the teacher's pedagogical professionalism; on the observance of the physiological and hygienic standards of the work of students; guaranteed educational preparation of students at any stage of the educational process and preservation of the comfort of the student and teacher.

With the mastery of the technology of constructing the educational process, a new pedagogical thinking of the teacher begins: clarity, structure, clarity of the methodological language, the emergence of a well-founded norm in the methodology.

The technology represents the formation of a methodological vision of the educational process for the academic year. This is where the use of technology begins.

The development of the school is carried out through innovation. Innovation is understood as activities for the development, search, development and use of innovations, implementation of innovations.

From all the variety of innovative directions in modern didactics, today we will talk about pedagogical technologies used in our primary school.

In a modern elementary school, the personality of the child and his activities come first. Therefore, among the priority technologies we have identified:

- Person-centered approach;
- Activity approach;
- Health-saving technologies;
- Game technologies;
- Test technologies, etc.

The personality-oriented approach ensures the activity of each student on the basis of a multi-level approach to the content, methods, forms of organization of educational and cognitive activities, to the level of cognitive independence, the transfer of teacher-student relations to equal cooperation.

New living conditions put forward their own requirements for the formation of young people. They must be not only knowledgeable and skillful, but thinking, proactive and independent. New technologies do not discard the presentation of information to students, but simply change the role of information. It is necessary not only for memorization and assimilation, but also for students to use it as a condition or environment for creating their own creative product. Everyone knows that a person develops only in the process of his own activity. The activity approach is based on the student's personal inclusion in the process, when the components of the activity are directed and controlled by him.

Game technologies make it possible to more actively involve students in the educational process, since for stage 1 students, the main form of activity remains game activity. Gaming technologies help to solve issues of motivation, student development, as well as issues of health preservation and socialization. The development of a harmonious, prosperous personality is not possible without preserving physical, mental and social health.

The preservation of the health of schoolchildren begins with the organization of the entire educational process.

The problem of preventing students' fatigue comes to the fore. However, the biological significance of fatigue is twofold. On the one hand, it is a protective reaction of the body against excessive exhaustion, and on the other hand, it stimulates the subsequent growth of working capacity. Therefore, the hygienic correct organization of educational activities should be aimed at distancing the appearance of fatigue and protecting the student's body from its negative influence. To prevent fatigue from destroying health, it is important to take into account the daily performance cycles of children. The most dramatic changes in the functional state of the central nervous system occur after the fourth hour of training. It is at this time that you should not load students with complex and voluminous educational work.

A certain dynamics of the functional state of the organism of schoolchildren is traced throughout the week. The optimum performance in most cases falls on Tuesday, and on Wednesday some decline is recorded, and on Thursday there is a significant increase in the speed and accuracy of work. On Friday, there is another decline in working capacity. Based on this, special attention should be paid to the schedule of lessons. It is advisable to divide all subjects into four degrees of difficulty. Hours of high working capacity (we devoted 2-3 lessons to classes in subjects of the first degree of difficulty, which require great mental stress from students. Control works are carried out at the same hours. The most important for the prevention of fatigue are classes in work, physical culture, music, especially when they are held on 3 - 4 lessons In this case, the last lesson, representing the second or third degree of difficulty, takes place with a relatively high efficiency.

Not only an incorrectly drawn up timetable, but also an excessive teaching load leads to overwork of students. Therefore, we believe that the content of one lesson should not be fully absorbed by the next lesson. In order for the student to realize, fully perceive and assimilate the educational material, a sufficiently long time is needed, and this time is different for each child.

Preservation of health certainly depends on the volume and complexity of the homework. The teacher must balance the scope and complexity with the student's capabilities.

The child must constantly feel happy and innovative technologies will help us with this.

Conclusion

As a result of the analysis of modern pedagogical technologies, the necessity of their application is shown to increase the effectiveness of teaching and upbringing of primary schoolchildren.

It has been established that the use of innovative pedagogical technologies allows the most complete implementation of the tasks of modern education - the creation of a set of conditions for the development of students, which ensures in the future their readiness to live and successfully act in the world of humanitarian values.

The system of work developed by the author with the use of some innovative pedagogical technologies has been tested and can be used in the educational process.

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