# MODERN TECHNOLOGIES COLLEGE

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*Abstract: The article defines the conceptual framework to University training, personal methodology characterized by a context information approach, the main principles of which are: stereoscopy, variability, parity.*

*This article discusses methods of teaching in the College. Analyzed the characteristics of these methods, their use in education. On the basis of the conducted research the author proposes to allocate these methods, though not as major, but as a fundamental for better motivation to study the subject, given their definition, the main features of the method of teaching "Debate".*

*The above-mentioned process models define the structure of the centre to University training provided by specialized units, the specialized, professionally oriented training.*

*Keywords: Variety, motivation, interest in the profession, interest in study*

MODERN TECHNOLOGY TRAINING IN ACT Education - one of the most important spheres of human activity, and the determining factor of human development. This necessitates the introduction in the educational practice of the newest technologies, which provide training, skills development and research management based on the modernization of the didactic system. The effectiveness of this process is achieved by the use of modern high-performance methods, tools, and techniques that provide a vast array of creative mastery of scientific knowledge. The importance of education and its role in society is considered to be a key trend in the development of modern society. Currently, educational technology - the debate in the educational process, as a form of discussion of the problem, has been widely introduced into the teaching of both the humanities and natural science subjects cycle, and in the teaching of special disciplines. Due to its characteristics - integrity, flexibility, personal orientation and orientation to self-education students, the debate today is one of the most effective pedagogical technologies that not only have the appropriate study skills of the discipline, but also conducive to the development of creative activity of the person forming the ability to present and defend his position, skills, public speaking skills, the ability to tolerant dialogue and leadership skills. Background research is confirmed by the following factors: insufficient study of the basic aspects of the problems associated with education debates;

- the importance of developing students' interactive skills necessary for participation in the debate, as well as for professional language proficiency; increased in recent years interest in the use of debate in education;
- unwillingness of students to participate effectively in the debate;
- the need to develop effective methods of teaching debate.

The purpose of research - to study teaching methods discuss problems in the form of a debate, to test it and to ensure the successful implementation of the conditions in the educational process.

The object of research is the study of design methods of teaching discussion of the problem in the form of a debate.

Subject of research - teaching students conduct a debate in the classroom for discipline technique of cooking at the St. Petersburg College of Food Technology.

debate learning is more successful if the form in students the necessary interactive ability to achieve mutual understanding, to oppose the views analyzed additional circumstances, pair and group interaction, perform the learning activities, clearly express your point of view, to communicate in: In accordance with the purpose of the study the following hypothesis was developed conflict situations and to control his behavior in communicating with interactive tasks, addressing the cognitive, developmental, communication, educational and motivational objectives of the educational process.

In accordance with the purpose and hypothesis of the following research objectives: • summarize the scientific understanding of learning technologies in the literature; • justify the technological approach to training; • an analysis of the individual pedagogical technologies; • identify the technique of instrumental study of modern learning technology - a debate;

The theoretical significance of the research is as follows: • detected activity-theoretical principles of pedagogy, affecting the nature of the group of academic work; • identified and justified design features of the educational process in the organization of group training activities.

The practical significance lies in the fact that on the basis of the study:

• A program application debates; • developed and experimentally tested guidelines for the improvement of the educational process, contributing to the development of communicative competence of students in the organization of group training activities. The recommendations can be used for developing and implementing models of the educational process, based on the organization of group activities and training students focused on: 1. The development of communicative competence; 2. The development of other key competences of pupils;

Chapter I discusses theoretical and methodological foundations of modern teaching technologies and their classification.

Chapter II is solved by the organization of debates and the main conditions of increase of efficiency of their training and debates.

The conclusion is a summary of the research results. References vklyuchaet10 sources and 6 applications.

Chapter I. Scientific and methodical bases of research problems using modern teaching technologies in education

Modern technologies in education are seen as a means by which a new educational paradigm can be realized. Trends in the development of educational technology directly related to the humanization of education conducive to personal fulfillment.

Educational technology - a project of a certain educational system, implemented in practice. Consequently, the basis of any educational technology is a systematic approach. The system - the integrity of the organic (class, school, vocational school, a group of itp)

Educational technology is specifically implemented processes. In the process of learning theory are, for example, a system of forms and means of studying a specific course topics, the organization of workshops on working abilities and skills in dealing with different types of tasks. Every problem can be solved with the help of adequate (identical) learning technology.

The integrity of technology training (education) is provided by three of its components: organizational form; didactic process; qualifications

The subject of educational technology is the specific interaction between teachers and students in various activities organized on the basis of a clear structuring, systematization algorithmization programming, standardization of methods and techniques of training or education, using computerization and technical means.

The purpose of learning technologies in the transition to the paradigm of humanitarian education is the achievement of the student, the degree of progress of the individual and personal promotion of student achievement on the stairs in the development of knowledge, skills, development of mental processes, personal qualities. (A.N.Mayorov)

Personal achievements of today are linked to the level of the student's competence in the educational process.

Modular training technology. Modular technology transforms the learning process so that learners themselves (wholly or partially) by studying the target individualized program, it promotes independence of pupils, their ability to work with regard to individual ways of elaboration of educational material. Modular technology provides individualization of training: training content, on the assimilation rate, the level of independence, on the methods and ways of teaching and by the methods of control and self-control.

The principal differences between the modular learning from other systems are changing the shape of the teacher communication with students (it is carried out through the module); student works a maximum of time alone, studying samoplanirovaniyu, self-organization and self-control; learning content seems complete independent systems, the absorption of which is carried out according to the intended purpose. Changes principle activity of the teacher. Its main task - to develop a modular program modules themselves, and he motivates the lesson, organizes, coordinates, advises, monitors, that is, using the potential of modular training, training exercises reflexive control.

Project-based learning. The purpose of project-based learning - to create the conditions in which students independently and willing to acquire the missing knowledge from different sources;

learn to use the acquired knowledge to solve practical problems of cognition; acquire communication skills by working in different groups; develop research skills (the ability to identify problems, gather information, observation, experiment, conduct, analysis, building hypotheses, communication) razvivabt systems thinking.

To date, we have created the following stage of project development: the development of the project tasks, the development of the project, presentation of results, public presentation, reflection.

Student-oriented learning technologies.

As planned results suggest not only strictly fixed knowledge and special skills on a particular subject matter, as the individual characteristics of the subject and object of knowledge activities; every opportunity to realize themselves in the knowledge, training activities, based on his subjective experience, abilities, interests and values.

Education as a combination of knowledge, skills and abilities is an important means of becoming spiritual and intellectual qualities of the pupil, which is the main purpose of education.

Chapter II. Experimental work on the use of technology in teaching-debate "cooking technology" professional cycle disciplines. Methods of instrumental study of modern technology intensification of training on the basis of the iconic models of educational material M.V.Sitovskoy using debate method.

debate technology is an effective means of training students' ability to clearly and logically formulate its position, finding conclusive evidence and arguments in its support, as well as developing confidence in their ability to influence public opinion and to change the situation. This was the reason for choosing this technology training for pedagogical experiment as an example of teaching of professional cycle "cooking technology" discipline.

Organization and carrying out of educational activities can be carried out:

Traditionally, when the bulk of the work on the preparation and holding of the event is done the teacher and the students either do not participate in its preparation at all or occasionally involved; based methods of collective creative business, when all stages of the development, preparation and holding of the event is realized in a joint creative search for the teacher and the pupils. One of the forms of implementation methods of collective creative activity, may be a debate.

The method of debate. Debate - is the technology (form) offered by well-known American sociologist Karl Popper. Initial debate created a program for students, allowing learning to argue, to think critically, organize productive discussion process. From my point of view, the debate, the form of the training sessions or educational activities within the framework of which the formal exchange of information reflecting the polar points of view on the same issue, in order to deepen and acquire new knowledge, develop analytical and synthetic and communication skills, cultural conducting collective dialogue ..

Formalization of the exchange of information embedded in the debates themselves, you can:to engage in a dialogue of all students; focus of participants and spectators on the content of the material under discussion; avoid spontaneity and spontaneity of discussion course, departing from the main problem for the minor; eliminate excessive emotionality sometimes unavoidable in the organization and conduct of collective creative affairs.

At the heart of the debate, the opinion M.V.Sitovskoy lies tezis- controversial statements, which is the theme of the "game" and determines the positions of the two competing teams. Organization of the debate involves three stages: preparation, conduct and judgment.

The complexity of the debate as a form of training is not only in their conduct, but in a huge preliminary work, which includes the following steps:

1. Conduct a poll with the students in the profession "Cook, confectioner", as well as introduce participants to the essence, features, rules and organization of the debate (workshop)

2. Determination of the initial debate of the thesis (theme selection).

After determining the topics of debate - "Branches" Cooking "- there !!", to students the task to pick up, examine and analyze the basic literature on the subject. Selection of basic literature for the study deals with the teacher.

Program implementation and practical application of a debate on cooking classes.

In the debate alternately act defenders and opponents of the thesis first team members put (the Gift) of each other, calling the best traits of each. We believe the most appropriate form of three presentations:

1. The first party to introduce to the rest;
2. Each participant, starting with the first, is his neighbor;
3. Last participant may submit all.

Talk of a debate

The following tasks and questions can be proposed for discussion, debate:

Please rate the activity of each of the debaters.

1. Chi performances did you like? Why?
2. What most memorable performances? Than?
3. How to cope with their responsibilities chairman and secretary?
4. Why do some students did not actively participate in the debate?
5. Evaluate your part in the debate (the ability to listen, to speak, to restrain or show emotions, empathy, etc.).
6. Is the main purpose of the debate was reached?

It is our experience of the debates, their organization and the problematic content leaves no one indifferent: discuss the problem continues beyond the training session for quite a long time. Specially selected judges or neutral audience estimated speech commands for the selected criteria and announce the winner

Analysis of "Debate" comes the reflexive analysis of the activities of all participants. We analyze the training teams to "debates", their methods of nomination of the arguments and answers to the questions of opponents, the other elements of the business.

Summary of results of research and experience of creative teachers, teachers - innovators reveals the following main factors intensification of training:

1. Increased focus of study;
2. Strengthening the motivation of the doctrine;
3. Increased capacity of informative educational content;
4. The use of active methods and forms of education;
5. Accelerate the pace of learning activities;
6. Development of skills of educational work;

In terms of the development of the simulation is possible to note the presence of students' ability to use the jointly built a model to obtain new knowledge about the object.

Applying the methodology Sitovskaya MV It leads to the conclusion that there is a college, especially for students and today he has every opportunity to raise the quality of education.

The main contribution of MV Sitovskaya It is to develop a system of educational activity of students, providing a sufficiently complete and general activity in the classroom. This is achieved by creating a certain dynamic stereotype student activities.

**Conclusion.** experiential learning results showed that the use of methods of "debate" on cooking classes contributes to the development of interactive skills in students and improves learning efficiency debate. This was confirmed by the results of the application of techniques such as observation and introspection scheme, social survey, interviews, the study of individual cases and the assessment of performances of students in accordance with specially developed criteria, peer review. the following conclusions were made on the basis of the results:

1. Students learn to navigate freely in the debate format, the rules of debate and the functions of each of the participants.
2. Students will demonstrate the ability to successfully work together to achieve this goal.
3. Students have mastered the basic interactive skills necessary to participate in the debate, namely, to achieve mutual understanding, to oppose the view to perform learning tasks, analyze the additional circumstances, pair and group interaction, clearly express your point of view, to communicate in conflict situations and to control their behavior in communication. Students studied the techniques of argumentation required to participate in the debate.
4. Students are able to articulate their thoughts, to concentrate on the essence of the problem debated,
5. Students are able to articulate their thoughts, to concentrate on the essence of the problem debated.

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