

STUDY AND EDUCATION OF PERSONS WITH SPECIAL EDUCATIONAL NEEDS

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SOME ASPECTS OF A MODERN LESSON

Abstract. Analysis of new trends in the optimization of the educational process in the primary school allows us to talk about changing the general educational paradigm. The school becomes not so much a source of information as it teaches us to learn; and the teacher is not an informer or a conductor of knowledge, but a person who creates conditions for mastering the ways of creative activity aimed at independent acquisition and assimilation of new knowledge. The tendencies of the modern educational process actualize certain forms of behavior and methods of the teacher that used to be desirable, but not mandatory. The lesson is a part of the life of the child and the teacher, and the living of this life must be accomplished at the level of a high universal culture, ensuring the formation of value orientations. The modern teacher functions at the lesson as an organizer, so he is characterized by such actions as the search for ways to involve each child in the work, predicting the actions of each student. A modern lesson is characterized by increased speech activity of students, but not teachers. The teacher should formulate questions in a salient manner and demand full, exhaustive answers. In modern textbooks, there are enough tasks, on the basis of which it is possible to initiate a dialogue that brings children to the analysis of the text with a problematic task and to the subsequent formulation of the topic of the lesson. The level-based approach to teaching and evaluating the educational achievements of schoolchildren presupposes the presence at the lesson of tasks of increased complexity and problem-search character. Currently, new types of lessons are actively being developed, at which the systemic activity-based approach, required by the standard, is implemented. The most common form of cooperation at the modern lesson is pair work.

To enhance the wide use of forms of group collaboration in the classroom, children need to acquire this experience in after-hours activities.

Keywords: school lessons; lesson requirements; primary school; primary school children; primary school teachers; professional competences; universal learning actions; business communication.

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New requirements to the system of education, built into the standard of the second generation, set the primary school teacher a challenge to rethink their pedagogical activity and to look for an answer to the question: “How should I teach in view of the new requirements?” The most difficult task is to reconsider one’s experience with reference to design and conduct of the lesson as the basic organizational form of teaching. It is also difficult to set aside the conventional regular lesson with its rigorous order, well-tested arrangement, and use of discipline and compliance of the pupils.

Analysis of the new tendencies in the field of optimization of the primary school education process

makes it possible to speak, first of all, about the change of the general educational paradigm which orients the pedagogues towards the achievement of the goal which presupposes:

–alongside academic outcomes, obtaining personal and meta-subject results;

–transition to the strategy of purposive formation of the learning activity of the pupil;

–realization of the “ecological paradigm” including the learning content into the context of life problem solution;

–understanding of the education process as meaning-centered learning and life activity generating comprehension of reality, etc.

The school becomes not so much a source of information as it teaches us to learn; and the teacher is not an informer or a conductor of knowledge, but a person who creates conditions for mastering the ways of creative activity aimed at independent acquisition and assimilation of new knowledge [7].

In view of the modern tendencies in education, it is possible to single out a number of principles of the education process organization directly determining the typical features of the modern lesson [7].

Activity-based approach as the basis of the new learning paradigm – knowledge is not given to the pupils ready-made but is obtained by them independently or in the process of research activity.

Meta-subject principle – development of the pupils' universal abilities through the formation of ULA (universal learning actions) in all subjects and in all kinds of activity.

Reflexivity – the pupil is put in the situation in which they have to keep analyzing their own activity and that of their classmates.

Communicativity of the process of learning presupposing interaction between the pupils at the lesson, exchange of information, and learning from each other.

Subjectivization of the process of learning – the pupil is looked upon not as an object of education but as an equal participator of the process, and the effectiveness of

learning depends on the joint effort of both the teacher and the pupil.

The tendencies of the modern education process mentioned above actualize certain forms of behavior and techniques of the teacher that used to be desirable, but not as mandatory as they are now. Thus, for example, subjectivization of the process of learning presupposes that the pupil, being an equal participator of the process of learning, is trusted with certain functions of the teacher, namely:

- definition and formulation of the topic and aims of the lesson;
- determination of the boundaries of their own knowledge and figuring out what knowledge is lacking for the solution of the problem defined;
- independent search for the missing information;
- definition and formulation of the aims of the learning material to be offered by the teacher; planning the process of task completion;
- participation in the evaluation of their own knowledge and the achievements of the peers;
- explanation of their own mistakes and choice of remedial tasks;
- substantiation of their own actions in the process of task completion and observation of the actions of the classmates.

It is only natural that the teacher should create the necessary condi-

tions and should lead the pupils to participation in such important elements of the lesson as aim setting, control and evaluation, explanation, information presentation, etc.

As we know, the teacher is a role model for the primary school pupil, and the organization of the lesson functions as a model of life organization in society [13]. This notorious truth is a most important means of achievement of significant results in personal development. In this connection, it would be good to repeat that the lesson is a part of the life of the child and the teacher, and the living of this life must be accomplished at the level of a high universal culture, ensuring the formation of value orientations. Well organized business communication among peers allows reinforcement of the *knowledge* of moral standards and the ability to follow them in life (mutual help, sincerity, responsibility); skills to match one's own actions to the ethical feelings (guilt, conscience, shame); wish and ability to see the moral aspect of one's own actions and to understand the importance and meaning of certain knowledge for the pupil [6].

The modern teacher functions at the lesson as an organizer, but not as an informer or manager, so they are characterized by such actions as the search for ways to involve each child in the work, the provision of individual help in overcoming difficulties, the initiation of a trial action

of the child (object-oriented, evaluative, control), a demonstration of the cultural models of such actions, and the prediction of the actions of each student. The latter is especially urgent under the conditions when it is necessary to build up a dialogue leading the children to the formulation of the aim of their activity and planning it, when it is required to involve them in evaluation work and only direct their activity on the whole without performing a number of functions for them, which used to be the teacher's exclusive responsibility [2].

A modern lesson is characterized by increased speech activity of students, but not teachers. The teacher should not be too active and use too many words. It is much more important to formulate questions in a salient manner and demand full, exhaustive answers, to make the pupil perform the roles of the teacher or trainer, not to repeat the pupil's answer after them, but to involve the classmates in the evaluation of the pupil's answer.

Developing the planning and regulatory functions of speech, it is necessary to listen to all points of view on the solution of the learning task, to construct a dialogue aimed at finding the correct solution, to stimulate substantiation of the pupil's point of view with the help of theory and practical rules, to teach to come to compromise, to take the

point of view of another person, to defend one's own opinion, etc.

We may single out a number of productive tasks stimulating the cognitive activity of pupils and in fact determining them as the subjects of their own activity. These tasks include those aimed at formulation of questions on the topic of the lesson, making up tasks for independent work on the topic or tasks for the next lesson, and selection of exercises from the suggested list to practice the skills or habits under development. Such learning tasks have not found wide application in pedagogical practice, but they radically stimulate the cognitive activity of the pupils and are easy enough even for second grade pupils.

The textbook of a new type is of great use in choosing the material for the lesson, creating problem situations while learning new material, enhancing the pupils' cognitive motivation, and helping in the choice of the forms of organization of the cognitive activity of the pupils at the lesson [17].

In modern textbooks, there are enough tasks, on the basis of which it is possible to initiate a dialogue that brings children to the analysis of the text with a problematic task and to the subsequent formulation of the topic of the lesson. The textbook tasks are well coordinated with the stages of the lesson containing new material and give an

opportunity to organize independent work of the pupils taking into account the level of their training. Many tasks are oriented towards their use in practical experience, presuppose purposive application of the logical thinking techniques and have a complex character, i.e. include skills and habits or activity across several areas of the subject. The level-based approach to teaching and evaluating the educational achievements of schoolchildren presupposes the presence at the lesson of tasks of increased complexity and problem-search character. And such tasks are presented in modern textbooks. But the increased complexity of the tasks should be accompanied by their level-based presentation, presuppose a certain amount of help with their completion and a differentiated character of evaluation.

Currently, new types of lessons are being actively developed, at which the systemic activity-based approach, required by the standard, is implemented [9]. The construction of the lesson within the logic of the systemic activity-based approach radically differs from the classical idea about the typology and structure of the lesson.

The lessons of a new type are characterized by the following structural components:

- Problem-based presentation of learning material, i.e. learning through discovery.

- The presence of moments when the child realizes the inadequacy of their knowledge in order to begin independent search for knowledge.

- Aim setting – the pupils formulate the aims of the lesson and each task by themselves according to the formula: *recollect* → *get to know* → *learn*.

- Modeling the processes, actions and concepts under study.

- Communication – joining the efforts of several children to solve the problem which they could not solve independently. Communication stimulates verbal activity of the pupils and acts as manifestation and realization of the communicative principle.

- Mutual checking and mutual control as means of realization of the communicative principle at the lesson and as a stage of formation of the actions of control and evaluation.

It should be noted that formation of the actions of control and evaluation at the modern lesson are attached particular importance to. This may be attributed to the fact that within the activity-based approach, the essence of development of the child's personality is regarded as a qualitative change of activity in which the child is the subject. This change takes place due to the increased complexity of the aims, tasks, actions with objects, operations and motivation of the child, as well as a result of the change of the

child's position in activity who becomes more and more active and independent. At the same time, the change of the child's position in activity is possible only provided their actions of control and evaluation have been properly developed. The actions of control executed at all stages of activity – planning, performance and summing up – kind of sanction the action performance and, if necessary, stimulate its correction, which makes it possible to regard these actions as basic means of the forming self-regulation of the child.

The pupils' reflection at the lesson, which should be facilitated at all stages of the lesson, at the end of the lesson becomes obligatory and is aimed at the child's comprehension and verbal reproduction of everything new they have learned at the lesson, in what skills they have made progress, and what else they would like to know.

Organization of independent work is a typical feature of the modern lesson at all its stages. For the teacher, the independence of the pupil in learning activity in the context of the modern requirements becomes both the goal and the means of formation and development of the universal learning actions of the pupils. On the one hand, the child's independence cannot be formed without acquisition of the general learning skills and methods of activity; on the other hand, the

process of skill acquisition itself is possible only in case the child uses the skills in independent practice. Thus, the success of the primary school pupil in the process of learning is predetermined by the quality of the teacher's work at the lesson on inclusion of the child in the process of self-education via the development of their learning independence [8].

The development of learning independence depends, to a great extent, on what significance the teacher gives to various forms of cooperation in the joint activity of the children, what content it is based on, and what methods of interaction are actively used.

The most common form of cooperation at the modern lesson is pair work. The forms of group collaboration are more typical of project activity and other forms of after-hours activities. The process of teaching truly content-based cooperation is complex enough, and it is rather difficult to realize it at the lesson.

Truly content-based cooperation needs such mutual activities, the subjects of which are oriented towards the essential features of the object studied, and towards identification of the ties between object-related and semiotical-symbolic methods of activity, are ready to divide and reassign individual actions, and realize the need to carry out meaningful communication

between themselves and with adults [6]. To enhance the wide use of forms of group collaboration in the classroom, children need to acquire this experience in after-hours activities. Above all, it is necessary to design a whole complex of special exercises which may facilitate true cooperation presupposing the realization by each partner of the sequence of their actions and the actions of the classmate, and the presence of the ability to identify and use the techniques of results application acquired by one of the partners through the work of the other.

By way of summing up our speculations about identification of the typical features of the modern lesson, it should be noted that the lesson in the modern interpretation is a search for the new, both in content and in new methods of its cognition. It is independent discovery of the new material, its comprehension and application. The whole process is performed in the mutual activity of the children and the teacher, which gives the child a chance to try out moral behavior and independent intellectual activity in the group, and provides valueless experience of self-determination, choice and self-realization.

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