

## APPLICATION OF PEDAGOGICAL SITUATIONS IN THE EDUCATIONAL PROCESS

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### Abstract

The article shows the use of pedagogical, problem situations in the educational process, shows the meaning of the problem, stimulation, gives examples, shows the structure and essence of problem situations.

**Keywords:** pedagogical situation, lesson, class hour, excursion, case, problem, stimulation, examples, structure, essence.

### INTRODUCTION

The pedagogical situation is an integral part of the lesson. It characterizes a problem, an event at some time, in some place. Pedagogical situations are created or arise in the process of conducting a lesson, extracurricular activity, excursion, quiz, competition, etc. Through pedagogical situations, all the essential aspects of the teaching and educational process, its advantages and disadvantages, are revealed.

A pedagogical situation is a short-term interaction between a teacher and a student (team of students), which arises either on the basis of cognitive activity or on the basis of educational issues.<sup>1</sup>

### LITERATURE REVIEW

In the book by Poplevin, V.A. "Methodological instructions for solving pedagogical problems in the Pedagogy course"<sup>2</sup> examines the content of practical classes in the discipline "Pedagogy", provides recommendations necessary for solving pedagogical problems and situations, as well as examples of solutions. The manual is addressed to students and teachers of institutions of secondary and higher vocational education in pedagogical specialties and can be used both in practical and seminar classes, and in the process of independent study.

The textbook "105 cases on pedagogy. Pedagogical tasks and situations"<sup>3</sup> V.A. Beizerov presents pedagogical situations, some of which are accompanied by solution options, as well as questions and assignments for students (listeners) that involve solving situations based on theoretical knowledge of pedagogy and life experience. The situations and tasks presented in the book are taken from the practice of various teachers, literary sources, as well as the practical teaching activities of the author. The manual is accompanied by a brief terminological dictionary on pedagogy. It is recommended for teachers and students of pedagogical and psychological specialties at universities, students of

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<sup>1</sup> Methods of educational work: Textbook. aid for students higher ped. textbook establishments I L.A. Baykova, L.K. Grebenkina and others; Ed. V.A. Have a sweet tooth. - M.: Publishing house. Center "Academy", 2002.

<sup>2</sup> Poplevina, V.A. Methodological instructions for solving pedagogical problems in the course Pedagogy for students of the training program for mid-level specialists in the specialty 54.02.01 design (by industry) / V.A. Poplyovina. – Tambov: Orion Publishing House, 2018. – 105 pp. – 30 copies.

<sup>3</sup> "105 cases on pedagogy. Pedagogical tasks and situations" V.A. Beizerov-Publishing house "FLINTA", 2014.

advanced training courses for specialists in the education system, teachers of secondary schools, gymnasiums, and lyceums.

In the methodological manual "Collection of pedagogical situations and tasks", authors: Ph.D., Associate Professor T.A. Naumova, candidate of pedagogical sciences, associate professor E.V. Mukhacheva, candidate of pedagogical sciences, associate professor A.E. Prichinin contains more than a hundred pedagogical situations and problems with solutions and assignments for independent work. The collection presents situations from general pedagogical practice and subject-oriented tasks. The problem book also includes pedagogical situations for teachers of secondary vocational education and preschool teachers.

### **RESEARCH METHODS**

Situations of pedagogical significance include:

- incentive situations;
- situations of choice;
- situations of success;
- conflict situations;
- problematic situations in cognitive activity;
- risk situations;
- situations of criticism and self-criticism;
- situations of assistance and mutual assistance;
- situations of threat of punishment;
- situations of self-esteem;
- communication situations;
- situations of persuasion;
- decision-making situations;
- the situation of mastering new methods of action;
- situation of presenting claims.<sup>4</sup>

The structure of the pedagogical situation is outwardly simple. It includes:

- two subjects of activity (teacher and student or group of students);
- ways of their interaction.

Interaction is built as the realization of the complex inner world of the subjects of activity, their education and upbringing. Despite its short duration, the pedagogical situation expresses two forms of activity

person:

- visible behavior - interaction;
- psychological realities hidden from view (attitudes, expectations, emotional reactions) - relationships.

Relationships are the most stable and determine interaction. However, interaction affects relationships.

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<sup>4</sup> Bordovskaya KV., Rean A.A. Pedagogy: Textbook for universities. - St. Petersburg: Piter, 2000.

The educational process is a chain of interactions and, consequently, a chain of interdependent pedagogical situations. Pedagogical situations can be spontaneous and simulated. When the teacher determines the methods of interaction in advance and answers the question: "What to do next?", then such interaction is modeled. More often, a teacher deals with a direct reaction to a specific situation that requires solving an immediate problem. Such situations are called spontaneous pedagogical situations or spontaneous ones. The teacher's behavior in the current situation depends on the purpose of education, on the position of the teacher, on professional knowledge of the entire range of methods and techniques, as well as on the algorithm for solving pedagogical problems. At the same time, it should be remembered that the pedagogical task is the result of the teacher's awareness of educational goals and conditions and methods of their implementation in practice. A pedagogical situation, being a process of interaction, always contains a pedagogical task, which arises when several solutions are possible and it is necessary to find a preferable way to achieve the desired result.

In our research, we examined some pedagogical situations.

A conflict situation is considered as an interaction based on opposing norms, values and interests, accompanied by significant emotional manifestations and aimed at restructuring existing relationships (for better or worse). In a conflict situation, attention should be paid to two aspects of human activity: interaction and relationships. To form a positive attitude, interactions most often need to be repeated.

A situation of success is subjectively perceived personal achievements in any activity in the context of individual development, bringing deep satisfaction to the individual with both the course, content, and result of the activity. A situation of success strengthens the subject's connections with the objects of the surrounding world. The situation of success is ensured by the goodwill of a group or an individual, hidden instructions sent by the teacher, removal of fear of specific actions, advance payments to the student, increased motivation, as well as instrumentation of the child's personal exclusivity in a given activity situation.

## **RESEARCH RESULTS**

When modeling a pedagogical situation, just as in the case of spontaneous interaction, one should remember two forms of human activity: external and internal.

Below are several pedagogical situations. Students must read them carefully, analyze and answer the questions at the end of each of them.

Pedagogical situation No. 1.

The teacher intends to hang the chart on the wall; addresses the children: "We really need this table, but I'm afraid that I won't be able to hang it up straight."

What method of influence was chosen by the teacher? For what purpose did the teacher choose this method of education? Under what conditions will this method achieve its intended goal?

Pedagogical situation No. 2.

The teacher is embarrassed by the rude and vulgar behavior of the girls in the group. He would like his students to have beautiful manners, graceful movements, kind words and constant goodwill in dealing with people.

In the proposed situation, students need to add the missing conditions, without which their professional, competent solution is impossible.

Students need to propose their own ways of achieving the set goal in specific conditions, having previously identified tasks of an operational tactical and strategic nature.

Having considered this pedagogical situation, the students solved it.

Class teacher 7th grade. wanted his students to be able to behave in various situations. To this end, he spent several class hours in the classroom, talking with the guys about appearance and good manners. The children listened to their class teacher with great attention, answered his questions, and asked their own questions. But soon the teacher noted with disappointment that there were no changes in the behavior of the seventh-graders. Why?

1. The guys did not understand and remember everything.
2. Life and the behavior of other people did not arouse in schoolchildren a desire to improve their behavior.
3. There was no clear example.
4. Life and the practice of relationships do not require the eradication of bad habits.
5. There are no role models in the class; they were not highlighted or indicated.

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