### Lecture 15. [Methods of pedagogical research: Studying pedagogical experience](https://moodle.enu.kz/course/view.php?id=663#section-15)

Questions to study:

1. The concept of pedagogical experience, the value of generalizing advanced pedagogical experience in scientific research and the ways of its formation.

2. Types of teaching experience.

3. Ways and forms of identification, dissemination of advanced pedagogical experience.

4. Levels of generalization of advanced pedagogical experience.

5. Experimental and search work.

Pedagogical experience, according to E.I. Monozone, is a practical activity for the upbringing, education and training of a person and the result of this activity, expressed in the qualities of the personality of the pupil (his general education, polytechnic training, worldview, aesthetic and physical development, emotional-volitional sphere, character traits, etc.).

Experience organization includes:

1. choosing the path of educational influence to achieve the intended goal;

2. creation of conditions in which this impact should manifest itself in the most effective form;

3. the choice of objects of observation, that is, the child or those children who will be in the center of attention.

The analysis of pedagogical experience is understood as a critical analysis of the path traveled. The analysis should show to what extent each stage is a really necessary link, whether anything superfluous was introduced into it, which is ballast. In the analysis, attention should be paid not only to the methods and techniques of work, but also to clarifying the personality of the pupil, which often play an important role in achieving results.

Synthesis follows analysis. When all the stages are sorted out, the gaps are filled in, the excess is eliminated - the picture emerges intact and the experience can be evaluated.

Researchers identify different types of pedagogical experience. So, M.N. Skatkin distinguishes pedagogical experience in the broad sense of the word - as the practice of education and training, and in the narrow sense - as the skill of a teacher acquired as a result of more or less long work.

V.I. Zagvyazinsky believes that one should distinguish between advanced experience and positive experience. If the first one is an effective solution to the actual problems of education based on something new, non-standard, original solutions, approaches, means, then the second one contains the possibility of solving these problems with traditional approaches and methods, as a rule, enriched with already mastered elements of an innovative nature. In his works, the criteria for excellence are highlighted:

* novelty (of varying degrees: innovation, system modernization, private improvements);
* sustainability of positive results (several years, with a different composition of trainees or pupils, etc.);
* compliance with humanistic traditions and modern concepts of education;
* relevance of topics, problems, solutions and their prospects (at least for the next 3-5 years);
* optimal use of the forces of teachers and students, time, labor costs and other resources;
* portability, that is, the possibility of "separation" of ideas, ideas, solutions from its creators, the possibility of their use by others and in somewhat changed conditions.

The most important feature of the concept of “best practice” is novelty. So think Yu.K. Babansky, V.I. Zagvyazinsky, E.I. Monoszon, M.N. Skatkin and others. Experience may contain different levels of novelty: from introducing something new into the development of pedagogical science to rationalizing certain aspects of pedagogical work. According to the level of creative novelty, the following types of advanced pedagogical experience are distinguished:

1) reproductive experience - high quality of work within the known forms and methods of pedagogical activity;

2) innovative experience - creativity that goes beyond the known forms and methods of pedagogical activity, leading to improvement.

Innovation happens when

* something new is introduced into the existing practice, a progressive pedagogical idea (Makarenko A.S., Shatsky S.T., Sukhomlinsky V.A.);
* there is a creative effective application of modern scientific data;
* there is a creative use of the experience of other employees;
* Rationalization of certain aspects of pedagogical work is carried out.
* The specific criteria for excellence in reproductive practice are:
* conscientious and high-quality performance of their official duties (effective application of known forms and methods of work, their skillful combination;
* effective application in practice of the requirements of pedagogical science;
* effective use of advanced pedagogical experience without any transformations.

Thus, reproductive experience is also to a certain extent - manifestation of a creative approach to business. It differs from the innovative only in a lesser degree of novelty.

There are three levels of generalization of advanced pedagogical experience: scientific, methodological and practical

The scientific level is associated with the accumulation and theoretical analysis of the facts underlying the experience; revealing its essence, the leading pedagogical idea, revealing practical novelty and significance for the development of theory. At this level, generalization can be carried out by scientists and the most theoretically trained methodologists.

The methodological level involves a description of the system of specific pedagogical actions of the author of the experience, a clearly defined procedure for actions, a description of a specific methodology. In addition, it is necessary to show the connection between the methodology and the result, highlight the leading pedagogical idea, characterize the conditions for the implementation of the experience, and formulate methodological recommendations for the implementation and study of the experience.

The practical level is a specific description of a certain system of pedagogical actions, showing the effectiveness of this experience and revealing its advantages and prospects for use.

Thus, pedagogical experience is the most important source of improving the education system, and all categories of educators should study it: scientists and teachers - in order to penetrate the essence of phenomena, reveal patterns, develop effective models of the future pedagogical process; heads of educational institutions - to increase the level of leadership; ordinary practical workers - so that there is no routine in their own pedagogical activity.

**Control questions:**

1. The concept of pedagogical experience.

2. What types of teaching experience do you know?

3. Highlight the ways and forms of detection and dissemination

advanced teaching experience.