Modern Pedagogical Technologies in Teaching Religious Studies

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Abstract

Pedagogical technology aimed at providing a pre-designed and guaranteed result in the educational process, orienting a holistic process based on a certain sequence in teaching to achieve a goal based on the needs of the student, organizing training based on modular technology and forming concepts regarding the use of interactive methods in teaching religious studies.

Keywords: Module, Technology, Interactive, Passive, Active, Pedagogical Technology, Style, Motivation, Brainstorming, Comparison.

Introduction

The need to apply different methods in the process of teaching religious studies and Islamic studies. The need to use new technologies in the education system is becoming more and more urgent every day. The world is experiencing an information boom, significant changes are taking place in the ways, means, and technologies of obtaining information. New requirements of society to the level of education have been formed, which lead to the need to apply innovative approaches to education. Today, the most effective technologies are those that allow you to organize the educational process taking into account the professional orientation of training, as well as orientation to the personality of the student, his interests, inclinations and abilities.

Today, mastering ready-made knowledge is not the main goal, most importantly, the development of students' intellectual abilities, the formation of the ability to independently choose and make decisions has become an objective necessity. And the realization of this goal largely depends on the choice of methods for completing the lesson.

Students also differ from each other in gaining knowledge, remembering, understanding and applying the information received. For some students, verbal information is sufficient, such as listening to a lecture. For others, visual information is important. These are visual aids: a table, a scheme, a graph, a diagram. For the third group of students, kinesthetic methods are mastered more effectively.

Students learn a lot from each other. Therefore, it is important to teach them how to influence each other using collaborative methods of communicating lessons. For example, some are distinguished

by their desire to be independent, first and foremost. They prefer to study separately. They like to debate, to discuss, to participate actively.

The transition to innovative forms of education is one of the priority areas in the higher education system today. Innovative education involves learning according to new models, stimulates students to obtain or develop new knowledge. When preparing educational and methodological support for disciplines, it is necessary to take into account the experience of educational innovations used in both domestic and foreign pedagogy.

The most preferable in teaching this discipline is the competency-based approach, which allows not only to form basic knowledge and skills, but also to successfully apply them in practice, when they may be in demand. Religious studies forms competencies related to the life of every citizen in a multicultural society. The main components of religious studies competence are: cognitive, activity and value. Each of these components can be formed in separate practical classes.

The study of the course should begin with preliminary testing to identify the level of initial knowledge of students. It should include questions on knowledge of the theoretical foundations of religious studies: the meaning of the basic concepts of the discipline, the classification of types of religions, the fundamentals of the doctrine of world religions, and ideas about non-traditional religious associations. The author has developed and tested the following options for conducting practical classes.

1. Classes that form the skills of working with religious texts.

This type of activity involves the study and analysis of the most significant passages from the sacred texts of traditional and non-traditional religions. These can be fragments from the Bible, the Koran, the Tripitaka. The knowledge gained when working with texts from the sacred books of various religions helps students to navigate in confessional diversity, to understand more deeply in a particular religious teaching, and contributes to the development of independent analysis skills. This awakens in students a deeper, research interest in new knowledge, a desire to defend their own opinion, based on the material studied. When working with texts, it is possible to conduct a comparative analysis of previously obtained information about other religions, emphasizing the different attitudes and searches for the "meaning of life" of a person in different confessions. Passages from the scriptures should be selected in such a way that students will be able to relate specific passages to a particular religious system on their own.

2. Practical exercises to learn the material through game situations.

The use of tasks of this kind allows you to gain new knowledge in an interesting way and consolidate the material studied. Topics on world or national religions are the most suitable for conducting such classes. Examples include the games "Religious Choice of Ancient Russia" (about the adoption of Christianity), "Religion and Morality" (a role-playing game in which students present the positions of famous scientists and theologians, as well as their own approaches), "Luther's 95 Theses" (about the Reformation and its significance for Western Europe), terminological games, and others. They allow students to realize their creative and intellectual potential, to find solutions to problems posed by the teacher through collective interaction with the group.

3. Use of audio and video fragments with comments of the teacher or prepared students in practical classes.

Video and audio materials noticeably enliven and attract students' interest in the topic under consideration. If the teacher adds a little acting while listening to the musical fragments, it will noticeably increase their pedagogical effect. Students are particularly interested in watching and discussing videos on world religions and non-traditional religious associations.

4. Conducting colloquia at the end of the module.

The content of the colloquium includes the works of classics and critics of world religious studies with their subsequent consideration and analysis.

5. Preparation of independent creative tasks by students.

Each student is invited to individually choose a topic that arouses special interest in him/her, independently study the material on this problem, and give his/her own assessment of the events taking place in the religious sphere. The most interesting creative works are discussed at seminars and debates in study groups.

6. Introductory visits to places of worship.

The discipline of "Religious Studies" and "Islamic Studies" devotes a lot of space to the study of national and world religions, traditions and beliefs of Islam. At the end of the lectures, it is advisable to organize excursions to the main places of worship of the city. Before each such excursion, the teacher should acquaint students with the specifics and etiquette of visiting the relevant places of worship.

A teacher who teaches such a worldview discipline as "Religious Studies" and "Islamic Studies" should always remember the role that he can play not only in teaching, but also in the tolerant education of the younger generation. Only by being aware of the responsibility that society has imposed on him, it is possible to bring up worthy citizens and specialists who are able to respect the opinion of other people, to live comfortably, peacefully and amicably in a large and multinational state.

2. Organization of training based on modular technology.

The modern pace of economic and social development of society requires the ability of modern youth to quickly navigate and solve various problems. Therefore, the development of the cognitive and intellectual abilities of the younger generation is coming to the fore today. The development of these abilities is mainly done through education. However, the renewal of technologies, forms and methods of the educational process, in some cases, lags behind the needs of society. Without the renewal of education, the renewal of public life cannot take place, therefore, an extremely significant and urgent social problem is the development of a strategy for improving the education system, taking into account the social order accumulated by experience.

The traditional educational process was aimed at standardizing the personalities of the student and the teacher. Until now, in many

In fact, "traditional methods" of education are preserved. Modernity dictates the need for a variety of forms and methods of education and upbringing of students. The widespread introduction of progressive forms of labor organization has an impact on the forms of organization of students' educational activities. There is a contradiction between the requirements for the training of students and the actual practice of education, especially in the process of theoretical education.

Innovative activities in education should be aimed at ensuring the comprehensive development of the personality and professional development of students.

The main idea of modular technology is that the student should learn on his own, and the teacher manages his educational activities. In contrast to the existing methodological system, which is aimed at solving problems: what to teach and how to teach, the technology of modular learning solves the problem: how to teach effectively.

A module is a target functional node that combines educational content and technology for mastering it.

(or with the help of a teacher) achieves specific goals with the help of those who work with the module. Modular technology is based on a student-centered approach and is based on the theory of developmental learning. It makes it possible to replace reproductive forms of education that do not meet today's challenges with more effective, interactive, and creative ones.

With the modular technology of organizing the educational process, the basis is the block-modular form of presenting information. The teacher divides the educational material into topics, semesters, and sessions. In this way, blocks of study of the subject are formed, which have their own internal logic and sequence. When studying the block, step-by-step control and correction of knowledge is carried out.

Modular education is based on a new form of student-teacher relationship. Opportunities for organizing students' independent work are expanding. It is the modules that make it possible to transfer training to a subject-subject basis.

The module allows you to develop the student's intellect and inclinations, independence, and the ability to manage educational activities.

Modular teaching technology makes it possible to implement the activation of cognitive activity in the classroom and in the organization of students' independent work, to develop intellectual independence, to differentiate and individualize learning. The availability of modules on a printed basis allows the teacher to individualize work with individual students by consulting each of them, dosing personal assistance. Any module is accompanied by methodological support, which includes a system of reproductive and interactive methods and forms of work.

Methodological support includes:

1. A list of methods that optimally ensure the study of the specific content of the educational material.

2. the relationship between productive and reproductive methods of education;

3. forms of organization of educational and cognitive activities;

4. a system of tasks of varying degrees of complexity, tasks for self-control and mutual control;

5. List of sources of information.

The modular system of education has fundamental differences from other forms of education, since it involves other forms of communication between the teacher and the student on the basis of the maximum possible use of independent forms of work. This is especially true for disciplines in which a significant amount of information is transferred to independent forms of work. The teacher acts as a coordinator of the student's activities. Students independently learn goal-setting, planning, self-organization and self-control.

The construction of the module includes several basic principles:

- a combination of didactic objectives;
- feedback from students in various forms of control;
- self-analysis, self-correction of knowledge and performance of independent tasks.

The training module consists of several parts.

1. Oral presentation of the main issues of the topic, disclosure of the main concepts. Most often, this part of the module is taught by the teacher. At the same time, the forms of presentation of new material may vary.

2. Independent and practical activities of students. This part of the module may include working with various sources of information, performing practical and independent tasks.

3. Repetition and generalization of the material of the topic (practical, independent work, creative and problem-solving tasks).

4. Monitoring students' knowledge of the entire topic.

The technology of modular education involves a variety of forms and methods of working with students. This allows the teacher to use his methodical piggy bank. The more active the teacher's search in the field of methodology, the richer his methodological piggy bank. The use of interactive technology in modular training is possible under several conditions:

• personal motivation of the teacher;
• selection and effective combination of methods and techniques of work;
• compliance with the time limit;
• the teacher's ability to work with a computer;
• Proficiency in the methodology of creating educational presentations.

The organization of the training module involves:

determination of students' existing knowledge (entrance testing); highlighting the main scientific ideas of the course;

structuring the content of the educational material around the main ideas of the topic;

the use of a variety of learning elements;

the use of various forms of education that activate the thinking activity of students;

Use of audio and video materials, structural and logical schemes, limitation of the use of educational text as the main carrier of information.

When creating a module, the teacher needs to structure the student's activity in the logic of the stages of knowledge assimilation:

perception → comprehension → comprehension → memorization → application → generalization → systematization.

Then, using modular teaching technology, it is possible to successfully carry out intra-subject and inter-subject connections. Modular technology allows you to use any interactive form of work.

Experience shows that the introduction of modules into the educational process increases students' interest in the learning process itself. Increases motivation and interest in the results obtained. The quality of learning material is gradually improving. For students, the main thing is that everyone can work at their own pace, can get advice from a teacher, and use the help of friends.

It should be noted, however, that the transition to modular technology needs to be carried out gradually. At the initial stage, only elements of technology can be used and combined with other forms of organization of the educational process.

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