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THE IMPORTANCE OF REPETITION IN CONTEMPORARY EDUCATIONAL TECHNOLOGIES

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Abstract

The article presents the conditions, forms, methods, means and ways of using new pedagogical technologies in teaching physics in secondary specialized educational institutions.

Key words: educational technologies, handouts, physics.

As the exchangement of informational technologies continues to develop, requriement for learning process differs and expected new method by the students rather than standart approaches for educational technologies. Therefore, nowadays, more and more attention is paid to pedagogical technologies. Pedagogical technology is a structure of the teacher's activity in which the actions included in it presented in a certain sequence and imply the achievement of a predicted result. [1]

Introduction

Learning technology should:

• Ensure the unconditional implementation of the learning objectives with the highest efficiency;

• Be feasible for implementation in any educational institution by any teacher;

• The psychological essence of new technologies should be planning the educational process "from the student", that is, psychologically oriented learning.

In this regard, the main task is to search for such a method that would meet the principles of the greatest degree of correspondence to the natural mechanisms of

learning by students, as well as intensity, that is, a higher and faster solution of didactic problems. [2]

Methodology

At the beginning of each lesson, quick review of past topics will help students quickly master the new topic. Of course, in this case, teachers need to use their time efficiently. In such cases, handouts are very helpful. They make it possible to quickly and easily determine how the students understood the previous lessons. As an example of a handout is shown in Figure 1 below. The handout can be used to remind students of important points from the topics covered.

Revision of previous topics

1	Values that are determined only by numerical values are called ...	A	vector
2	Acceleration's formula ...	B	$v = \frac{S}{t}$
3	The quantities that are determined by numerical values and direction are called ...	C	$a = \frac{v^2}{R}$
4	The acceleration due to gravity is denoted by the letter g, and equals ...	D	scalar
5	The acceleration formula for a body moving uniformly with speed v along a circle with radius R is expressed as:	E	$F = G\frac{m_1 m_2}{R^2}$,
6	The formula for Newton's second law ...	F	9,81 m/s^2
7	Speed formula ...	G	P = mg
8	The force that opposes the external force that deforms the body, and has a mutually opposite direction to it, is called ...	H	$a = \frac{v - v_0}{t}$
9	The force of gravity is determined in this way ...	I	Strength of elasticity
10	Body weight formula ...	J	$a = \frac{F}{m}$.

Figure 1 - Sample physics handout for recollecting past topics.

Results

The most common types of revisions[4]:

1. Review at the beginning of the academic year
2. Current revision of all previous topics:

- revision of past topics with the study of new material (concomitant repetition)
- revision of the passed topics without new material

3. Thematic repetition (generalizing and systematizing revision of completed topics and section of the program).

At the beginning of the academic year, revisions should be connected to the upcoming or that year's topics in physics. The new knowledge gained in the lesson should be based on a solid foundation of what has already been learned.

Review in the process of learning new material is a very crucial part of the revision. It helps to establish an organic connection between the new material and the previous one.[6]

Discussion

General review at the conceptual level is more acceptable for the group of poorly performing students, and general review at the theory level is more acceptable in the group of better prepared students. When working with weak students, one should not passively adjust to their weaknesses; it is necessary to influence their mental development so that students gradually move to the most optimal learning process. A student who has achieved certain positive changes in learning should be introduced to the general rhythm of the class work as soon as possible, while providing the necessary assistance. In the process of working on the material, it is especially important to repeat each topic covered or an entire section of the course. With thematic repetition, students' knowledge on a topic is systematized at the final stage of its study or after a break. For thematic repetition, special lessons are allocated, on which the material of one topic or section of the program is concentrated and reported. [3]

A student is like a tourist, in whose backpack each teacher puts knowledge of his subject. The backpack gets heavier and heavier, and there comes a time when the student cannot move it. Hence, unsuccessful grades, which affect the further process of teaching and upbringing, lead to students' depression and unwillingness to learn. I

am clearly aware that the situations in my students' life will be different than those in which physical discoveries are born. My task is to load this backpack with only the most necessary information - and the older the student becomes, the more he should have the right to decide for himself what knowledge this backpack will be loaded with and how many there will be. I, as a teacher, must help my student on this route: warn about danger, set milestones on the way, suggest the shortest route.[7]

Conclusion

And if in the lessons where I try to create a research situation, thereby allowing the students to discover the law themselves, to become pioneers for a few minutes, they learn to think, cooperate, create, then I have no doubt that my subject will be in demand.

"If a person at school does not learn creative skills, then in life he will only imitate and copy"

A.N. Tolstoy

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