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FUNDAMENTALS FOR IMPLEMENTATION OF DALTON – PLAN

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Dalton is a city in the United States where such school was established for the first time. This is where the name comes from. Now such schools are common in the USA, Holland and many other countries.

The Dalton Plan is a combination of classroom learning with an educational process based on three principles: freedom, independence and cooperation. All these principles are united by the principle of humanism, which is the essence of the philosophy of Dalton technology [1, p. 44].

The principle of freedom. Freedom is the student's right to choose a subject, topic, partner, sources of knowledge, pace, forms and methods of work. Naturally, the subject itself is mainly determined by the curriculum. But this freedom is combined with responsibility: the student performs free learning, mutual self-control, but finally the level of goal achievement is assessed by the teacher for each freely completed assignment. Each student reports individually to the teacher. Thus, freedom is combined with responsibility.

The principle of independence. Independence is the student's choice of the level of cognitive activity independence and the route of his development, the independence of decision-making actions and responsibility for this choice.

The principle of cooperation. Cooperation is the choice of educational and cognitive activity form: individual, pair, small group. A student has the right to ask anyone for help: students, parents and teacher. He shouldn't be afraid to admit that he doesn't know something.

This enables students to learn to respect another person, be able to listen to him, understand, find contact with him, learn to make joint decisions, trust each other, learn to help others, and be responsible for group work.

All of these technologies are implemented through the Dalton Plan, which includes tasks, a laboratory and a "home". Let's characterize each of the components of the Dalton plan.

Assignments form the meaningful basis of Dalton technology. They must be creative. In each task, a task (problem) is defined, and the tasks themselves are formulated on a level basis. There may be tasks of a research nature with

setting up an experiment, developing a project, etc. Assignments may be limited or outside of the curriculum. The fulfillment of the assignment is not only checked by the teacher individually for each student, but also a test work is given for everyone. In fact, it is the results of this work that are being evaluated. The following requirements are imposed on the tasks themselves: tasks are of a tiered nature tasks cover a sufficient amount of educational material:

- the goal of the task is clearly formulated, and hence the result of its implementation;
- the task must be clear and interesting to the student;
- the task is designed for the student's ability to cope with it independently. To do this, the assignment gives instructions, literature and deadlines;
- tasks involve various forms of their implementation, the possibility of cooperation with others;
- the tasks provide the opportunity for accounting, self-control and control (for example, performing in a group, etc.);
- the student in the process of completing the assignment should be clear when and to whom you can turn for help;
- the content of the assignment assumes a preliminary and subsequent discussion [2, p. 79].

The laboratory is the time in the student's schedule set aside for independent work on an assignment, as well as for participating in training sessions.

"Home" means conditions close to home freedom: the presence of a place where the student is working comfortably; freedom of choice with whom to do the work; the presence of a group of consultants who are ready to provide assistance at any time, etc.

Speaking about the advantages of Dalton technology for students, first of all, it should be noted that it is closest to technologies that provide a student-centered approach in the educational process. This is carried out due to the high motivation, independence and activity, responsibility of each student, combined with the right to choose an educational level, methods and forms of activity. Student's overload is reduced by learning with interest at an individual pace. The most important advantage of technology is the possibility of personal development by enriching other students and adults with social experience.

It is necessary to note the negative aspects in the organization of Dalton lessons: labor intensity in the preparation of Dalton assignments; the need to draw up assignments for each student; a lot of preparatory work; creation of appropriate conditions for the implementation of Dalton assignments; organization of consultations after the main lessons for the implementation of the Dalton assignments.

References

1. Levites D. G. Training practice: modern educational technologies. – Murmansk, 1997. – 288 p.

2. New pedagogical and information technologies in the education system / Ed. E. S. Polat. – M., 1999. – 224 p.