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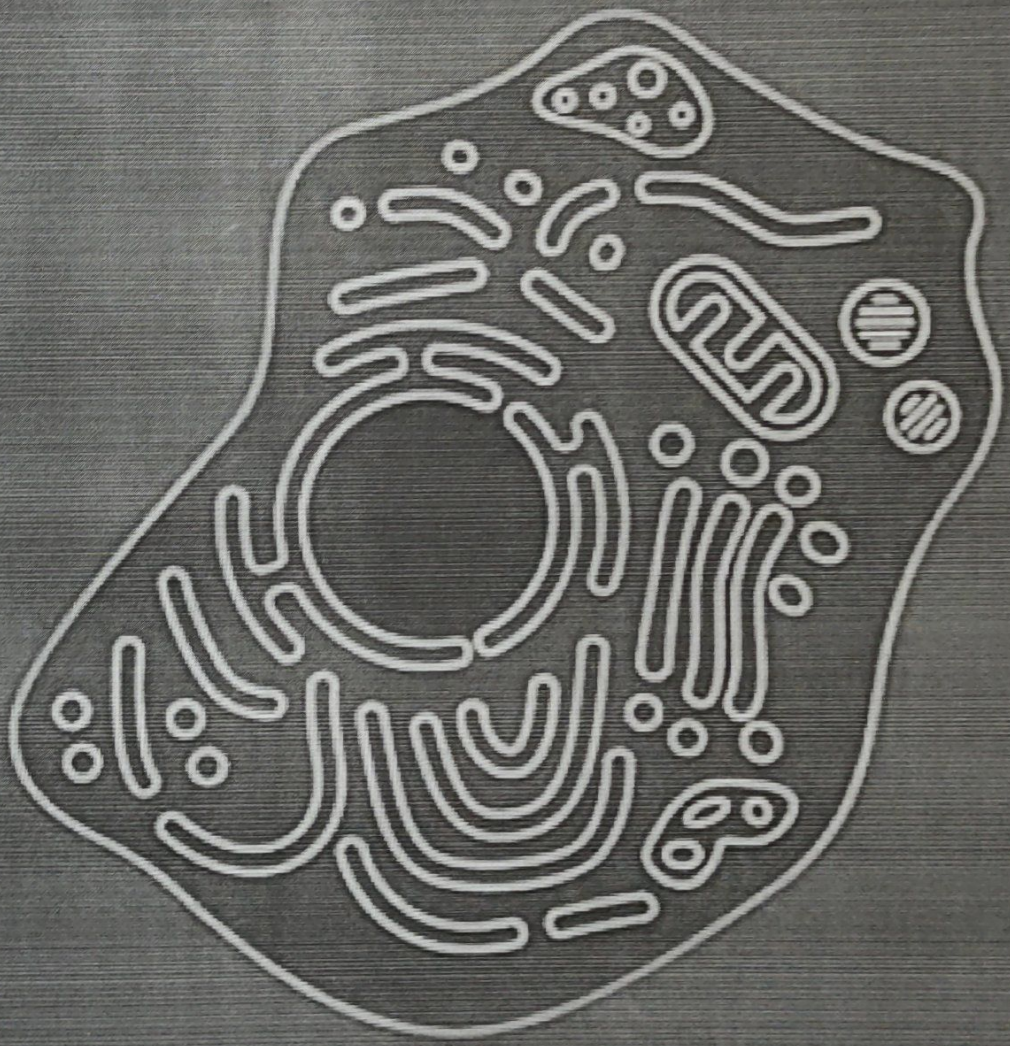

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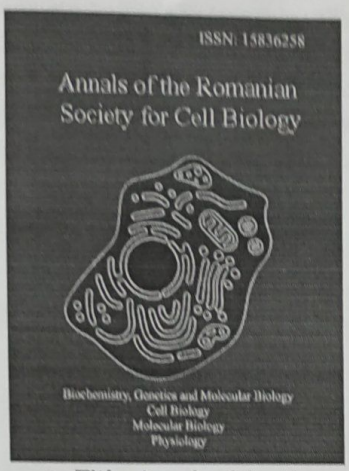

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Laser confocal microscopic study of callose in plants at nature submergence

The dispersion and relative substance of callose in cell dividers of epidermis, mesophyll and vessels of conductive packs of Potamogeton perfoliatus, Potamogeton pectinatus and Myriophyllum spicatum leaves with the laser confocal microscopy (LSM 5, Germany) and Pascal program dissected and contrasted with leaf anatomical qualities. Nature submergence animates callose creation in leaf cells of the epidermis and mesophyll. The reliance on content callose in cell dividers on species, tissue and plant stage advancement set up. It is uncovered that callose substance of mesophyll cells of plants during vegetative stage is significantly more in examination with that in leaves at the blossoming phase of plants.

Histological aspects of the esophagus at Chinchilla (Chinchilla lanigera)

From three clinically solid Chinchilla guys butchered by the proprietor for their hide, were gathered throat pieces having a place with the three unique regions: cervical, thoracic and stomach. The tissue pieces were handled by the paraffin incorporation strategy so as to perform histological examination. In each of the three distinct fragments, the esophageal mucosa is spoken to by a separated squamous epithelium with a granular layer twice as evolved contrasted and the spinosum layer and with a medium level of surface keratinization. Muscularis of the mucosa is all around spoke to and present in every one of the three fragments, with an attentive thickening inclination from the cervical to the stomach portion. It is arranged on a solitary layer and is framed from smooth muscle cells with longitudinal orientation.

The antioxidants are not enough. Malus sylvestris (L.) Mill. extract enhances the carbon tetrachloride liver toxicity in albino rats

Liver toxicosis prompted by CCl4 presentation is an authoritative model for steatohepatitis. Cancer prevention agents are as often as possible utilized for hepatoprotection yet now and again they have no advantageous impact dependent on the prooxidant properties or lattice harmfulness. Four exploratory gatherings (Control, Extract, CCl4 and CCl4 + Extract) of pale skinned person rodents were utilized so as to assess the impact of the hydroglycerin alcoholic Malus sylvestris (L.) Mill. separate in CCl4-prompted steatohepatitis. Blood transaminases and TNF? were expanded after CCl4 organization and cell-interceded provocative reaction was improved similarly with transaminases and TNF?.

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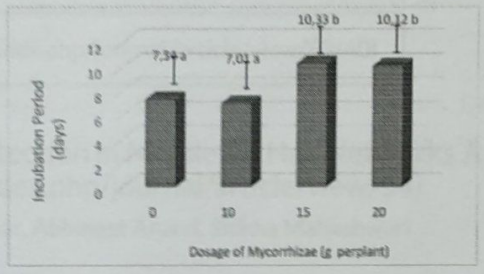

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Effect of Mycorrhizal Fungi in Controlling Bacterial Leaf Disease in Lowland Rice Caused by Xanthomonas oryzae pv oryzae Bacteria

Abstract: Bacterial leaf blight on lowland rice caused by Xanthomonas oryzaepvoryzae (Xoo) is still an important disease. Yield loss could reached 30-40%. This research was carried out in the experiment station and the plant disease laboratory, Faculty of Agriculture, Syiah Kuala University, Banda Aceh with the aim to determine the effect of mycorrhiza in controlling....Read More (http://annalsofrscb.ro/index.php/journal/article/view/36)

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Articles

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The Importance and Effectiveness of the Use of Modern Pedagogical Technologies in the Educational Process

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Annotation: In theoretical terms, the search for the status of pedagogical technology as a category of pedagogy is carried out, and a holistic view of its essence and structural components is formed. In practical terms, the conditions for the use of technologies in various areas of pedagogical activity (didactic, educational, career guidance) and others are studied.

Keywords: methods and technologies, didactic system, pedagogical process, practical-oriented teaching

Introduction: Such a wide interest in this problem is largely due to the fact that technology is a process of education reformation, which is necessary for solving various pedagogical tasks.

The difficulties associated with the use of pedagogical technologies are primarily caused by the inability of teachers to navigate the abundance of proposed methods and technologies for working with students and to identify those that will be most effective in the context of a particular educational situation. Thus, we believe it is necessary to select the most frequently used pedagogical technologies, as well as to show the special importance of using the most effective ones as a condition for successful training of high school students.

The modern UNESCO dictionary of terms offers two semantic levels of this concept. In the original sense, pedagogical technology means the use for

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pedagogical purposes of the means generated by the revolution in the field of communications, such as audiovisual means, television, computers, and others.

The analysis of the definitions of the concept of "learning technology" allowed us to define pedagogical technology as a set of methods and techniques, as well as forms of interrelated activities of the subjects of the educational process, which ensures the effectiveness of the functioning of the pedagogical system and the guaranteed achievement of the set pedagogical goals.

An important component of technology is the special knowledge and skills, tools or processes that those who implement the technology possess and through which they have a competitive advantage in the educational market.

In this article, we will use the term "pedagogical technology" and note that its main function is to improve the quality of the educational process, to find the best solutions to problems related to the development of students ' personality. Pedagogical technologies are implemented in practice directly by the teacher, so the importance of knowledge, skills and abilities of teachers in this area is difficult to overestimate.

The classification of G. Y. Ksenzova differs in three main groups: explanatory and illustrative learning technologies; personality-oriented learning; and developmental learning. The first group is based on informing, educating students and organizing their reproductive activities in order to develop their general educational skills. The second group is based on technologies that create conditions for ensuring students ' own learning activities, taking into account and developing their individual characteristics. The third group includes technologies that promote the inclusion of internal mechanisms of personal development of students, their intellectual abilities.

Of interest is the classification proposed by V. N. Maksimova, which distinguishes: structural and logical technologies that provide for a step-by-step organization of the training system, a logical sequence of setting and solving didactic tasks based on an adequate choice of content, forms, methods and means of

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training at each stage, taking into account the step-by-step diagnosis of the results; the integration of technology as a didactic system, which integrates ethno pragmatics knowledge and skills, various activities at the level of integrated courses, training, learning problems, lessons, and other forms of training; gaming technologies that include didactic systems use different learning games that form the ability to solve problems on the basis of competent choice of alternative options: entertaining, theatrical, business, simulation role-playing games, etc.; training technologies - systems of students ' activities for working out certain algorithms for solving typical practice tasks, including using computer: psychological training intellectual development, communication, management tasks; information and computer technologies implemented in didactic systems of computer training based on the "student - machine" dialogue with the help of various types of training programs (information, control, training, etc.); dialogic technologies, which are a form of organization and method of training based on interactive thinking in interacting didactic systems "student - student", "teacher-author", "student-author".

Methods and results: The review of pedagogical technologies given by us does not exhaust all the richness and diversity of ideas of teachers-theorists and practitioners. At the same time, it allows us to highlight the specifics of the pedagogical technologies used today and raise the question of the need to introduce effective technologies in practical activities.

In order to identify the most effective technologies of teaching high school students, we undertook a study that was carried out by the method of a questionnaire aimed at studying the features of the use of pedagogical technologies. In the study, the tasks were set to identify the attitude of teachers to pedagogical technologies. First of all, we note the general positive attitude of teachers to "technologies of training and education": 95 % of teachers are familiar with this concept, they believe that technologies are necessary and they need to be developed. 51 % of teachers indicated that they understand the technology of teaching and upbringing as a set of methods, tools and techniques using TSO, aimed at achieving

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the planned results. 53 % of teachers said that learning technology is a teacher's activity in the classroom. Another 10% of teachers 'answers were divided between such concepts as" teaching method "and «teacher's actions in the classroom".

Thus, the following properties of technologies are reflected in the responses of teachers: purposefulness, processality, consistency, and diagnostics.

As the results of the ascertaining experiment showed, the following groups of learning technologies are the most effective in teaching high school students, from the point of view of teachers:

- Group learning technologies (game technologies, workshop technologies, technologies of collective mental activity).

- Technologies of problem-based learning (project method, case technology, research technologies of learning).

- Rating technologies (technology of modular training, technologies of organization of independent work of students, technologies of developing training).

- Information technology training.

The next task of the study was to obtain information about the nature of the difficulties faced by teachers when using educational technologies.

Thus, based on the results of the study, the following conclusions can be drawn.

First, the phenomenon of pedagogical technologies is firmly established in the pedagogical consciousness. Teachers are not only aware of the need to use this activity-based tool, but are also ready to apply the technology to the specific learning environment. At the same time, teachers note that the most effective, from their point of view, are group, rating, problem and information pedagogical technologies.

The results of the study also allow us to state that various combinations of learning technologies provide greater learning efficiency, contribute to the development of motivation to learn, the development of interests, inclinations, and abilities. The obtained data, in our opinion, allow us to speak about the need to

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introduce pedagogical technologies in the process of teaching high school students.

Along with the decrease in the weight of teaching in learning, the didactic attitude will fade away, becoming more and more mediated, until it completely turns into a cognitive attitude».

Thus, scientists put forward four fruitful ideas:

* There is a withdrawal of training in the exercise;

* Teaching takes the form of independent cognitive activity;

* Self-education becomes the most important task of training;

* The didactic attitude is replaced by the cognitive attitude.

It should be noted that scientists distinguish between teaching in the broad sense of the word and in the narrow sense. In the first case, teaching is understood as the process of acquiring new knowledge by the student. In this case, the teaching is defined as the side of the learning process implemented by the student, i.e., the acquisition of knowledge, skills, and abilities. In the second case, the teaching is understood as the active holistic activity of the student himself and the changes that occur in his mental development and in the characteristics of his personality.

According to the indicated approach in conditions of profile training, the most popular are technologies that, first, allow to organize independent work of students in mastering the content of professional education, as it requires new forms of organizational development (the priority act of modular techniques and score-rating evaluation of educational achievements of pupils).

Changing the tasks of specialized and university education related to the greater knowledge-intensive education Organization of various activities Research technology; project technology.

The increasing role of information in the modern world Organization of work with information flows Information technologies, including distance learning technologies, critical thinking development technology, and problem-based learning technology.

The increasing role of the competence of specialists in the labor market,

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associated with the increasing complexity of the tasks of social development Solving pre-professional tasks of contextual learning technologies: case technology, business games, simulation modeling, etc.

The essence of the idea of developing the personality of a high school student is that the student as a subject of activity develops in various types of educational activities on the basis of free choice, cooperation and creativity. The idea of specialized education provides for the organization of various types of educational activities, namely creative, project, educational and research, various types of social practice.

Third, these are technologies for working with various sources of information, since information is now used as a means of organizing activities, and not as a learning goal (information technologies, including distance learning technology, technology for developing critical thinking through reading and writing, technology for problem-based learning).

Fourth, these are technologies for organizing group interaction (technology for organizing group interaction, technology for organizing discussions, etc.), since partnership and cooperation relations permeate the modern educational process aimed at developing tolerance and corporatism. "Educational activities should be built in such a way that any relationship to any object is formed through the relationship to another person... At the center of the pedagogical process is not the attitude to the object, but the attitude of people to each other about the object of their activity».

Obviously, this approach allows us to identify leading and end-to-end learning technologies. Leading technologies are those that allow you to solve the priority tasks of a certain stage of training, i.e. to achieve the planned results. End-to-end is the same technologies that are used at different stages of learning. Accordingly, we highlight the following leading technology high school: technology of modular training the structuring of the content of education, point-rating system promotion activities high school students, the technology of organization of independent work

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as a means of organizing teaching, technology organization of research activities of students as case-technology.

In the study, we set the task of determining the readiness of teachers to implement pedagogical technologies in the context of specialized training.

The study also determined the technological readiness of teachers. It should be noted that the knowledge component about modern learning technologies corresponds to a high level of understanding of the essence of technologies. So, during the survey, teachers identify the following signs of difference between technology and methodology (arranged in descending order of importance):

1. Projected results.
2. Diagnostic quality of the results obtained.
3. Organization of the learning process.
4. The sequence of training steps.
5. Clarity and accuracy of goals.
6. Reproducibility.

Conclusion: A sufficient level of the knowledge component is also indicated by the list of technologies that teachers use in teaching practice today. Thus, test training comes first; problem-based training comes second, followed by explanatory and illustrative training, technology for organizing collective creative activities, game technologies, and collective ways of activity, technology of differentiated training, developmental training, and modular training.

You need to pay attention to the fact that low position is such a promising technology education, technology organization, group interaction, aimed at solving the problems of education in cooperation on the development of skills of team work; low rank is a technology reflexive learning, aimed at the implementation of the principle of consciousness, self-awareness of the subject of study.

Respondents explain their positive attitude to the portfolio by applying the following reasoning:

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- The portfolio contributes to the formation of an adequate self-assessment, responsibility of students;

- Self-esteem is very important for the individual, the portfolio forms responsibility;

- It promotes an objective assessment of student achievements, educational results and personal growth;

- Allows you to show the student everything that he can, can and wants;

- Allows you to track the growth of the student;

- It encourages the activity of students;

- Stimulates motivation to learn;

During training there is a constant content enrichment activities based on the model of activities of a specialist, including description of its main features, problems and objectives, subject and social competencies. Competence is an integral indicator of the quality of classroom teachers ' training. Competence is closer to the concept field "I know how" than to the field "I know what". "I know what" refers to the attributes of the traditional knowledge paradigm, and "I know how" is more related to" knowledge in action", and therefore the competence-based approach is closer to the goals and objectives of practical-oriented teaching of teachers.

The idea of modeling and designing a specialized educational environment is quite productive already because there is a constant need to answer the question: why does every student need the knowledge that is offered by educational standards? Thus, an important quality of a modern teacher is the ability to create conditions for increasing motivation in learning and helping to understand the role of the subject being studied in the student's life. This approach to the problem allows you to create an educational situation in which each child will independently act, make decisions, correct their own mistakes and quite motivated and consciously work with the proposed (or independently selected) educational material.