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## TYPES OF PEDAGOGICAL TECHNOLOGIES AND THEIR ROLE IN THE DEVELOPMENT METHODS IN PEDAGOGY

**Abstract:** *The social reality has highlighted the need to identify and address the problems of education management as an independent direction, to develop and implement methods and tools based on the management of the educational process. Its organizational-managerial, informational links between teaching, upbringing and development have enhanced the quality of the components of the holistic process in the formation of a socially significant individual.*

**Key words:** *problems of education, management, educational process, educational institutions, pedagogical demand.*

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### Introduction

Today, the formation of a free and independent-minded young generation capable of consciously active participation in socio-political life is a key priority of the National Training Program. This will accelerate the introduction of democratic foundations in the socio-political life of the country, the building of civil society and the rule of law. The program includes the democratization of education management by expanding the independence of educational institutions. Reading-teaching is a socially useful activity, as well as other areas of human activity. The idea that economic systems differ not only in what they produce, but also in how and with what tools they produce, applies to teaching and learning.

### II. Literature review

From this point of view, the development of teaching methods in pedagogy can be divided into the following stages:

1. The teacher becomes the "self-taught" stage of teaching, that is, the source of information for the student - the teacher.
2. The stage at which textbooks and textbooks are created and widely used.
3. The stage at which audiovisual means are used.
4. The stage of application of simple automation tools in teaching management.
5. The stage of automation of computer-assisted learning.

As the epochs of human development change, pedagogical technologies do not disappear completely, but pedagogical technologies are connected to later periods through association, gaining new qualities, characteristics, strengthening and enriching. This process is accelerating.

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Level 1 has been a long time in human history. In it, the teacher worked based on his own strength, knowledge and skills. Later, secular and religious manuscripts were created, but the student shared their content through the teacher's activities.

The technology for creating and using Level 2 textbooks is not well developed, but the teaching aids specific to Levels 1, 2, and 3 are rapidly entering schools.

The introduction of textbooks was the result of a struggle of contradictions. Significant changes in education have not been easy in recent times. Even today, some educators, formed in the spirit of the technology of the 1st stage, have a weak desire to master the teaching aids that have emerged in recent years, to organize the educational process on this basis. Level 1 teaching aids require a lot of work from the teacher and the level of knowledge and preparation of the student is not high.

As teaching methods have been improved at each of these pedagogical stages, the effectiveness of the teacher's work has increased and the number of those who use modern technology has expanded.

### III. Analysis

Today, a number of laws and decisions have been adopted to bring our country to the level of developed countries. Education has become a priority of the state policy of Uzbekistan. The national training program aims to train highly qualified personnel who are competitive at the level of developed countries, have high moral and spiritual qualities. Anyone who enters the classroom and observes the learning process will be convinced that the existing pedagogical system is specific to the first and second stages.

The main elements of pedagogical technology are:

1. Communication of the teacher (pedagogue) with students in the technology of pedagogical communication.

Functions of communication:

- acquaintance, exchange of information;  
- modeling and analysis of future pedagogical dialogue;

- perceptions from communication;  
- think about communication;  
- Techniques of organizing pedagogical communication;  
- creative approach to work.

2. Technology of pedagogical demand.

- The concept of "pedagogical demand", its peculiarities;  
- Manifestation of behavioral and socio-cultural norms;

- Respect and demand for students;  
- Psychological principles and criteria of pedagogical demand.

3. Assessment technology, pedagogical assessment and designation.

- perception of impressions, reality, object and subject from actions;

- The choice of methods of assessment (analysis of the teacher's ability to increase the effectiveness of the impact);

- Technology of pedagogical assessment.

4. Information exposure technology.

- speech-information, the concept of "rational information", as one of the means of demonstration and visual information;

- speech effect, conversation, collaboration, thesis, argument, exhibition image;

- Speech technology;

- Demonstration and exhibition materials, economic, ethical, aesthetic, hygienic materials;

- Technology to demonstrate the physiological and psychological properties of perception.

5. Technology of creation and solution of pedagogical materials.

- The concept of pedagogical conflict;

- conflict as an element of pedagogical technology, as a description of the contradictions between the subjects of conflict, empty and meaningful conflict;

- Situation analysis (incident detection);

- conflict;

- diversity of the conflict (protest, protest);

- Forms of conflict resolution (humor, humor, category).

Additional elements of pedagogical technology:

1. Technology of creating a psychological environment.

2. Technology of organization of group activities.

3. Success and failure organization technology.

4. Technology of pedagogical reaction to student behavior.

5. Technology of working with students with bad behavior.

6. Ethical protection technology.

7. Technology for creating problem situations.

8. Technology of pedagogical tools.

9. Technology of pedagogical improvisation.

*Grouping pedagogical technologies in terms of the development of mental characteristics of the individual.* Today, information technology is one of the most important factors influencing the development of our society. Information technology also exists at different stages of human development, and the peculiarity of today's information society is that information technology is at the forefront of all existing technologies, especially new technologies.

Extensive use of didactic materials that determine the effectiveness of information technology and technical means is one of the main features of pedagogical technologies. The national program emphasizes this important tool for managing the educational process. The level of use of information

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media (computer, electronic communications, radio, television) is determined by two factors:

1. Development of didactic materials on topics for which the media is effective for the educational process.

2. To check the readiness of teachers to use technical means and didactic materials in their practice.

The goal can be achieved only if the process of informational education is pre-designed pedagogically. One of the main directions of computerization of the pedagogical process is the field of pedagogical technologies.

Information technology is the organization, storage, processing, retrieval, transmission, and technical means of information that develop people's knowledge and expand their ability to manage technical and social processes. Information technology is also a creative activity that consists of a chain of processes that take place to achieve a specific goal. The efficiency of any technology will increase if the processes those make up the technological chain, the use of computers in the organization and exchange of information between them. Of course, this requires a careful study of the technology, the analysis of the exchange of information in and between processes, as well as the information support of the management of the process chain (ie technology). The basis of modern information technology is the following three technical achievements:

1. The emergence of an environment for the accumulation of information in machine-readable concepts (magnetic tapes, movies, magnetic disks, etc.);

2. Development of means of communication that provide information to any point of the globe without significant restrictions on time and distance, wide coverage of the population by means of communication (radio, television, data transmission networks, satellite communications, telephone networks) and so on);

3. To increase the possibility of automated processing of information by computers using a given algorithm (sorting, classification, representation, creation, etc.). Information technology is, firstly, a set of information circulation and processing, and secondly, a description of these processes. Information technology plays an important role in the educational process and helps to solve the following tasks:

- The formation, discovery and development of individual abilities of students, consisting of unique qualities of each person, the formation of their cognitive abilities, the desire for self-improvement;

- Ensuring a comprehensive study of events and phenomena, the interconnectedness of technology, social sciences, humanities and the arts;

- Constant dynamic updating of the content, form and methods of educational processes.

From the point of view of the education system, the following problems that arise with the introduction of information technology are important:

1. Technical problems - these determine the requirements for electronic computing and microprocessor technology used in the education system, the characteristics of its application.

2. Software problems - these determine the content and types of software for use in the education system, the structure and characteristics of their application.

3. Preparatory problems - these are related to the ability of teachers and students, educators and students to use computer technology.

Today, the main direction in the informatization of education is the creation of pedagogical software in various disciplines. However, existing and developing computer-based pedagogical software tools can lead to significant shifts in terms of teaching as education. One of the reasons for this is the introduction of computer technology in the traditional organized teaching process. It is not focused on these technologies in its main content and methods, and does not feel the need for them.

## IV. Discussion

*Grouping technologies in terms of approach to the development process.* Educational technologies have always been informative because they involved the storage, transmission, and delivery of a wide variety of information to users. With the advent of computers and communications, teaching technology has changed dramatically. The implementation of information technology in education requires the following:

- Computers and communication tools as technical means of education;

- Systematic and practical software for the organization of the educational process;

- Appropriate methodological developments for the introduction of new teaching aids in the educational process.

Recently, the concept of "computer technology of teaching" has spread, which means computer-based learning technologies. However, the concept of information technology is broader than the concept of computer technology in teaching because computers are an integral part of information technology techniques.

Today, various optical memory devices (video discs, optical discs) are widespread. Using them allows you to write textual graphic information together at the same time, while creating a high-quality image when you reproduce it. Unlike magnetic recording, recording on optical discs does not degrade with any number of resets. Computer software is becoming an important part of the development of high-tech manufacturing. There are also technical and software information technologies, which include:

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Exposure networks. Nowadays, computer or computer (local or global) networks are widespread in all fields of knowledge. Local area networks are implemented in a small space and become an integrator of various information services networks. They integrate all the information technology tools in organizations and increase their efficiency. Global computer networks, on the other hand, allow information to be transmitted over long distances.

Satellite communication systems. Includes many terrestrial stations and terrestrial satellite repeaters. Today, these systems are used to transmit data-gathering television programs to communicate between computers.

Artificial intelligence systems. The difference between an artificial intelligence element computer and a conventional computer is that conventional computers only produce statistics, while artificial intelligence systems produce knowledge. A special area of computer science is artificial intelligence. Software tools are being developed to perform certain types of human mental activity.

Email. "E-mail" means the use of electronic methods of transmission and processing of mail-like information for the exchange of correspondence, ie the transfer of printed materials, spreadsheets and magazines, as well as the service of paperless postal services, which collects messages, is a system of development and presentation and data transmission networks.

Information services such as e-newspapers and magazines were provided to the population through e-mail. In recent years, electronic publications have become increasingly important in the global market.

New information technologies in teaching are not the technology of the student, it is the technology of the teacher. The student does not study modern information technology, but uses its products as a technical means of teaching. The teacher prepares for the lesson using modern technologies, organizes the lesson, monitors the knowledge of students, and the highest level of computerization in improving the content of education is the introduction of new information technologies in the educational process.

Factors in the development of information technology, computerization and information support of the educational process on the basis of computer networks are: it is necessary to develop both areas of computerization. This requires the creation of a "concept of computerization" at all stages of the system of continuing education, based on the regulations adopted in this area.

Computer technology develops the ideas of programmed learning, opening up new untapped technological options for education related to the unique capabilities of modern computers and telecommunications. Computer (new information) technologies of education are the process of preparation and transmission of information to the

learner, the means of its implementation is a computer, namely:

- formation of information skills in students, development of communication skills;
- training of the "information society" personality;
- provide students with enough information to master;
- To develop students' research and optimal decision-making skills.

Information technology can be used not only in the educational process, but also in information management, which provides scientific, technical and specialized information to teachers working in the system of continuing education, in the management of the education system.

In developed countries, the integration of their technical means is a key direction in the introduction of information technology in education. In this regard, even the concept of "multimedia" has emerged, which means the complex use of many technical means in teaching.

The problem of restoring the forms of organization of students' learning activities when using information technology in education must be addressed in a new way. If in the context of traditional education the most common forms of organizing cognitive activities are individual and frontal forms, in the context of the use of information technology, both can be used simultaneously. Also, the introduction of information technology in the educational process will lead to a change in the role of the teacher (educator), that is, the educator will become more of a researcher, organizer, consultant and programmer than a teacher. All this requires a change in the system of retraining and advanced training of teachers. According to the researchers, the basis of information culture of teachers should be methodological, general, cultural in nature, and should be formed in the study of all disciplines in the process of professional training, retraining and advanced training of teachers.

It is known that a lot of time is spent on laboratory and practical work of teachers in the traditional way of teaching. This is a very important component of specialist training. It not only strengthens the theoretical knowledge of the student, increases the effectiveness of the study material, but also helps to develop practical skills in a particular field. However, we cannot say that such training will give full results. The reason is that the laboratory stands are insufficient and many laboratory stands and classrooms are not equipped with modern facilities and equipment, most of which are obsolete and do not fully meet today's requirements. Nowadays, with the rapid development of technology, laboratories and stands for practical training require improvement every academic year. And again, these would mean that you have to spend for these processes.

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### V. Conclusion

In view of the above, we can say that there is a need to introduce a new effective, universal pedagogical method, which can help solve the

important tasks of the new system of training specialists. To do this, laboratory stands and training workshops should be not only fun, but also convenient and easy for all students.

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