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## THE CONCEPT OF DEFINED TARGET TECHNOLOGIES AND THEIR ROLE IN THE EDUCATIONAL PROCESS

**Abstract:** given the rapid development of society, the expansion of development needs and opportunities, the acceleration of the flow of various information, the science of pedagogical technology needs to undertake to create a mechanism for the use of new forms, tools and methods of pedagogical forecasting.

**Key words:** society, information, science of pedagogical technology, tools, methods, pedagogical experimentation, extensive experience.

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### Introduction

Research aimed at determining the place and level of education in different types of educational institutions today requires extensive use of the possibilities of pedagogical prognosis. Only then can the results of the educational process contribute to the development of science, industry, culture, economy and all spheres of society. Only theories based on pedagogical prognosis can be the basis for predicting the content, form and means of the stages and components of the continuous educational process, the level of impact of learning outcomes on society. This means that only in this way it is possible to restructure the educational process on the basis of new principles and new ideology, to carry out reforms in the field of education.

### II. Literature review

Pedagogical technologies should be developed to diagnose the educational process and the developed theories, teaching aids, methodological bases, specific mechanisms, methods and tools for practical implementation on the basis of experiments. The diagnostic mechanism of the educational process is to determine the achievements and shortcomings of the process, the quality of educational outcomes, pedagogical theories applied to the educational

process, the ability of modern technologies to develop educational practice or hinder the development of education should be directed.

Pedagogical experimentation is of special importance in determining the level of effectiveness of the results of research. Depending on the nature of the experiment, curricula, textbooks and lesson plans, methodical manuals, didactic developments should be created and presented to the experimental process. If the curriculum is being piloted, it is necessary to ensure that the observed learning process, i.e., textbooks or coursework, technical aids, visual aids, and teaching aids, is achieved.

The focus is not on what method or pedagogical technology the teacher uses, but on determining the effectiveness of the teaching materials provided within the curriculum. In particular, theories involved in the experimental process and the results obtained from experimental classes are required to be statistically processed.

### III. Analysis

It is necessary to involve authoritative scientific and pedagogical teams and leading specialists in the examination of the experimental process and their results. *Extensive experience* - the process of testing and examination of the results should be carried out in accordance with the requirements of the regulations

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approved in advance by the scientific and pedagogical community. Today, in the development of our society, pedagogical prognosis is studying its clearly defined goals and objectives, object and subject, the logical basis of the problems, the laws of development, manifests itself as an important branch of pedagogical science, which has its own basic methodology.

Pedagogical prognosis is aimed at improving the quality of training based on equipping the system of continuing education, which serves the development of the state and society as a priority area of science, with educational models and technologies based on new pedagogical theories. Pedagogical prognosis selects educational technologies taking into account the age characteristics and developmental dynamics of the student's personality. Offers ways, forms, and tools to provide students with different levels of understanding and integrated knowledge within selected educational technologies. When theoretically substantiating a particular pedagogical technology, pedagogical prognosis should take into account the organization of the educational process aimed at ensuring the vital activity of the student and the teacher, the development of his free thinking, creativity.

Any pedagogical technology applied to the educational process, its components, regardless of the content of education, curriculum or textbook, through the activities of the teacher, contributes to the rapid development of free and creative activity of the student, is required to achieve. At the same time, pedagogical technologies, first of all, allow each student to freely communicate and exchange ideas with other students - pupils, lesson materials and the teacher (educator).

Pedagogical technologies should be presented to the student as a form of pedagogical practice that introduces a set of laws, natural and social phenomena, human culture and ethics, the basics of a particular science. It is advisable to rely on theoretically based, well-tested and well-established laws in this area.

The essence of pedagogical technology is the formation and development of positive qualities and attributes in each person based on their needs, interests, abilities and capabilities. In this case, the content of education is the environment for the formation and development of the individual. Therefore, the content of education should embody humanistic ideas and norms aimed at humanity.

At the heart of the educational system in this pedagogical technology is the idea of humanity, aimed at the formation and development of a harmoniously developed human personality. The extent to which this idea is implemented is determined by the main outcome of the educational process, the assessment of the quality of the work of the teaching staff. An important factor in the development and democratization of pedagogical relations is the

attitude to the individual, which determines the main outcome of the educational process.

The difference between human beings and other beings is that they set a goal and then move towards it. In the process of moving towards one's goal, one overcomes certain natural and artificial obstacles. He will take a number of measures to overcome these obstacles. A set of measures and measures used to overcome a particular obstacle in achieving a goal is called a method. One has to overcome several, sometimes dozens, of obstacles to reach one's goal. Appropriate methods are used in a particular system to overcome these obstacles. The system of methods used to achieve a goal is called a method. In the process of applying the methods in a particular style, the status of each action is subordinated to certain goal indicators. In addition, a person follows a number of laws as a principle in the process of achieving a goal.

Teaching style is a pedagogical activity that systematizes the interaction between teacher (educator) and student - pupils in order to impart and acquire knowledge. Teaching methods are an integral part of the learning process. It is impossible to carry out pedagogical activity without proper methods. Methods are divided into verbal, visual and practical, depending on the nature of the transmission and reception of knowledge. The following methods are used in mastering the content of education in accordance with the educational activities of students: explanatory - illustrative, reproductive, problem statement, private search or heuristic and semi-research methods.

Demonstrative teaching methods can be divided into two main groups: demonstration style and demonstration methods.

- Demonstration style involves showing students manuals, including maps, posters, board drawings and pictures, drawings, and more.

-The method of demonstration is usually associated with the demonstration of devices, instruments, experiments, various drugs. The peculiarity of the visual methods of teaching is that they are more or less in harmony with the style of verbal expression. The close connection between words and visuals is that the laws of objective existence need to be applied together in practice. So there are different forms of word-for-word communication.

Depending on the specifics of the educational task, the content of the topic, the nature of the available visual aids, the level of preparation of students, in a particular case they are rationally combined. Practical methods cover a wide range of different types of educational activities. In practice, the following methods are used: setting a task (goal), planning the method of its implementation, managing the process of implementation, analysis, identifying the causes of shortcomings, making adjustments to the educational process to achieve the goal. One specific

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type of practical exercise is exercise interpretation. In doing so, the student actively observes the future behavior, speaks to him and comments on the future event. Movement commentary helps the student to understand his / her mistakes and make corrections to his / her actions.

Problem-solving techniques are used in problem-based learning. When using these methods, the teacher first creates a problem situation, asks questions, suggests problems and assignments, organizes a discussion aimed at solving the problem situation, confirms the correctness of the conclusion. The student first makes suggestions on how to solve the problem situation based on his / her knowledge and experience, and summarizes the previous knowledge, chooses the most reasonable option for solving the problem situation. This method not only increases the interest of students in knowledge, but also develops their thinking skills.

The educator usually aims to ensure that students understand and master the content of the material, acquire certain knowledge and learn to apply it in practice. But what does it mean to master, to understand, to apply? How does an educator know that he has achieved his goal? Only when there are clear means of knowing whether or not pedagogical goals have been achieved can an educator be convinced that his or her work is effective and that the methods he or she chooses are appropriate or, conversely, ineffective. This is exactly what the proponents of pedagogical technology have been thinking about in their study of teaching methods.

#### IV. Discussion

The educator receives an order from the community in general. Even the goals set out in the curriculum are limited to a few explanations. Here it is possible to create a specific stage of goal setting: from the general requirements of society - to the tasks of the education system, a particular educational institution, subject, its thematic sections and individual educational goals.

The traditional methods of goal setting by M.V. Clarin are:

1. Set a goal based on the syllabus.
2. Expression of the purpose through pedagogical activity.
3. Setting learning goals through the internal processes and laws of intellectual, emotional, personal development of the student.
4. Set learning goals through student activities.

In this regard, setting learning goals through the content of education, the activities of the teacher or the student does not allow to have a clear idea of the expected results in education. These results can only be inferred from the external manifestations of student performance. As the educator determines the learning outcome, he or she seeks to fully describe the observable external signs, that is, the process of

speaking and moving. Sometimes, the imaging process leads to the enumeration of external features, and this process can significantly simplify the result.

The method of goal setting in pedagogical technology has its own material nature. This is because learning objectives are defined by results that are expressed, clearly visible, and measured in student behavior. This means that while the main factor in the traditional learning process is the activity of the educator, in pedagogical technology the priority is given to the activity of the students in the educational process.

*Use of specific concepts and their importance.* Advanced creative educators, as a result of finding answers to the shortcomings of traditional educational technology, researching ways to carry out the intellectual work of the student, created unique teaching methods, which led to a new way of pedagogical thinking. It is on the basis of this research that pedagogical technologies based on pedagogical technology began to be created. The expected result can be achieved only if the system of applied pedagogical technologies is integrated into a system, and its targeted orientation ensures the integrity of the form and content of education.

The introduction of pedagogical technologies in the educational process is based on:

- Ensuring the priority of the student's personality involved in the educational process;
- Implementation of educational goals;
- Achieving targeted management of the educational process, as it is a manageable process;
- Unification of technology of means, methods and forms of providing educational content.

At present, the main principles of pedagogical technologies are:

- Regular analysis;
- Selection of the most necessary design tools;
- To determine the appropriateness of methods and techniques;
- Predict the outcome to be achieved, ie to achieve the goals;
- Ensuring the integrity of the educational process.

Pedagogical technology requires the introduction of a number of new elements into the educational process. These are:

1. Diagnosis.
2. Defining educational units (criteria).
3. Diagnostic analysis.
4. Correction.
5. Repayment (loss of sequence).
6. Get the expected result.
7. Rating.

Based on the above principles and elements, it would be expedient to implement the following in order to generalize and apply the work on the introduction of pedagogical technologies in the educational process, the creation of a system of

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pedagogical technologies using pedagogical technologies in foreign and CIS countries:

1. The participants of the educational process should develop a plan of work between the teacher and the student, that is, a plan of study of the pedagogical department or chapter, which should reflect the student's activities.

2. Purposeful use of internal science or interdisciplinary communication. It is well known that each unit of study, small or large, is based on what has been studied before. This means that when introducing a student to a new chapter, it is necessary to rely on the existing knowledge, if the existing knowledge is not enough, to prepare for the intermediate stage, and only then to move on to the next stage. One of the key elements of such pedagogical technology is diagnostics, which is to determine the degree to which students are ready to learn new knowledge.

3. Defining the criteria of educational units. Units of learning consist of concepts, definitions, rules, laws, events and happenings that must be studied by the student, and the provision of a logical connection between them leads to the mastery of this chapter or section. The pedagogical chapter identifies the units of study that students need to study in the hours allotted for the department, and also determines the time allotted. Units of learning are the criteria that need to be mastered and are measured by the marginal value of the assessment of students' knowledge, that is, they are assessed only if the student knows these criteria. The educator at this time does not work with an average grade for the group, but works on the basis of precise measurements. It therefore makes it a necessary task. In developing the curriculum, the educator identifies the units of study that students need to know by department, chapter, and semester, and assigns tasks to students as a task before studying the department. Assignments are transferred to the control task in determining the rating of mastering.

4. Diagnostic analysis. The following diagnostic measures will be taken to identify gaps in knowledge, skills and competencies, fill them and move on to the next stage of mastering:

- Diagnosis of the level of mastery of students;
- prevention of departmental shortcomings;
- development of special tasks to fill the identified gaps;
- setting working hours with special tasks;
- final diagnostic analysis.

Diagnosis is the next stage of educational technology and is one of its key elements. The educational process is guaranteed by identifying the causes of learning shortcomings, determining the level of knowledge of each student, making adjustments to the course. In diagnostic analysis, control is performed through testing.

5. Replenishment (elimination of defects). The purpose of the revision is to correct deficiencies in the knowledge gained. Defective situation must be reported to seller.

6. Get the expected results. This element is the central idea of pedagogical technology. While pedagogical technology requires that the outcome of the learning process be guaranteed, the educator aims to implement the course of the process for the intended purpose and to plan with a clear outcome. During the process, analysis is made, corrections are made, refills are made, and a pre-planned result is obtained. So, pedagogical technology is the goal of the idea.

The world of pedagogy, having experienced the impact of scientific and technological progress, combining the achievements of psychology, cybernetics, systems theory, management theory and other sciences, has entered the stage of active renewal processes and is bearing fruit in the practice of effective human development.

Pedagogical technology methods were originally developed for the productive, i.e., reproductive level, of teaching that required the mastery of movement in a model situation. Reproductive education is a necessary part of any education; it is associated with the assimilation of human experience in a specific subject. It is only when learners have a certain "foundation" of knowledge and skills that they can move on to effective, productive and creative approaches to learning.

## V. Conclusion

Today, virtual stands are successfully used in higher and secondary special education institutions. So what do we mean by a virtual stand? A virtual stand is a practical training stand or training workshop that helps students to strengthen their theoretical knowledge and develop the necessary skills in a particular area through computer programs and technologies.

Virtual stands allow each student to "order" their access parameters to the technique and control their knowledge. The time spent on laboratory work, understanding it properly, and so on, is reduced by computer efficiency. It is important to save huge financial resources, especially in the purchase of modern equipment and devices, their distribution in all educational institutions. A simple CD with modern information technology can hold dozens, sometimes hundreds, of laboratory work. Now it is not difficult to calculate how many times such a virtual laboratory stand will cost. It is also possible to provide educational institutions with them. It would be better if they were connected to the Internet. From this it can be seen that the more virtual stands are used, the more such expenses can be avoided.

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