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IN TERMS OF UNDERSTANDING AND EFFECTIVE APPLICATION OF PEDAGOGICAL TECHNOLOGIES

Abstract: Pedagogical technology is a systematic method of creating, applying and identifying all processes of learning and cognitive assimilation that set the task of optimizing forms of education, taking into account technical resources, people and their interaction, is a driving force in the modernization of education.

Key words: pedagogical technology, innovation, education, education system.

Language: English

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Introduction

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Proceeding from the requirements of the law of the Republic of Uzbekistan "On education", as well as the "National Program of Personnel Training", we can say that one of the important tasks facing educators today is the effective organization of the educational process, as well as the effective use of innovative technologies. Therefore, it is possible for teachers to correctly choose and apply the necessary tools for the organization of the lesson at the level of the periodical student, to make the lesson process interesting and to make students at the level of the periodical student. In addition, in achieving the educational goal in the educational process, when choosing techniques, it is necessary to actively direct the audience to work independently, taking into account creative activity, initiative, professional knowledge, in solving the previously proposed problem. Taking into account the above, many innovative technologies have been

introduced in modern teaching, the transition to lessons using innovation technologies and interactive techniques will bring innovations and changes to the activities of the teacher.

The educational process is considered the main factor of all the achievements, innovations and further development of the personality society. In fact, from the results of the educational process, not only positive achievements, but also, unfortunately, negative consequences. This means that the breadth of the possibility of the educational process and its implementation with extreme vigilance is a fact that does not require proof. When we look at it from this point of view, the difference of humanity from other beings is in the fact that they set a certain positive goal in front of them and then move towards it. There are certain conditions in the movement (activity), in which a person pursues a positive goal, one of the leaders of which is the educational process. In the same way, a number of studies for the perfect

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formation of educational conditions are becoming more significant.

“Education gives creative activity to the spirituality of the people of Uzbekistan. All the good opportunities of the growing generation are manifested in it, the profession curricula, skills, continuous improvement, the wise experience of the older generations is perceived and passed on to the younger generation” those who described the implementation of the tasks carried out in the educational process as a result of our national character.

In order to fulfill these tasks, it is obvious that there is a need to cooperate with the educational process taking into account modern achievements from the National point of view. At present, in scientific views on the problems of pedagogical literature, the educational process, we see that with such concepts as "pedagogical technology", "new pedagogical technologies", "advanced pedagogical technology", "modern pedagogical technology", "progressive pedagogical technology", their definition corresponding to our national character and native language is not perfectly formed.

In our opinion, the term "pedagogical technology" is not even scientifically interpreted specifically to our national character. We also think that one of the main reasons for the fact that the interpretation by its essence content is not sufficiently developed is that there are many definitions that differ from each other in the applied phrase. In our opinion, on the basis of the word combination "pedagogical technology" lay the concepts "technology", "technological process". As you know, technology is a Greek word, which means techno – skill, art, Logos – concept, doctrine. In addition, the term pedagogical technology is derived from the English word "an educational technology", which literally means "educational technology". Well, when we say "technology", it is understood by the subject that as a result of the influence shown to the object, a change in the quality in the subject will occur or a situation leading to it. "Technology" always implies the execution of purposeful actions directed at the object in a certain sequence, using the necessary tools and conditions. If we transfer these concepts to the educational process, then it is possible to observe that, as a result of the systematic influence that the teacher has shown on the students in the classroom environment with the help of teaching aids, they are social even that is necessary for the society and intensively formulate the pre-defined social qualities. According to the theory of definitions given to terms, one can equate such a social phenomenon to pedagogical technology.

If we pay attention to the history of the application of pedagogical technology in the educational process, then this term can be used as a reference to Russian scientists P.Bespalko

“pedagogical technology is a project of the process of formation of the personality of the pupil, which can guarantee pedagogical success without dependence on the skills of the teacher”; V.M.Menakhov drew attention to its main features by giving a brief description that "pedagogical technology is a system of orderly actions that lead to the planned results from the beginning and are obliged to be fulfilled", and also put forward the conclusion that "pedagogical technology is the technology of the educational process, increasing its resumption and stagnation of the pedagogical process”.

It is observed that the formation of educational technologies adapted to the socio-economic conditions of Uzbekistan and their application in the practice of the educational process achieve a number of positive results in addition. In particular, many of our scientists who have been promoting their ideas within the framework of the term and application of "pedagogical technology " are also found. In Particular, N.Saidakhmedov and A.Ochilovs believe that if pedagogical technology is the process by which this teacher with the help of instructional tools to influence the students in certain circumstances and intensively formulate the qualities of a pre-defined person in them as the product of this activity, then F.Farberman, pedagogical technology is a new co – operation with the educational process, and in pedagogy is a social – engineering is an expression of consciousness, and expresses the idea that it is a social phenomenon associated with the formation of an Optima project, putting the pedagogical process into a standard on the basis of technical capabilities and technical thinking of a person. When we compare the above points of view by studying the definitions given by foreign scientists to pedagogical technology, the Japanese scientist T.Sakomoto states that pedagogical technology is the integration of compulsory thought into pedagogy or, in other words, the introduction of the pedagogical process into a particular complex.

UNESCO also cites the definition that "pedagogical technology is the use of compulsory peer – to-peer methods in the design and practical application of the entire educational process, seeing the techniques and human resources intertwined in the acquisition and acquisition of knowledge". If we analyze the interpretations given to the term pedagogical technology from the scientific and philosophical point of view, then the presence of variations between the definitions given is manifested. It is no secret that even before the emergence of pedagogical technology, among other things, the design of complex devices and processes, the rule of effective design of the educational process itself, exactly in the system of education, was not developed. This gap was filled by pedagogical technology, and at the same time, it leaves a wide space in pedagogical science for its creative counterpart to the realization of the designed educational process. Our attitude to

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didactic design methods, formed within the framework of technological conciseness, is effective in the educational process, and at the same time helps to enrich the lesson with creative planning or new ideas, as well as to evaluate their results. Already, the teacher usually sets himself the goal for students or students to understand and master the content of the lesson material, acquire certain knowledge and teach them to apply it in practice. However, what do the concepts that mastering, understanding, applying mean in practice itself? How does the teacher know on the basis of what he has achieved the goal set for him? If we find a positive answer to these questions, we will be convinced that we have developed a pedagogical technology or a targeted course project and will be able to have advanced experience in practice. In particular, since the teacher has clear means of knowing whether the course objective has been achieved or not, he can be sure that his or her work is effective and that the methods he or she chooses are purposeful or vice versa ineffective. Our research shows that, in addition to the traditional method of teaching, it is evident that the application of pedagogical technology provides for finding answers to exactly the above situations. It is precisely from our observations that the conclusions formed indicate that there is a need to determine the purpose of teaching through the content of the educational process, the activity of a teacher or student.

Therefore, the logical planning of the fact that the teacher knows the end of his work allows him to have a clear impression of the expected results from education. In our opinion, not teaching in the process of learning, the fact that the lesson process has a meaningful purpose when reading goes to the foreground, goes to improvement and creativity acquires. The method of setting the intended goals in pedagogical technology will have its own expressive property. The content of this conclusion is that the effectiveness will be further increased if the objectives of the study are determined through the clearly visible, measurable results expressed in the student's action. From the point of view of this, in order for us to achieve an effective goal pursued by pedagogical

technology, it will be possible to understand the simplified procedures in its study as follows. In particular, the distribution of creative situations that occur in the course of the lesson is as follows, logically expedient.

1. Explanation-a situation in which the activities of communicating the meaning content of the transmitted information to others to the extent that the support of various means and methods of its use is understood by the explanatory person himself.

2. Understanding is the perception of the meaning content of the information delivered, the ability to use it independently in the specified order.

3. Training-the use of the information provided and the performance of various actions

their skills consist of activities that support different means and methods that others can repeat to the extent that the teacher has learned himself.

4. The study is the use of information delivered and the acquisition of skills to perform various actions independently in the specified order.

5. Mastering is the creation of knowledge, skills and skills about the meaning of the information transmitted, its use or the procedure for the performance of actions by means of understanding, learning. We conditionally, the state of mastering 3 pieces we divided it into degrees. These are:

-first, the correct repetition of the knowledge, skills and skills taught in the process;

- second, the application of them in practical activities, the opportunity to use them for the appropriate purposes;

- third, the opportunity to carry out improvement activities on the basis of their creative analysis, comparison, generalization, conclusion-making.

In the place of the conclusion, I want to say that the pedagogical technologies used in the practice of the lesson are in their essence and in effect, the synthesis of the achievements of the science and practice of pedagogy with the traditional elements of experiments the development of society consists in ensuring that the humanization and democratization of society serves to express the sum of its results.

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