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PEDAGOGICAL TECHNOLOGIES AND THEIR IMPORTANCE IN PRIMARY CLASSES

Abstract: *This article is about what pedagogical technology really is and its application in the primary school learning process information. Also, the practical significance of pedagogical technologies is also described in detail.*
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Introduction

When we look back and summarize our past, we gain a deeper understanding of the virtues of our independence. We are going through a period of complete renewal in education, a real transition to a new process and adaptation to it. While the Law on Education and the National Training Program have allowed us to abandon the old methods and restructure every aspect of education, the 2004-2009 The program revealed the possibilities: the implementation of improved state educational standards, curricula, state requirements, new textbooks in schools equipped in accordance with modern requirements, in modern classrooms.

Modern education requires modern lessons to ignite the fire in the heart of the student, to develop him in all respects and to lead him from knowledge to knowledge.

Nowadays, in the field of pedagogy, the terms pedagogical technology, educational technology, teaching technology are often used. To date, in the pedagogical literature, reports on educational problems, official documents, the concepts of "new pedagogical technology", "advanced pedagogical technology", "modern educational technology" have not yet been standardized, as explained in encyclopedias. q, a single interpretation of its content has not been developed and therefore there are many different definitions of the phrase.

Pedagogical technology is a field of knowledge through which in the third millennium there will be a radical change in the state policy in the field of education, the activity of teachers will be renewed. formed.

The main idea of enlightenment is to form personal qualities such as tolerance, contentment, respect for the opinions of others, national-cultural and universal values, abandoning the authoritarian and false way of thinking, which understands the interdependence of nature and man. is the humanity that holds. The solution to this problem is to some extent related to the technology of education.

Let's first clarify the concept of "technology". The word entered science in 1872 in connection with technical progress, and is derived from two Greek words - "technos" - art, craftsmanship, craft, and "logos" (logos) - from the words science. formed and means "craft science." However, even this expression does not fully describe the modern technological process. The technological process involves the execution of a certain sequence of operations, always using the necessary tools and conditions. More precisely, a technological process is the activity of a worker (working machine) to create a product as a result of the gradual exposure of labor objects (raw materials) to the tools of labor. If we turn this definition into a research topic, that is: Pedagogical technology is the ability of a teacher (educator) to

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influence students under certain conditions with the help of educational tools. and as a product of this activity it is a process of forming pre-defined personal qualities in them.

As can be seen from the above definition, the technological process has been used as a basis in the interpretation of the concept of pedagogical technology. In fact, there are many definitions of this concept in the pedagogical literature. In the pedagogical literature, there are different forms of the term "technology": "teaching technology", "educational technology", "information technology", "learning process technology" and so on. Although teaching technology is a concept close to pedagogical technology, it does not mean exactly the same, because it expresses the way around a particular technology to master a specific learning material within a particular subject, topic, and questions. . It goes hand in hand with a more private approach.

Pedagogical technology, on the other hand, represents the tactic of introducing information technology and is based on the knowledge of the laws of the functional system "teacher - pedagogical process student".

It should be noted that at present there is no consensus on the logical and ideological interpretation of the concept of educational technology. There are more than 300 definitions in the pedagogical literature.

As noted above, although the theory of pedagogical technology has been based since the second half of the last century, there are different approaches to the concept of "pedagogical technology". In particular, pedagogical scientist VP Bespalko describes pedagogical technology as "a project of a specific pedagogical system that can be applied in practice" and focuses on the preliminary design of the educational process. N.F. Talzina notes that pedagogical technology should be "an independent science that develops methods that promote certain principles between science and practice, aimed at solving problems such as their consistent application," and so on.

One of the most rapidly developing areas in today's education is the use of modern pedagogical technologies. It is known that the educational process is the transfer of knowledge and experience from the older generation to the younger generation, in which the transfer of information necessary for human life from generation to generation.

There are many different definitions of pedagogical technology, and each definition represents an approach from a particular perspective. Let's look at some basic definitions and their comments.

As a result of the expansion of the content, goals and objectives of education over time, its forms and methods are also improving. is becoming a technology. In the same field of education in recent years, pedagogical technology has begun to apply. The concept of pedagogical technology is a wide-ranging concept that arose on the basis of the needs of the development of educational practice, and now has its place in the disciplines of pedagogy and psychology. In pedagogical technology, in contrast to various technologies in the field of production, the processed material is the mental, spiritual, moral qualities of the student, which are differentiated by the teacher, educator in order to achieve certain goals. 'secrets are held. The concept of pedagogical technology first appeared in the United States in the mid-twentieth century and was referred to as "educational technology" until the 1940s and 1950s, and the term was applied to teaching using technical means. In the 50s and 60s, programmed education was used, and in the 1970s, the term "pedagogical technology" was used to describe a pre-designed and clearly defined learning process. It is based on the integrative process and since the early 80's has been referred to as the pedagogical technology for the creation of computer and information technologies in education.

Pedagogical technology-activity of formation of the harmoniously developed person.

Technology is a set of methods, ways used in a work, skill, art (Explanatory dictionary).

Technology is the art of processing, change, art, skill, ability, a set of methods (V.M.Shepel).

Pedagogical technology is a set of psychological procedures (installations) that determine the forms, methods, methods, ways of teaching, a special set and arrangement (location) of educational tools: it consists of organizational and methodological means of the pedagogical process (BTLixachev).

Pedagogical technology is a project of the process of formation of the student's personality, which can guarantee pedagogical success independently of the teacher's skills (V.B. Bespalko).

Details of the process of achieving the planned results of pedagogical technology education (IP Volkov)

Pedagogical technology is a model of joint pedagogical activity in which all the details of the design, organization and conduct of the educational process to ensure unconditional favorable conditions for students and teachers (VM Monakhov).

A systematic method of creating, applying and identifying all processes of teaching and learning, which aims to optimize forms of education, taking into account the pedagogical and technical resources, people and their interactions (UNESCO).

Pedagogical technology is a unique (innovative) approach to teaching. It is an expression of socio-engineering thinking in pedagogy, a reflection of techno-scientific consciousness transferred to the field of pedagogy, a certain standardization of the educational process (B.L. Farberman).

The process of influencing students in certain conditions and sequence with the help of teaching aids and the formation of pre-defined qualities in them as a product of this activity (N. Saidakhmedov).

The diversity of some of the above definitions shows that the concept of pedagogical technology is multifaceted and can be approached from pedagogical, psychological, didactic, organizational, economic, social, environmental and other perspectives.

Pedagogical technology is the process of learning to create new information by mastering information, using it in practice, and discovering new meanings and connections between information.

Pedagogical technology is a set of teaching methods, techniques, ways and educational tools: it is a set of organizational and methodological tools of the pedagogical process.

Pedagogical technology is the process of transmitting and assimilating information in a way that is convenient for learning.

So, pedagogical technology is the activity of influencing a person (learner) according to a predetermined goal.

Pedagogical technology is a process that ensures that students are taught to read, learn and think independently.

The history of pedagogy shows that the search for more sophisticated methods and techniques of teaching and training has been ongoing.

Teaching is a productive activity for the development of society, like any other activity, although it is not immediately apparent at the end of the educator's career.

Economic periods in the history of society do not differ only in terms of what is produced, by whom, how much is produced, by what means of labor is produced.

In this context, we consider the "periods of pedagogical development" that exist in social history.

I. Individual pedagogue, the period of pedagogical activity of a manual teacher (from ancient times to the XVII century);

II. The Book Book Period (from the seventeenth century to the present);

III. The period of audiovisual means (50s of the XX century);

IV. The era of simple means of automating learning management (70s of the XX century);

V. The era of adaptive tools in the automation of modern computer-based education management (late twentieth century computer training).

The term "pedagogical technology" was first used in pedagogy in the 1920s. At the same time, the term "pedagogical technique" was coined. It is described in the pedagogical encyclopedia as a method and tool for the accurate and effective organization of teaching in the 30s.

The term was used as "educational technology" from the 1940s to the mid-1950s, referring to the use of audiovisual techniques in the learning process.

In the mid-1960s, the concept was widely discussed in pedagogical publications abroad and at international conferences, resulting in two directions of its interpretation in different countries (USA, England, Japan, France, Italy, Hungary).

Proponents of the first line stressed the need to use technical means and programmed teaching aids.

Proponents of the second direction considered it important to increase the efficiency of the organization of the educational process and to eliminate the fact that pedagogical ideas lag behind the rapid development of technology. Thus, Line 1 was designated as "teaching aids" and Line 2 was designated as "teaching technology" or "learning process technology".

In the early 1970s, the need to modernize a variety of equipment and teaching aids was realized. Without them, the quality and effectiveness of teaching could not be achieved. Later, specialized organizations and centers began to deal with this problem.

1971 - The American Association for Pedagogical Communications and Technology is formed in the United States. The council currently has 50 branches across the country and in Canada. In the United States in 1961 began the publication of the journal "Educational Technology", and in 1971 - the journal "Audiovisual teaching".

In England in 1967 - the National Council for Pedagogical Technology, in 1964 began publishing the journal "Pedagogical Technology and Programming in Education", in 1971 - the journal "Pedagogical Technology".

In Japan - 4 scientific organizations deal with the problems of pedagogical technologies. In 1967, the National Council for Pedagogical Technologies was established, with branches at 22 state universities. Since 1965, the journal "Pedagogical Technology" is published quarterly in Japanese and twice a year in English "Research in the field of pedagogical technology." Recently, the All-Japan Central Council for Pedagogical Technologies was established, which also deals with international relations on issues.

In Italy, in 1971, the National Center for Pedagogical Technologies was established and the journal Pedagogical Technologies was published.

In Hungary, in 1973, the State Center for Educational Technology was established.

At the International Seminar on Teaching Technology (Budapest, 1977), the scientist S.G. Shapovalenko demonstrated three technological principles of the teaching process:

1. Perfect mastery of knowledge and techniques.
2. Getting acquainted with the fund of audiovisual materials.

3. Knowledge of methods of their effective use, including the development of a creative approach.

Hungarian scientist L. Salai has significantly expanded the range of organizers of the educational process, including the concept of "teaching technology", including planning, analysis of goals, scientific organization of the educational process, the selection of the most important tools and materials to increase efficiency.

In the 80s of the XX century, attempts were made to gain a deeper understanding of the modern pedagogical process, the essence of pedagogical technology.

Russia established the Center for Pedagogical Technologies in the 1990s, which publishes the journals School Technology and Innovations in Education.

Since the adoption of the National Program of Personnel Training in Uzbekistan in 1997, the problems of pedagogical technologies in the education system and pedagogical publications have begun to emerge as current research objects.

In 1999, the Center for Pedagogical Technologies was established at the Republican Center for Education. Magazines such as "Educational Technologies", "Problems of Education" were published, articles on the problems of pedagogical technologies were published in the journals "People's Education", "Pedagogical Education", "Education", "Ma'rifat", "Teachers' newspaper" and other scientific and pedagogical publications.

In 1994, the 1st Republican scientific-theoretical conference on the problems of pedagogical technologies was held, the materials of reports and reports were published in a special collection.

Pedagogical scientists U.Nishonaliev, N.S Saidakhmedov, N.N Azizkhodjaeva, Ziyomuhammedov, O. Tolipov, BL Faberman and others are conducting serious research on the problems of pedagogical technologies in the Republic.

For example, children are different according to their individual psychological characteristics, but it is not right to expect the same result from all children, as education is carried out on the basis of one program, on the basis of one program. the child learns some things earlier, some learns later, someone learns quickly by doing practice, someone learns quickly by seeing what someone else has done. That's why when we work with children, we treat them individually, we can see and encourage each child's success, and it motivates them to work on themselves with greater passion.

In pedagogical technologies, didactic game technologies are based on the activation and acceleration of children's activities. They play an important role in identifying and implementing practical solutions for the realization and development of children's creative potential. The main types of didactic games are: intellectual (mental) and action and mixed games. These games help to develop mental, physical, moral, psychological, aesthetic, artistic, entrepreneurial, labor and other skills through participation.

In the educational process, didactic games are mainly used, which increase the motivation of children to learn, their abilities and interests in different areas, and show their aptitude for a profession. Didactic games are divided into theoretical, practical, physical, role, business and other types. Nowadays, computer-assisted didactic games have a special place.

Didactic games teach students to analyze, think logically, research, calculate, measure, make, test, observe, compare, draw conclusions, make independent decisions, work in a group or team, ethics, games focused on speech development, language teaching, teaching new knowledge and developing other types of activities.

The practical use of didactic games is intended to achieve educational goals that are difficult to achieve through other methods. There are didactic games on various subjects, which serve the purpose of quality teaching of these subjects.

According to general game theory, all available game types are classified into functional, thematic, constructive, didactic, sports, and military games. Among them, didactic games have a special place, as they provide an opportunity to carry out educational tasks. Games are the main activity of preschool children. This led to research by educators and psychologists to study and further enhance the educational value of games at this age.

As a result, from the early 1960s, business games began to be used in the United States and then in other Western countries. Business game researchers have argued that this method is one of the most basic, effective, and cost-effective teaching methods.

Another type of didactic game, the mental attack method, was first used in 1939 by A.F. Osborne. This method is also called the bank of ideas. It is based on solving problems as follows;

-creation of a problematic situation;

-formation of ideas;

-Review, evaluate and select the best ideas.

Creating the most conducive environment for group members to come up with as many, and sometimes completely unexpected, ideas as possible to identify and solve a problem determines the effectiveness of a brainstorming session. It is determined by the skills of the teacher and the students. The main factor is the skill of the teacher and the level of preparation of students.

Some non-traditional forms of didactic game technology:

A business game lesson is an exercise in learning new knowledge by ensuring that children are actively involved in solving problems on the topic.

Role-playing lessons are lessons that reinforce knowledge by assigning pre-determined roles to children in the study of the topic of the lesson and organizing them to play that role in the lesson.

A theatrical lesson is a lesson that provides in-depth, accurate information on the topic of the lesson through the organization of performances related to the topic of the lesson.

Computer training is a course based on computer materials (multimedia, virtual training course, etc.) on the topic of the relevant type of training.

Fair sessions are activities in which children, who have already mastered the topic of the lesson in sections, interact with the group through interesting explanations.

Integrated learning is a set of activities that cover several types of activities and topics that are easy to integrate, increasing children's interest in different types of activities and increasing their activity in the learning process. 'he says.

Field of Miracles is a fun game for children to help them think, be creative, be smart and find the right answers to a variety of questions over a set period of time and encourage the winners. forms the qualities of expanding knowledge.

The choice of didactic games takes into account the age, education and level of education of the participants. Each didactic game has its own safety requirements. Full compliance with these safety requirements should be a constant concern of every organizer. In addition, it is necessary to correctly determine the amount of time spent for each didactic game and to know the specific principles of its observance and to apply it in accordance with the purpose of the lesson. Criteria for choosing the types of didactic games:

- In terms of participants - games for boys, girls, teenagers, adults;

- by composition - individual, in pairs, small group, large group, group team, competing teams and mass games

-time norm-training, the part of the training time allocated according to the plan, which lasts until the goal of the game is reached, the winners are determined, and other games.

Each didactic game uses its own set of tools and must be used correctly, effectively and safely during the training. These tools can be divided into the following types

-Stationery - white and colored paper of different sizes, scotch tape, pen, pencil, ruler, glue, etc.

-technique, -projector, microphone, computer, television;

In preschool education, an integral part of the methodological activity is the organization of the preparation of each child for certain types of didactic play activities for practical application. At the same time, children should prepare a lesson plan for the most appropriate use of didactic games on the topic of their choice and describe it at a meeting of the Methodological Association. it is recommended that they hold appropriate discussions.

The main reasons why educational institutions today pay special attention to the use of pedagogical technologies in the educational process are:

First: in the breadth of opportunities for personal development education in pedagogical technologies. The Law on Education and the National Training Program pay special attention to the implementation of developmental education.

Second: pedagogical technologies allow for the widespread introduction of a systematic approach to the educational process.

Third: pedagogical technology encourages the educator to pre-design the technological chain, from the objectives of the educational process to the establishment of a diagnostic system and control over the process.

Fourth, because pedagogical technology is based on the use of new tools and information methods, their application will ensure the implementation of the requirements of the "National Training Program".

Proper organization of the pedagogical process in the educational process leads to the fact that the teacher acts as the main organizer or consultant in this process. This requires a lot of independence, creativity and willpower from the audience.

The use of any pedagogical technology in the educational process depends on the individual, who is teaching the listener and who the teacher is teaching.

Classes based on pedagogical technology increase the desire of young people to express their attitudes to important life achievements and problems, give them the opportunity to think, to justify their views.

In today's innovative processes, in order to solve the problems facing the education system, they will be able to assimilate new information and evaluate their own knowledge, make the necessary decisions, become independent and free-thinking individuals.

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	JIF = **1.500**	SJIF (Morocco) = **7.184**	OAJI (USA) = **0.350**

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