

THE ROLE OF EDUCATIONAL TECHNOLOGIES IN THE MODERNIZATION OF EDUCATION

Shahlokhon Ibragimova
Teacher at Fergana State University

Zilolakhon Ismailova
Student of Fergana State University
e-mail: zilolaxon.ismoilova@bk.ru

ANNOTATION

Proper design of the educational process helps to make education more effective. This article discusses the concept of pedagogical technology as an important component of the methodological competence of the teacher, its importance in the organization of education.

Keywords: technology, education, methodical competence, pedagogical technology, method, pedagogical activity.

INTRODUCTION

At present, the problems of improving the effectiveness of education using various teaching technologies are being studied theoretically and scientifically. From a theoretical point of view, the search for the status of pedagogical technology as a pedagogical category is carried out, a holistic idea of its essence, its constituent components is formed. In the practical sense, the conditions for the use of technology in various areas of pedagogical activity (didactic, educational, vocational) and others are being studied.

Today, the introduction of new pedagogical and information technologies in the educational process, the expansion of the scope, the application of best practices in this area, the development and implementation of specific plans in this area for each subject, textbooks and teaching aids. Copying of manuals and programs and texts of lectures on electronic diskettes, providing them with each student, the widespread introduction of modern pedagogical and information technologies in scientific and methodological work, as well as in the educational process. Achieving, adequate provision of the education system with the necessary information is the task of every teacher in terms of methodological competence.

Today, the formation of new social relations in our society, the integration of education into the world education system, the development of democratization and humanization processes require a new approach to modern pedagogical technologies (PT) in education.

So, first of all, let's clarify the concept of "Technology". The word came into science in 1872, and is composed of two Greek words, "technos" and "logos," meaning "science." Of course, this is a lexically incomplete word, while the concept of technology is used as a broad concept. It should be noted that the concept of technology is widely used in education. In the field of education, the term "pedagogical technology" is widely used synonymously with such terms as "educational technology", "teaching technology".

A Russian scientist, was one of the first in such countries to scientifically substantiate the need for the introduction of pedagogical technology in the educational process. According to V.P. Bepalko, "Pedagogical technology is a project of the process of forming a student's personality that can guarantee pedagogical success regardless of the teacher's skills." [2, pp. 133–134]

One of the Russian scientists is V.M. Monakhov briefly describes pedagogical technology as a system of orderly actions that lead to pre-planned results and must be performed, focusing on its main features: "Pedagogical technology is the process of technologicalization and its resilience. and increases the stability of the pedagogical process, which frees him from the subjective characteristics of the executor of the process," he said. [1, 20 b]

According to I.Y. Lerner, "Pedagogical technology represents a goal that can be reliably understood and identified through the learning outcomes reflected in student behavior".

The classification of pedagogical technology by V.N.Maksimova is as follows: the logical sequence of formation and solution of didactic tasks on the basis of adequate choice of structural and systematic technologies, content, forms, methods, ensuring the gradual organization of the educational system; training manuals for each stage, taking into account the stage diagnostics; Integration technologies as a didactic system means the provision of different subject knowledge and skills, different types of activities at the level of integrated courses, learning topics, learning problems, lessons and other forms of teaching organization. Game technologies that include didactic systems designed to use a variety of educational games that shape the ability to solve problems based on a competent selection of alternatives: entertainment, theatrical, business, role-playing games, and so on. [3, 272 b].

Extensive work has been done in Uzbekistan on the concept of pedagogical technology, in particular, the Uzbek Methodist B.L. Farberman describes pedagogical technology as follows: "Pedagogical technology is a new approach to the educational process and an expression of socio-engineering consciousness in pedagogy. It is a social phenomenon associated with the creation of an optimal project of the pedagogical process, which standardizes the pedagogical process on the basis of technical capabilities and human technical thinking. [1, p. 19]

The term pedagogical technology has been defined by each pedagogical scholar from his or her point of view. To date, there are more than 300 definitions of the term, the most appropriate of which is the one given by UNESCO.

Pedagogical technology is a set of systematic methods that allow the use of human potential and technical resources in the process of teaching and learning in order to optimize forms of education, to determine their interaction. [1,24 b]

Therefore, pedagogical technology can be understood as a quality organization of the educational process with little effort and time, the correct choice of teaching methods and tools for the teaching process, the design of the lesson on the basis of a certain algorithm.

Thus, the understanding of the need to link pedagogical technology with teaching practice as part of the teacher's methodological competence allows us to identify a number of factors that determine the structure of modern pedagogical technologies:

1. Modern didactic innovations, scientifically based and tested in practice, require the introduction of mandatory procedures.
2. Optimizing the learning process is a matter of urgency.
3. Scientific education requires the use of new tools, active methods, didactic materials, new solutions to organizational problems.
4. The programmatic activity of the student and the teacher ensures the elimination of all extra effort from the learning process, the pursuit of high coherence and the achievement of the desired result.
5. Extensive use of didactic materials, which determine the effectiveness of the use of information technology and technical means that activate education, is one of the main features of modern pedagogical technology.
6. The expediency of the material and technical base for the educational process is another sign of pedagogical technology.
7. Qualitative assessment of the results of the educational process is the ultimate goal of pedagogical technology.

Modern pedagogical technology has its own theory related to pedagogy and other scientific achievements; it lays the foundation for the joint work of teachers and students, based primarily on the extensive use of information tools and didactic materials, active methods, aimed at building the educational process on a scientific basis.

As a result of studying the literature and research results, experiments, we have developed several elements of pedagogical technology in the educational process as part of the methodological competence of the teacher:

- Communication technology
- Diagnostic technology for student knowledge
- Technology for organizing and solving problem situations
- Technology of appropriate choice of teaching methods and tools

- information delivery technology
- Technology of psychological impact

A teacher is a talented person who constantly develops and improves his / her ability to develop new ideas in the pedagogical process. Pedagogical creativity is, in essence, a professional, special expression of a person's creative work to create and improve new knowledge. Pedagogical research in teaching is always defined in relation to the subject in a particular direction.

In conclusion, it should be noted that if the teacher has the necessary methodological competencies in the organization of the teaching process, that is, if the organization chooses the right form, method, means of organizing this process, it can be effectively designed, if quality educational results are achieved, then educational technologies will be used correctly.

REFERENCES

- 1) H.T. Omonov, "Pedagogical technologies and pedagogical skills" - / Textbook / Tashkent "Economy and Finance" 2009
- 2) Axulkova A. I., Obraztsov P.I. Professionalno-oriented technology training of teachers of pedagogical colleges // Modern technology training: Matly Mejdunar.konf. - T.2. - SPb .: LETI, 2002. - S.133-134.
- 3) Levina M. M. Texnologii professionalalnogo pedagogicheskogo obrazovaniya. - M .: Izdat. Center "Academy", 2001. - 272 p.
- 4) Nazarova T. S. Pedagogical technologies. New stage of evolution // Pedagogy. - 1997. - №3. - S. 21-27.