TYPES OF PEDAGOGICAL TECHNOLOGY AND LESSON MODULES

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ABSTRACT

In this article, the main laws of the science of educational technologies are explained philosophically. In addition, the specific laws of education and training technologies in Western countries are revealed. In particular, the main periods of development of educational technology were analyzed. Also, current methods of educational technologies at different levels are interpreted from a scientific point of view.

Keywords: pedagogical technology, pedagogical process, educational process, pedagogy, modern pedagogical technology, teaching technology, educational technology, educational method, educational methodology, pedagogical technique, pedagogical-technological process.

INTRODUCTION

As a result of expansion of the content, goals and tasks of education and training over time, its forms and methods are also being improved. Currently, the main directions of human activity are integrated systems that provide the opportunity to fully realize the intended goals are becoming technologies.

Pedagogical technology has started to be used in the same field of education in recent years.

The concept of pedagogic technology is a wide-ranging concept that originated on the basis of needs of development of educational practice, and now has its place in the sciences of pedagogy and psychology.

In pedagogical technology, unlike different technologies in production, the material processed is the mental, spiritual, and moral qualities of the student (learner), which are used by the teacher and educator in various ways to achieve certain goals secrets are held.

Pedagogical technology has the following specific features: 1) Pedagogical technology is considered a factor of meeting the social need for improvement and optimization of the pedagogical process.

2). Pedagogical technology is manifested as a set of theoretical and practical knowledge related to the effective and skillful organization of didactic and educational process, as a methodological science.

3). Pedagogical technology is a holistic process that reflects the general essence of the educational process.

4). Pedagogical technology performs the task of guidance, that is, it serves to develop, educate, and form a person.

5). Pedagogical technology has a personal nature, and there are no single, strict, normative (standard) requirements for the use of certain technologies in the educational process.

6). Each pedagogue has the opportunity to implement a certain technological approach, taking into account the characteristics of the educational environment in which he operates, existing internal and external conditions.

7). Pedagogical technology expresses the unity of education, upbringing and personal development (maturity)

LITERATURE ANALYSIS AND METHODOLOGY

Although the theory of "Pedagogical technology" was founded almost a century ago, it was not so long ago that it was taught as a subject in higher education institutions of the republic.

The science of "pedagogical technology" was formed in the 90s of the last century as a practical-pedagogical science.

As a practical pedagogical science, it fully relies on the foundation of "Pedagogy" and clearly defines its place in pedagogical methodology" 2002. – P.18.] Today, the fundamentals of science reflect the dynamic development of the most advanced pedagogical views.

In the past, the theoretical and methodological foundations of the technological approach to the educational process were studied, the results of the organization of the educational and educational process based on the technological approach were analyzed and certain conclusions were reached.

During the years of independence, attention was paid to the active implementation of advanced pedagogical technologies in the continuous education system of the Republic of Uzbekistan, and significant progress was made in this regard.

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, pedagogic scientist V.P. Bespalko defines pedagogical technology as "a project of a specific pedagogical system applied in practice". And focuses on the preliminary design of the educational and pedagogical process

N.F. Talyzina defines pedagogical technology as "an independent science that develops methods that advance certain principles between science and practice, and directs them to solving issues such as their consistent application" notes that it should be, etc. In recent decades, concepts such as "pedagogical technology", "modern pedagogical technology", "teaching technology" have been widely used in our speech.

Most pedagogues say that the concepts of "educational technology" and "pedagogical technology" mean the same thing.

This approach is not so correct.

After all, as mentioned above, the idea of technologicalization of the educational process was initially formed in Western Europe and the USA.

They do not have the science of "Pedagogy", therefore the concepts of "pedagogical activity" and "pedagogical technology" are not used.

In these countries, the process of imparting scientific knowledge to a person is called the "educational process", and the set of disciplines that serve to provide knowledge to a person, increase his knowledge, and ensure the effectiveness of education is called "Methodology".

In the teaching of methodological sciences, the main focus is on improving the quality of education and ensuring its effectiveness.

The subject of "Pedagogy", which is being taught in the educational practice of the Republic of Uzbekistan, consists of the content of the process of organizing education and educational activities aimed at forming a person and ensuring his perfection.

That is, personal maturity is manifested as a result of the process of educational and educational activity.

ANALYSIS AND RESULTS

The approaches of the authors to the explanation of the concept of "pedagogical technology" are also different.

For example: the essence of the concept of "Pedagogical technology": - assignment approach to the educational process

- step-by-step teaching – meaningful summary

- a specific field of research theory and practice carried out within the educational system in connection with the organization of a pedagogical system that allows to achieve unique, effective results in all its aspects

- method of organizing educational process based on technological project

- a consistent method of creation, implementation and determination of all processes of mastering teaching, etc., aimed at improving educational forms, by means of technical and human factors, their joint actions (UNESCO);

- a systematic collection of all personal, equipment and methodological tools used to achieve pedagogical goals and their application procedure (M.V.Klarin);

- a unique approach to the educational process;

- Pedagogical expression of social-engineering thinking, image of technocratic mind transferred to pedagogy, specific standard of educational process (B.L.Farberman);

- didactic goal, achieving the required mastery level, designing the educational process in advance (U.N. Nishonaliyev);

- the process of the pedagogue influencing the students in certain conditions and consistency with the help of teaching (educational) tools and forming predetermined qualities in them as a product of this activity (N. Saidahmedov);

- the optimal method of solving pedagogical issues in certain situations (A.Kushnir);

- description of the process of achieving the expected result (I.P. Volkov).

If the educational process is recognized as the leading factor ensuring the socialization of the individual in the educational system of developed countries, we emphasize that the education and upbringing process are equally important in the formation of the individual.

In most cases, the process of education should be a priority in this regard, because only a person who can demonstrate moral qualities in himself can ensure that their content acquires a positive character in the process of organizing social relations, only a moral person can value education (knowledge), because,we put forward the idea that knowledge is one of the main categories of morality.

Therefore, it is necessary to apply the concept of "pedagogical technology" and focus not only on the effective organization of the educational process, but also on ensuring the effectiveness of both the education and educational processes.

The concept of "educational technology" is broader than the concept of "educational methodology".

The educational method is a method of joint activity of the pedagogue and the student aimed at solving the collective tasks of the educational process.

Educational technology – the general content of the process of achieving the educational goal, that is, the step-by-step implementation of the pre-planned educational process on the basis of an integrated system, the development of a specific system of methods, methods and tools in order to achieve a specific goal.

Effective, efficient use of them and high-level management of the educational process have been considered.

Lexicologically, the concept of "educational technology" (eng."An educational technology") means science, teaching, which provides information on the organization of the educational process at the level of high skill and art.

General scientific and pedagogical research methods are actively used in the research of pedagogical technology issues

It is worth mentioning that, at the same time, there was no consensus on the logical-ideological interpretation of the concept of educational technology.

The application of pedagogical technology to the educational process serves to positively solve the above-mentioned actual problem.

The idea of technologicalization of the educational system was first introduced in Western Europe and the United States in the beginning of the last century, when there was a social movement to reform the educational system, increase the effectiveness of education, and create certain conditions for ensuring the socialization of the individual.

Bora was thrown in the middle.

This idea was based on the introduction of the concept of "pedagogical technique" ("educational technique") to the educational process in the 1930s.

In the special literature created during these periods, the concept of "pedagogical technique" (or "educational technique") was interpreted in the form of "a set of methods and tools that help to clearly and effectively organize educational activities" and was introduced into the educational process.

It was estimated that such cases as the introduction of training and laboratory equipment, their effective and efficient use, and the explanation of the content of the material with the help of instructional tools are the leading factors that contribute to the improvement of educational efficiency.

In the 50s of the 20th century, the use of technical tools in the educational process was recognized as a factor that determines the direction of "educational technology", the main focus is on expanding the audience of masters through the use of technical tools, increasing the capabilities of technical tools.

Improvement, expansion of the information capacity of the network, quality organization of the information transmission service, individualization of education were focused on such issues.

The object of the research conducted in this regard was the possibilities of technical means, the process of improvement was adopted as a base, and special emphasis was placed on studying the organizational aspects of "technologicalization" of the educational process.

In the early 60s, the organization of the educational process on the basis of educational programming began to be seen as a factor that reveals the essence of the concept of "technology"

In order to be aware of the laws that are the basis of the general principles of educational technologies, it is necessary to understand the essence of the concept of "law".

Accordingly, in pedagogy, the systematic structural approach serves as its methodological basis in the clarification of the laws of any science. Consequently, the systematic-structural approach allows to shed light on the important, necessary, stable connections that take place in the pedagogical-technological system.

In order to reveal the laws of the whole pedagogical process studied by the science of "pedagogical technology", it is necessary to analyze the connections between the following factors: 1) between the pedagogical process and large-scale social processes and conditions;

2) between the components of the pedagogical process. Consequently, the systematic-structural approach allows to shed light on the important, necessary, stable connections that take place in the pedagogical-technological system.

3) between teaching, education, upbringing and personal development;

4) between education and self-education processes;

5) between pedagogical leadership and independent activity of learners;

6) between the process of educational influence on all educational subjects;

7) between pedagogical task, educational (education) content, methods, tools and organizational forms of the pedagogical process.

As a result of the analysis of the relations between the above-mentioned factors, the laws of teaching the basics of pedagogical technology are determined. They are: The first law.

The pedagogical process with technological content as a whole is determined by the need to train a specialist who is fully developed, independent thinker, who can work directly with modern techniques and technologies as a result of the changes taking place in the social, economic and cultural spheres of society.

The second law.

The effectiveness of the pedagogical-technological process directly depends on the material, spiritual, socio-ethical, hygienic and aesthetic conditions.

The third law.

In the pedagogical process, education, training and personal development, as well as self-re-education, pedagogical leadership and independence of students are related and interdependent.

The fourth law.

In practice, the effectiveness of the pedagogical process is determined by the unity of activities organized by its participants in the field of education and training.

The fifth law.

A positive solution to the tasks of pedagogical technology is determined by the age, psychological and personal characteristics of the graduate, as well as the level of development of the team.

The sixth law.

The content of the educational (educational) process is formed based on clearly defined tasks.

Seventh law.

Educational (educational) methods and tools are selected based on the content of educational (educational) tasks and existing situations.

The eighth law.

Forms of organization of the pedagogical process are determined on the basis of tasks, content, selected methods and tools of pedagogical activity.

The ninth law.

Taking into account all the internal and external interrelationships of the pedagogic process in certain circumstances ensures the achievement of the highest results.

The tenth law.

In the process of education, there is feedback between the pedagogue and the master, and in the process of education, there is feedback based on objective laws.

The eleventh law.

The expected result in the pedagogical process is achieved only when the goals, the content, form, methods and tools of education are determined on the basis of interrelationship.

CONCLUSIONS AND SUGGESTIONS

In conclusion, it should be said that modern development created the basis for the use of technologies in all spheres of society at the beginning of the last century.

In connection with this situation, there was a need to teach the educational subject "Pedagogical technology" in educational institutions, more precisely, in higher educational institutions.

Educational technology serves to organize educational activities effectively and successfully, and to create the necessary conditions for thorough assimilation of educational materials in cooperation with the teacher.

Educational subject "Pedagogical technology" also has its own technological approach, technological culture, pedagogical process, design, pedagogical process design, module, educational goal, educational goal, technological system, person-

oriented education, pedagogical diagnosis, has main categories such as interactive method, technological passport, technological map and elements of pedagogical skills.

Interview, questionnaire, interview, pedagogical analysis, pedagogical observation, modeling, study of children's creativity, test (subject and psychological tests), study of educational institution documents, pedagogical experience, expert assessment, mathematical and statistical analysis, etc.

Pedagogical methods help to study issues of pedagogical technology.

Like all educational subjects, the subject of "Pedagogical technology" includes theory of pedagogy, history of pedagogy, special methodology (teaching a special subject), educational management, creative pedagogy, cooperative pedagogy, pedagogical innovation, philosophy, ethics (ethics), sociology. And studied in relation to academic disciplines such as psychology.

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