

THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF THE SCIENCE OF PEDAGOGY

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ANNOTATION

This article describes the role of modern pedagogical technologies in the development of pedagogy. It is also based on the need to conduct training on the basis of pedagogical technology, to use modern technical tools, computers, multimedia complexes with video-computers in the course of the lesson. The concept of pedagogical technology is also reflected in scientific articles, periodicals, conference topics and reports, and scientific works of scientists dealing with this subject are also covered. In addition, conclusions and suggestions on increasing the role of modern pedagogical technologies in the development of the science of pedagogy have been developed.

Keywords: science of pedagogy, modern pedagogical technologies, principles of education, methodological developments.

РОЛЬ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В РАЗВИТИИ ПЕДАГОГИЧЕСКОЙ НАУКИ

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АННОТАЦИЯ

В данной статье описывается роль современных педагогических технологий в развитии педагогики. Это также основано на необходимости проводить обучение на основе педагогических технологий, использовать в ходе урока современные технические средства, компьютеры, мультимедийные комплексы с видеокomпьютерами. Понятие педагогической технологии также отражено в научных статьях, периодических изданиях, темах конференций и докладах, а также освещены научные труды ученых, занимающихся этой тематикой. Кроме того, разработаны выводы и предложения по повышению роли современных педагогических технологий в развитии педагогической науки.

Ключевые слова: педагогическая наука, современные педагогические технологии, принципы воспитания, методические разработки.

INTRODUCTION

It is known that any technology is based on the educational principles that form the new content of education and is aimed at educating the person of the learner, creating work and professional skills

in certain directions. The active subjects of the educational process are the teacher and the students, and their collaborative activities provide an opportunity for in-depth assimilation of theoretical and practical knowledge on a specific topic (or the basics of subjects) with little effort and time spent. In contrast to the methodical development of the educational process aimed at the active, effective activity of the teacher, pedagogical technologies aimed at activating and accelerating the educational process are focused on learners, as well as their personal and joint development with the teacher. In addition to creating conditions for mastering educational material taking into account their activity, education and training regularly develop the activity and curiosity of students throughout the training.

has its purpose, allows for the rapid involvement of pedagogical technology requirements based on the creation of educational factors in educational or production activities. Otherwise, tasks that are weak, not clear enough, or do not have a clear outcome can lead to an ineffective completion of the training.

LITERATURE ANALYSIS AND METHODOLOGY

Among the measures necessary for the organization and development of two-level higher education in the "System and types of continuing education" section of the national program of personnel training of the Republic of Uzbekistan is "training students using new pedagogical and information technology "acceleration of teaching, individualization of teaching, independent learning, and development and mastering of distance education system technologies and tools" are mentioned. The implementation of these activities will improve teaching, that is, the wide application of pedagogical technology to the educational process, the use of computerized automated teaching systems, the use of new technical and didactic tools and multimedia opportunities in education, distance learning It is done by using modern teaching technologies, such as the introduction of language. In developed countries, new pedagogical technology was gradually formed and began to enter the Republic of Uzbekistan. The new pedagogical technology encourages students to think independently and work freely during the lesson.

In recent years, well-known pedagogic scientists and teachers of our Republic have been conducting effective research on the introduction of pedagogical technology into the educational process. The concept of pedagogical technology is also reflected in scientific articles, periodicals, conference topics and reports. In particular, scientists of our republic R.Kh. Jorayev, A.P. Parpiev, N.Kh. Saydahmedov, U.N. Nishonaliev, L. Farberman, L.V. Golish, U.Kh. Tolipov, and Russian pedagogic scientists V.P. Bezpalko, M.V. Klarin, V.M. Monakhov, P.I. Pidkasistii, as well as M.J. Aristanov, J.S. Khaidarov and others from Kazakhstan scientists tried to reveal the essence and importance of the concept of "pedagogical technology" in their scientific research. Currently, in pedagogical literature, lectures and official documents on educational problems, such as "new pedagogical technology", "advanced pedagogical technology", "modern pedagogical technology", "teaching technology", "educational technology" expressions are widely used. But these concepts are still not standardized and explained in encyclopedias. A single definition of the meaning of these expressions has not been developed, and therefore there are many different definitions of them.

V. Guzev stated. in the traditional method, educational goals are vague in accordance with the requirements of the program, that is, characterized by a vague imagination wrapped in the concept of "mastery" of learners. Educational processes are organized based on the generalization of work

experiences of teachers who have achieved more achievements. For each specific situation, the pedagogical activity of these teachers is shown as an example. But a number of scientists point out that the era of separate educational methods has passed and generalization of the experiences of any advanced pedagogues does not allow to build a systematic and goal-oriented, effective education. Today, many specialists criticize traditional pedagogy and emphasize that the approach in teaching is still based on the study of general concepts, rules and laws. Students' engagement with real-world objects is limited in scope and content.

DISCUSSION AND RESULTS

The advantages of classes organized on the basis of interactive pedagogical technologies are that such a system of classes serves as the basis of science that sharpens thinking, forms boundless love for the Motherland, loyalty, civic ethics and democratic culture. In the teaching of subjects, methods such as –Working with groups||, –Discussion||, –Problem teaching||, –Brainstorming||, as well as working with tables, writing works expressing independent opinion, and writing essays increase the activity of students.

Such lessons conducted on the basis of these methods save time and deliver new knowledge to the student. He will be able to get out of the situation with the right conclusions in disputes and will be able to connect and summarize the knowledge he has received with other topics.

The current educational development has brought a new direction - innovative pedagogy to the field. The term "innovative pedagogy" and researches related to it appeared in Western Europe and the USA in the 60s. The socio-psychological aspect of innovation was developed by the American innovator E. Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it.

Pedagogical technology - studies the problems of using modern pedagogical technologies in the process of education and training, increasing the effectiveness of the process of education and training based on the technological approach. Turning to the dictionary meaning of the word technology, this word is derived from the Greek word (technos) - skill, art (logos) - teaching, science. means nos. It follows that the word technology is added to other terms and fulfills the tasks of developing this field and improving its skills. In general, technology is an objective process that prepares the stage of educational evolution to solve qualitatively new issues. New technologies have opened up great educational opportunities. The qualitative changes that are taking place show that the processes of "teaching" in the usual explanation have begun to go beyond the limits of the teachers' professional capabilities. The new technical, informational, printed, audio and exhibition tools that have come into existence bring many innovations to the educational process with new methods in their own way and remain an inseparable part of it. However, the uniqueness of the pedagogical technological process, its priority over the traditional forms, and methods of real solution to the problems of modern education have not yet been fully studied. Many foreign and Uzbek authors write about it. But everyone believes that pedagogical technologies will have priority in the future. Currently, educational technology is understood as a new system that not only becomes an auxiliary tool, but also plays a major role in the development of the educational process and changes its organizational forms, methods, and content. This, in turn, affects the pedagogical thinking of the teacher and the student. Such a description of technology shows the importance of the integral connection between all the components of the educational process, the mutual cooperation of the

pedagogue and the student. The student turns from a passive object of education into an active subject of education and training, and as an active subject participates in this process with the teacher, strives to learn independently.

Organization of the learning process in innovative ways, i.e., modern pedagogical technologies from the primary education period, is highly effective in the educational system. This means that primary education is the foundation of general secondary education. Building this foundation in a solid way will facilitate the transition of educational processes in the future. It is self-evident that pedagogical technologies established from primary education serve as the first stage in the formation of subsequent periods of education.

One of the important conditions for the formation of students' interest in learning can be the creation of an emotional situation, the need for knowledge and the development of conscious thinking. The structure of students' cognitive activity includes activity, that is, such work activity in which intellectual,

volitional and emotional processes appear together. For active cognitive activity, comprehensive, deep interest in knowledge, specific effort, attention, and mental and physical forces necessary to achieve the set goal should be focused. Cognitive activity is individual, it is not an innate ability of a person, but is formed in the process of his actions.

The following are typical for students' live cognitive activities:

- deep, comprehensive interest in knowledge and educational goals;
- active manifestation of mental, physical and intellectual strength;
- gathering attention, memory, will and other mental qualities. In the process of cognitive activity, the following 4 levels are distinguished:
 - reproductive activity. Readiness to acquire "ready-made knowledge" and intensive processing activities apply in this;
 - applicative activity — it is characterized by readiness for intensive choice-making activity;
 - activity in interpretation - willingness to actively interpret, explain and reveal the meaning;
 - productive (effective) activity - it is characterized by readiness to intensively create new things.

The development of cognitive activity includes several stages:

- activity in practical activities, manifested in the pursuit of independent behavior;
- the desire to acquire the essence and principles of the phenomena being studied;
- creative activity is the highest stage, it consists of causal connection, conviction of the authenticity of creative thought, its vital and cognitive value.

The analysis of the literature on pedagogy and psychology allows us to make the following conclusion: the revitalization of cognitive activity in teaching literally means the activity of thinking. Thinking activity is manifested in cognitive activity in purposeful analysis and synthesis, concretization and systematization of educational materials, application of induction and deduction, acquisition of the knowledge system, development of worldviews and imaginations and concepts.

The development of creative activity of students is characterized by the ability of a person to penetrate deeply into the essence of the things and events being played and to bring elements of innovation and creativity to the cognitive activity. These are concepts complement each other. Because the activity of a person is manifested in independent movement, on the contrary, activity often requires independent movement.

Cognitive independence has the following characteristics:

- ability to think independently and strive for it;
- the ability to find their own approach to solving a new task or to take advantage of new situations;
- to not only want to understand the acquired knowledge, but also to find ways to acquire it;
- a critical approach to evaluating other work;

CONCLUSION

B.P. Yesipov connects independent work with didactic tasks such as searching for knowledge, strengthening skills and abilities, being able to use knowledge in new conditions, and applying knowledge in practice. In short, the use of pedagogical technologies in the educational process serves to increase the effectiveness of education. Achieving this goal involves solving the following tasks:

- 1) Reform of the education system in accordance with the Law of the Republic of Uzbekistan on Education, the formation of a competitive environment in the field of state and non-state educational institutions and personnel training, a unified educational production complex of the education system ensure consistent development as;
- 2) adapting the system of education and personnel training to the processes of modernization, development and construction of a democratic-legal state in society;
- 3) providing institutions of the personnel training system with highly qualified specialists, raising the organizational and social status of pedagogical activity;
- 4) reconstruction of personnel training system within the current requirements;
- 5) development and introduction of effective methods of spiritual and moral education of students;
- 6) introduction of a single method of attestation and accreditation of the system;
- 7) creation of normative and material-technical information base;
- 8) ensuring the integration of education, science and production;
- 9) attracting extra-budgetary investments into the system;
- 10) development of mutually beneficial international cooperation in the field of personnel training.

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