

## THE ROLE OF NEW PEDAGOGICAL TECHNOLOGIES IN THE TRAINING OF QUALIFIED SPECIALISTS

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**Annotation:** 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. A single interpretation of its content has not been developed and therefore there are many different definitions of the phrase.

**Key words:** pedagogical technologies, advanced pedagogical technologies, technocratic scientific consciousness.

### Introduction

Pedagogical technology is a field of knowledge through which in the third millennium the state policy in the field of education will be radically changed, the activity of teachers will be renewed, the system of feelings of prudence, thirst for knowledge, love of country, faith in pupils and students formed. Let's first clarify the concept of "technology". The word came into 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 influence students under certain conditions with the help of educational tools. and as a product of this activity is the process of forming personal qualities predetermined in them. As can be seen from the above definition, the interpretation of the concept of pedagogical technology is based on the technological process. In fact, there are many definitions of this concept in the pedagogical literature. There are different forms of the term "technology" in the pedagogical literature: "teaching technology", "educational technology", "information technology", "learning process technology" and others.

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

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

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 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.

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). As V.M. Shepel stated "Technology is the art of processing, change, art, skill, ability, a set of methods". According to B. T. Lixachev "Pedagogical technology is a set of psychological procedures (institutions) that determine the forms, methods, techniques, ways of teaching, a special set and arrangement (location) of educational tools: it consists of organizational and methodological means of the pedagogical process" As V.B. Bepalko stated "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".

According to I.P. Volkov "Details of the process of achieving the planned results of pedagogical technology education". From the point of view of V.M. Monakhov "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".

According to the definition of UNESCO "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".

Today, the material and technical support for the organization of practical education in educational institutions is provided to a certain extent, and its methodological support is not fully formed at the level of modern requirements.

Ensuring the effectiveness of the formation of knowledge, skills, competencies and competencies in students is inextricably linked with the structure and content of programs, as well as practical teaching methods and tools. Therefore, it is very important to scientifically develop the classification and content of systems of practical training and practice, taking into account the basic psychophysiological laws of students' mastery of various professions. An important aspect of the training of competitive personnel in the curriculum is the production practice, before beginning the scientific analysis of the elements of industrial education and didactic processes of its organization, it is necessary to consider the basic

concepts of this process, find its general laws and system. The main purpose of industrial training is to form the professional skills of future professionals. These skills and competencies are formed in the process of laboratory and practical training, teaching in the workshop, internships in special disciplines and internships [1].

The leading trends in the effective preparation of students for professional activity are:

- To make a decisive turn from mass, general education to an individual approach;
- Development of creative abilities of future specialists;
- Formation of students' analytical thinking, independence;
- Mandatory participation of students in research, development and invention;
- Approaching not only the teaching process, but also the real production of design and technological developments of students in laboratories, educational associations during the internship;
- Computerization of the technical training process;
- Introduction of a continuity approach to improving the process of education, training and retraining.

The latter principle is of particular interest because competitiveness is a structural quality of the specialist personality. Therefore, the internal reform of educational activities in the education system is inevitably associated with the basic rules of the activity approach [2].

This is called a professional activity as a rule in modern conditions. In this activity, we highlight scientific knowledge, understanding of values or defined tasks, goal setting, goal setting in tactical and strategic plan, forecasting based on careful study, programming of the activity process itself and its results in order to train competitive professionals.

The learner is characterized by the need to know, creativity in various forms of activity, independence and responsibility, initiative in work, cognition and communication.

In the interaction of the educator and the learner, these features, as a rule, find a point of convergence, the direction of one shifts to the other. This is where the two-way activity in the learning process emerges.

Accordingly, the fact that the pedagogical activity is focused on teaching the activities of the person being taught is reflected in the processing and updating of this orientation. If such junctions do not exist, the training process loses its effectiveness. Thus, considering upbringing and teaching as a quality of joint activity of the teacher and the trainee, it shows that each participant in this process has its own characteristics: the role of the teacher is to teach, and the role of the learner is to learn. [3; 5]

The means of activity are such activities as work, communication, play (role play), reading, scientific activity (cognition).

Thus, the following pedagogical conclusions can be drawn:

- In order to improve the professional pedagogical training of students, it is necessary to study this problem theoretically and practically;
- interaction, the content of the relationship between teachers and students should be based on the theory of activity, an active approach, which consists in the formation of the student as a competitive specialist, which takes place in the system of interactions with teachers and teaching aids.

The student's personality is complex. No less complicated is his formation as a specialist. A comprehensive approach is required to train a specialist. The specialist is formed during the activity. Therefore, a comprehensive approach to the organization and study of the pedagogical process is needed.

If we consider the essence of the system of industrial education in the example of a specialist covering the second qualification level of vocational training, the following processes are observed:

1. The student is first acquainted with the rules of use of tools and equipment, as well as safety.
2. As a rule, are trained to perform certain operations on the basis of training patterns of a particular labor process.
3. From operations to complex production of simple items.
4. Students are trained to make more complex items, skills and abilities are formed; the educational norms of the time are introduced.
5. Finally, the student's skills are brought to the appropriate level of qualification, and after completing the qualifying work, a degree is awarded, thus allowing them to perform professional functions independently [4].

Such a generalized description of the industrial education system allows a number of conclusions to be drawn:

- 1) The main element of the system of practical education is its content components in a certain sequence;
- 2) This system reflects the semantic parallelism, ie the parts of production activity with the main technological operations;
- 3) The system is simultaneously parallel-step, that is, the main parallels and successive stages can differ significantly from each other, depending on the profession occupied.

Thus, in the most general case, the following sequential step-by-step system of practical training can be distinguished in the training of qualified personnel:

- 1) Practical-laboratory work, which begins with the acquisition of the phenomenon of practical skills in the logic of theoretical study of the profession;
- 2) Educational practice connected with special technology courses and, as a rule, carried out in the conditions of an educational institution;
- 3) Production practice carried out in the conditions of the enterprise, organization or institution.

To sum up, the above system of practical training was created and put into practice decades ago by the efforts of teachers and engineers-engineers of vocational education institutions [1], but it has its own set of factors that determine the structure of the content of practical training, the essence of this structure is not reflected.

Analysis of future activities of students and the requirements for their level of training, description of the goals of industrial training processes, professional-personal models of graduates, curricula and training programs for junior specialists are carried out in educational and methodological documents. The content of training is determined by the curricula and

plans, as well as the didactic materials used by production masters and students in the lessons.

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