

EDUCATIONAL TECHNOLOGY

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Annotation:

Sources of educational technology. The concept of educational technology. Structure of educational technology. Design of research technology. Classification of educational technologies. Pedagogical and psychological knowledge, teaching methods. Mass development and implementation of pedagogical technologies.

Keywords: Technologicalization, man – technology – goal, in pedagogical technologies, in the mid – 50s, Hard-coded, from sources, 2 sources of pedagogical technology programmed textbook, compatibility of living conditions, creative activity technology.

Introduction:

After gaining independence, Uzbekistan along with many other countries, has made great strides in manufacturing, science, technology and education. One of the factors in the development of education in Uzbekistan is the introduction of new modern technologies in education. The teacher must have the necessary pedagogical minimum, which, in addition to his professional knowledge, includes pedagogical and psychological knowledge, new pedagogical technologies and teaching methods.

But also look for answers to the questions “What to teach?”, “Why to teach?”, “How to teach?” as well as “How to teach effectively?”, which led scientists and practitioners to “technologicalize” the learning process, i.e. Transformation of education into a production and technological process with a guaranteed result, and in this regard the emergence of pedagogical- pedagogical technologies

Pedagogical technologies have two sources. The first source is the production processes and design sciences that connect technology and man in one way or another and form a “man- technology- goal” system. In this sense, the technology is defined as the raw material in the production process, the methods of material processing, production, characteristics, forms of state changes. Other definitions of this concept can be given, but in essence they all reflect the main characteristics of the technology : technology is a category of the process; it can be expressed as a set of methods of changing the behavior of the object; The technology focuses on the design and use of efficient economic processes.

The second source is pedagogy itself. A. Makarenko also called the pedagogical process a specially organized “pedagogical production”, posing problems for the development of “pedagogical techniques”. As he points out : Our pedagogical production has

never been built on technological logic, but has always been built on the logic of moral weight. Therefore, we do not have all the important sections of production: technological process; operation accounting, design work, use of designers and devices,, standardization management, tolerance and rejection.

Researchers link such mass development and implementation of pedagogical technologies to the mid- 1950s and to the emergence of a technological approach to the learning process, first in America and then in European schools.

Initially pedagogical technology was an attempt to technicalize the learning process; the first idea of this endeavor and at the same time the foundation on which the next layers of pedagogical technology were built was a programmed textbook. Expand the concept of further development of research in the field of pedagogical technology, which is reflected in the various tariffs of this concept by well-known teachers and methodologists. Pedagogical technology (or teaching technology) is an integral (procedural) part of the teaching system.

Didactical processes, means and organizational forms of teaching. It is this part of the education system that answers the questions “how to teach” with the suffix “how to teach effectively”.

The development of a particular creative person is so individual that it is difficult to imagine a formalized description of the specific pedagogical technology that changes the person, depending on the conditions of life. However, science is constantly trying to define “pedagogical technology” as a system or method. For example, UNESCO defines pedagogical technology as a “systematic way of creating, collaborating and defining the whole process of teaching, taking into account the technical and human resources, as well as their interaction, aimed at optimizing the forms of teaching”.

M. I. Mahmudov emphasizes the meaning of the concept of pedagogical technology: “Teaching can be expressed as a bridge or less programmed (algorithmic) process that guarantees the achievement of the goal of the relationship between the teacher and the student”. This tariff of pedagogical technology focuses on the structure of the relationship between teacher and students – it determines both the methods of influencing students and the results of this influence.

“Hard coded” words free the teacher from thinking: take some well-known technology and do a little work. Without pedagogically developed thinking, without taking into account the many factors of the pedagogical process, the age and individual characteristics of students, any technology will not achieve the desired goal and will not give the desired result. Before “programmed” and using this or that technology, all its features determine the need to organize, how it is used, what pedagogical concepts it fits, what tasks can help the student to solve in certain situations.

The concept of teaching technology creates optimal conditions for achieving high efficiency without a systematic approach to the organization of the learning process, without extensive

computerization, without the use of technical means of teaching, without modern teaching methods, especially unskilled personnel meeting the requirement of modern teaching technologies. Thus, the university teacher becomes not only one of the main sources of information, but also the creator and creator of new conditions for successful acquisition of knowledge and skills, while retaining few functions as a teacher.

Since the student is the central representative of the learning process, educational technology creates optimal conditions that contribute to the process of knowledge acquisition, the formation of skills. Thus, organic technology has become a technology of creative activity and helps to achieve pedagogical excellence.

Conducting our consideration of the concept of “pedagogical technology”, we conclude that a distinctive feature of pedagogical process based on it must ensure the achievement of goals. The second characteristic feature of the technology is the formation of the process of interaction between the teacher and the student (algorithmization).

Thus, “pedagogical technology is a pedagogical phenomenon focused on the ability to solve multiple problems and, most importantly, to help the learner improve his or her personality, forming qualities such as tolerance, sincerity, and creativity”.

Book:

1. Components of educational technology – M. pedagogy 1989
2. Buxvalov V. A. technologies of teaching methods – 1994
3. Methods of organizing and mental development of the child – M. 1985