METHODS OF FORMATION OF PEDAGOGICAL TECHNIQUES AND ITS PSYCHOLOGICAL PROPERTIES

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Abstract
The peculiarity of the method of pedagogical technology is that it projects the learning process, which ensures the achievement of the planned goals of education. Goal-setting, reviewing current results, breaking down learning material into individual pieces - these are the hallmarks of the learning process - are the hallmarks of a repetitive learning cycle.

Keywords: technological approach, research approach, functional, complex, learning objectives, important issue, learning problem, pedagogical technology, mastered section.

Introduction
In order to organize the educational process in accordance with pedagogical technology, high skills are required at the design stage, a leading group of methodologists - teachers develop methodological materials based on the rules and principles of pedagogical technology. When such materials are available, the teacher's job is mainly to organize and advise (with the possibility of making some creative changes). A clear expression of the purpose of education, awareness of how much the student has mastered during the study, teaching based on the actions (activities) of the student - is an important aspect of pedagogical technology.

The teacher's goal is usually to teach the student to understand, master, and apply the content of the material.

The order (goal) of the society in the field of education is generally expressed in government documents, works and speeches of the head of state. Even the goals of the curriculum are generally expressed in one or two sentences, which are difficult to understand. If the society - from the state order - depending on the goals and objectives of the education system, from which the educational institution, the subject, its departments, topics, the goals and objectives of certain educational issues, the system of specific goals is formed.

The directions of important changes in the educational process according to the new pedagogical technology are:

Clarification of educational goals on the basis of diagnostic purposes;

Clear separation of current and final assessments;
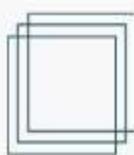
Guarantee the achievement of planned learning outcomes;

The choice of forms of learning activities and the means of teacher-student interaction, depending on the circumstances;

Development of educational material through reproductive tasks;

The standard is to work in small, self-checking groups to learn the results.

Material and Methods

The task of the student is the result of education. So, what is being tested and evaluated is the result of education.

Here are some suggestions on how to look or get an appointment for hair extensions.

- Each important issue - to express the group of tasks: to begin with the phrase "students should know ... by the end of the lesson";

- Assign each task with a serial number;

- Express each task with the verbs "list, say, remember, demonstrate, perform, choose, calculate";

- Set each task with the term student activity;

- Each task should have the same learning outcome (two or three answers to the same question);

- Be able to measure the results of each task, the achievement of goals.

Learning objectives should allow for an objective assessment (oral; written or test) of a student's knowledge and skills after the study of a subject: knowledge or subject.

In this form of pedagogical technology, the teacher divides the course into several sections (modules), usually 15-20; they can be the same as the chapters in the textbook. Each student is given a manual on how to read, which indicates the purpose of studying the section (topic), recommended certain forms of study, control and self-monitoring. A set of questions will be presented. The student chooses the mode of study. Prior to the examination in the department, each student is tested in the form of "pass" and "fail" according to the criteria set by the assistant teacher. The untested student will develop additional study material on the recommendation of the assistant. Passing the test is a special permission to study the next section. The number of lectures is very small (no more than 6 per semester) and participation is optional.

The Keller Plan is used to teach the natural sciences as well as the social sciences and humanities in US universities. Pedagogical experiments in the 70s and 80s showed that the Keller plan was more effective than the traditional method of teaching.

In the Russian Federation, V. Guzeyev developed a method of integrated pedagogical technology, the main parts of which, in general, are:

1. The planned learning outcomes for each specialty are presented in the form of multi-level diagnostic and operational learning tasks.

2. The large structure of the educational process is combined in the form of a block of lessons, forming a large unit of educational content.
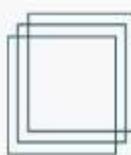
3. Collective learning is based on the monitoring of group activities: each step of education is planned based on the results of the previous one.

4. Management and teaching of the educational process is carried out on computers.

The forms and manifestations of the technological approach to education described above are diverse. A new pedagogical magazine "Shkolniye tehnologii" is also published in the Russian Federation. In the Republic of Uzbekistan, it is expedient to study foreign experience in the field of pedagogical technology, to master and develop the method of pedagogical technology, taking into account our national and cultural traditions, the level achieved in the field of education.

There are different approaches to pedagogical science and educational practice. These include the traditional approach, the systematic approach, the technological approach, the research approach, and the functional, complex, and functional approaches.

Result and Discussion

Its main feature is that the teacher tells and explains certain information, and the student remembers this knowledge. The concept of "knowledge" is understood in the sense of information stored in memory. Whether a student has knowledge is determined by his or her memorized answer to a question about that information in the exam. In this case, knowledge is mainly the result of memorization, which can often be superficial. Such knowledge is not stored in memory for long. The student may or may not remember when asked a question.

In the traditional teaching method, the purpose of education is not clearly defined in accordance with the requirements of the program, the teacher does not have a clear idea of the level and quality of the student's mastery.

Traditional education is widespread in the educational institutions of our country, its various aspects are developed in the field of pedagogy, methodology, and a great deal of experience has been accumulated. Research is underway to improve traditional education, but its objective capabilities are limited. The ongoing reforms in the field of education in our country create a mismatch between the rapidly evolving requirements of science and technology - the need for education to train competitive, highly qualified personnel, the formation of a harmoniously developed generation. It needs to be addressed through other new approaches to education.

The word system means a structure, a whole, or an event made up of parts. The concept and word of the system have other meanings. For example, a system is something called a string, wire, etc: system - (a system of pearls, a bunch of necklaces, etc.). Concepts such as cyber system, information system, social relations system, movement system, pedagogical system are also used in the form. The concept of a system is usually divided into types according to certain characteristics: a system of material things, abstract concepts, hypotheses, theories, a system of scientific knowledge.
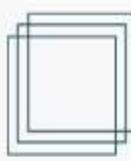
The systematic approach has a universal character as a methodology of scientific knowledge and pedagogical practice, is widely used in pedagogy, and education should be considered as a pedagogical system.

The concept of "systematic approach" is often used in conjunction with the concepts of "systematic method", "systematic analysis method". Because the methods of systematic analysis also involve the study of the object as a whole system. The systematic approach, especially the structure, is very close to the analysis of the task at hand. The object of system analysis is an integral thing or event (system), which is, first of all, different parts of the object; second, the interdependence of the parts; thirdly, the boundaries of the system and fourthly, the system's connection to the environment.

A systematic approach uses a set of rules and principles that enable high results in research and practice. Such a rule is one of the principles, including: moving from abstraction to clarity; the unity of synthesis with analysis, of logic with historicity; variety of connections and interactions in the object; the structure of the object - the unity of ideas about the functions and origins, and so on.

The pedagogical system is a holistic socio-pedagogical phenomenon that shapes the human child as a harmonious person, a professional, the composition of which consists of objects and subjects of the pedagogical process, forms - methods, relationships between them, interactions, their management. Pedagogy includes broad and narrow concepts (gender and species): pedagogy - science; pedagogy - a subject; pedagogy is a broad concept as a field of human activity. Each is a system of parts. Pedagogy as a science is a system of several parts according to certain characteristics. The system of pedagogical sciences - the theory and history of pedagogy; teaching theory and methods; special pedagogy; theory and methods of physical education; pedagogy of cultural and educational work, social pedagogy, etc.

For the reproductive level, pedagogical technology education is organized as a repetitive conveyor process, the expected outcome of which is described in detail and clearly recorded. The curriculum is redesigned and developed in accordance with the clearly defined learning objectives, individual sections (parts. Modules) are divided into sections, alternative ways of teaching the training material are considered, each section is read. learning is monitored using a test, errors and omissions are corrected and corrected. Academic work is aimed at achieving the results specified in the standard. That doesn't stop kids from engaging, competing, and helping each other. Because of the reproductive nature of the training, this method is more effective in acquiring the necessary minimum of knowledge, skills and competencies. Applying a technological approach ensures that learning objectives are met.

The purpose of this approach is to increase the student's ability to solve a problem, to independently acquire new knowledge (experience), to find new ways of action, to take personal initiative.
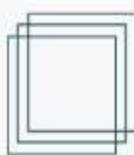
Conclusion

In this approach, it guides the student's learning activities in a pedagogical way, supports the child's personal initiative, cooperates with the child, and prioritizes the student's ideas and interests. The research approach also includes pedagogical technology options:

In pedagogical theory and practice, the traditional approach can be exploited, with the prospect of systematic technological and research approaches. Each of the technological, systematic and research approaches have its place in the education system and should be applied in its place.

In developed countries, pedagogical technology options have been developed for different levels of education (reproductive, productive, research and creative).

The technological approach to the existing traditional educational process can be mastered not only in a complex way, but also by teachers, depending on the methodological guidelines, the creation of educational and material base, step by step, some elements. This is especially true of an important part of pedagogical technology - methods of defining educational goals in subjects and topics.

To a certain extent, pedagogical researchers use these approaches when studying educational phenomena. Practical educators are no exception. The effectiveness of educational work would be much higher if each approach was understood and followed in its place and purpose.

Pedagogical technology is a method of education, in a sense, a set of educational processes, tools, forms and methods. The selection and processing of learning materials, the adaptation of the form and size of students according to their strength and mastery, are also related to educational technology. Pedagogical technology is a system of developing and improving the objective laws of education, educational processes based on diagnostic purposes, the content, methods and tools of education.

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