

PEDAGOGICAL TECHNOLOGIES

Kazimova Gulnora Khakimovna

Assoc. prof. Department of Uzbek Language and Literature
Bukhara Engineering Technological Institute.

Annotation

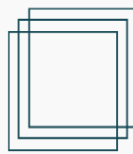
This article considers pedagogical technologies as one of the types of human studies based on the theories of psychodidactics, social psychology, cybernetics, control and management. The purpose of this work is to study types of pedagogical technologies and the technological map, to reveal the essence of pedagogical technologies, and also to consider the technology of pedagogical communication.

Key words: pedagogical technologies, teaching methods, educational work, professional teacher, technological chain, elements of pedagogical technology.

Pedagogical technology is strictly scientific design and accurate reproduction of pedagogical actions that guarantee the success. Since the pedagogical process is based on a certain system of principles, the pedagogical technology can be considered as a set of external and internal actions aimed at the consistent implementation of these principles in their objective relationship, where the personality of the teacher is fully manifested. This is the difference between pedagogical technology and teaching methods and educational work. If the concept of "methodology" expresses the procedure for using a complex of methods and techniques of teaching and upbringing without regard to the person who implements them, then pedagogical technology presupposes the addition of the personality of the teacher to it in all its various manifestations.

Hence, it is obvious that any pedagogical task can be effectively solved only with the help of adequate technology, implemented by a qualified professional teacher. Pedagogical technologies can be presented as teaching technologies (didactic technologies) and educational technologies. The most significant features of such technologies can be identified:

- the technology is developed for a specific pedagogical concept, it is based on a certain methodological, philosophical position of the author. Therefore, we can distinguish between the technology of the transfer of knowledge and technology of personality development;
- the technological chain of pedagogical actions, operations, communications is built strictly in accordance with the target settings, which have the form of a specific expected result;
- the technology provides for the interrelated activity of the teacher and students on a contractual basis, taking into account the principles of individualization and differentiation, the optimal implementation of human and technical capabilities, dialogical communication;



- the elements of pedagogical technology should, on the one hand, be reproducible by any teacher, and on the other, guarantee the achievement of the planned results (state standard) by all students;

- an organic part of pedagogical technology is diagnostic procedures containing criteria, indicators and tools for measuring performance results. [1]

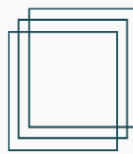
Pedagogical technology is interconnected with pedagogical excellence. Perfect mastery of pedagogical technology is skill. Pedagogical excellence, on the other hand, is the highest level of proficiency in pedagogical technology, although it is not limited only to the operational component. Among teachers, the opinion is firmly established that pedagogical skill is purely individual, therefore it cannot be passed from hand to hand.

However, proceeding from the ratio of technology and skill, it is clear that pedagogical technology, which can be mastered, like any other, is not only mediated, but also determined by the teacher's personal parameters. One and the same technology can be carried out by different teachers, where their professionalism and pedagogical skills will be manifested. Modern researchers have proven that scientifically grounded and well-developed educational technologies help the teacher to achieve the planned result of professional activity with the maximum degree of approximation.

But in the field of education (as opposed to production), a lot also depends on the person who uses this or that technology. Therefore, the personality of the teacher, his culture, professionalism, intuition - all these are the conditions for the successful application of any educational technology. Equipping a teacher with the skills of independent analysis of his activities, as well as analysis, selection, development of educational technologies is an important scientific and methodological problem. According to the stages of solving the pedagogical problem, regardless of their content and time frame, one can distinguish between interrelated general and particular technologies.

General technologies include design technologies such as learning and implementation. Private - these are technologies for solving such problems of teaching and upbringing as pedagogical stimulation of students' activities, monitoring and evaluating its results, and more specific ones - such as analyzing the educational situation, organizing the beginning of a lesson, etc. One of the decisive conditions for the successful course of the pedagogical process is its design, which includes analysis, diagnosis, determination of the forecast and development of the project of activity. At this stage of solving the pedagogical problem, one can single out closely related types of teacher's activities, which are relatively independently aimed at constructing the content, means and programs of action for their own and students.

Accordingly, the technology of constructing the pedagogical process can be represented as the unity of the technology for constructing content (constructive-meaningful activity), constructing material or materialized means (constructive-material) and designing activity (constructive-operational). [2]



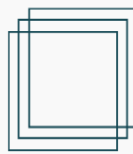
The technology of direct implementation of the pedagogical process can be represented as a set of consistently implemented technologies for transferring information, organizing educational and cognitive and other types of developmental activities, stimulating the activity of pupils, regulating and correcting the course of the pedagogical process, its current control. The central place among them is occupied by the technology of organizing activities, which is, in essence, the implementation of the concept and project of the functioning of the pedagogical process. The content of the teacher's activity at the stage of the implementation of the pedagogical process can be represented by an interconnected system of such pedagogical actions as setting goals for pupils and explaining the tasks of the activity; creation of conditions for the acceptance of the tasks of the activity by the collective and individual pupils; application of the selected methods, means and techniques for the implementation of the pedagogical process; ensuring the interaction of the subjects of the pedagogical process and creating conditions for its effective course; the use of the necessary techniques to stimulate the activity of students; establishing feedback and timely adjustment of the course of the pedagogical process.

Taking into account the technological requirements and characteristics of the activities of children to be organized determines the specifics of relatively independent technologies for organizing the developmental activities of children. In the organization of educational and cognitive activities of students, the technology of teaching them to solve problems of different types is of decisive importance. At the same time, it is characteristic that the number of solved problems for teaching knowledge, skills and thinking is not of fundamental importance. In the holistic technology of organizing educational and cognitive activities, which essentially boils down to managing the processes of solving educational problems by students, an important element is teaching them the culture of defining concepts. In the course of this work, students begin to understand the organizing role of definitions in comprehending the subject as a whole [3].

The pedagogical requirement is a universal initial method and the basis of the technology for organizing developing activities. The pedagogical requirement does not lose its purpose in connection with the change in the philosophy of education itself, since it is fully consistent with the principle of the priority of the subject - subject relations in the total volume of relations of the pedagogical process.

While mastering the specific technology of organizing the developmental activities of children, it is important to keep in mind that a pedagogical requirement in its development should go through a natural series of steps: from primary to initial, from it to requirement-rule, then to requirement-norm, and finally develop into requirement-principle.

The technology of organizing the developmental activity of schoolchildren according to the type of reflexive control, in contrast to the authoritarian one, involves placing the pupil in the position of an active subject of cognition, communication, labor and social assessment, carried out in the general system of collective work; development of the student's ability to self-government (self-regulation, self-organization, self-control of their own activities);



organization of the pedagogical process as a solution to educational and cognitive and other tasks (problems) on the basis of creative interaction (dialogue) of teachers and pupils.

The productivity of pedagogical activity is largely determined by the level of the teacher's mastery of the technology of pedagogical communication. An analysis of pedagogical practice shows that many serious difficulties in solving the problems of teaching and upbringing arise from the teacher's inability to properly organize communication with children. Whatever classifications of teaching and upbringing methods are proposed, the influence of the teacher on the personality of the student is carried out only through live and direct communication with the students.

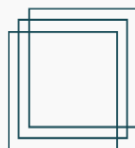
Upbringing will be effective if the child has a positive attitude towards what we want to bring up with him. At the same time, this or that relationship is always formed through the established communication mechanism. That is why every teacher is faced with the task of mastering the technology of pedagogical communication. Ignorance of technology leads to the fact that communicative actions are carried out by trial and error.

Pedagogical communication has dynamics that correspond to the logic of the pedagogical process (design, embodiment of design, analysis and evaluation). Hence its stages:

- modeling of the upcoming communication in the process of preparing for a lesson or event (prognostic stage);
- organization of direct communication (the initial period of communication)
- "communication attack";
- communication management in the pedagogical process; - analysis of the implemented communication technology and modeling of a new one for solving another pedagogical problem.

The named stages characterize the phased deployment of pedagogical communication. The first stage of pedagogical communication - its modeling - is associated with the implementation of a kind of planning of the communicative structure of interaction, adequate to the pedagogical tasks, the current situation, the personality of the teacher, the characteristics of individual students and the class as a whole. The second stage of pedagogical communication involves the organization of direct communication, during which the teacher takes the initiative, allowing him to have some advantage in managing communication. For this purpose, orientation is carried out in the conditions of upcoming communication, which may include such moments as the teacher's awareness of the style of his own communication with students; mental restoration of the experience of his communication with this class; clarification of the communication style in the new communicative conditions. This is where the concretization of the object of communication takes place.

Usually the class as a whole acts as the object of communication. However, depending on the specific pedagogical tasks, the teacher's communicative attention can be focused on a group of children or on an individual pupil. The third stage of pedagogical communication



is communication management, the essence of which is the communicative support of the applied methods of influence.

Communication management consists of concretizing the communication model, clarifying the conditions and structure of communication, and implementing direct communication. The main condition for managing communication is the teacher's initiative, which allows solving a number of strategic and tactical tasks: to provide guidance for the process, to create an emotional atmosphere, etc. The fourth stage is the analysis of the course and results of the implemented technology of pedagogical communication. It is most often called the stage of feedback in communication and, in terms of its content and implementation technology, corresponds to the final stage of solving a communicative task. Without feedback, the reflexive moment not only gets worse, but can become inadequate. The main purpose of this stage is diagnostic and correctional. The presented logic and stages of the process of pedagogical communication in real pedagogical activity may be different. Some stages may be contracted or not clearly manifested, and sometimes, on the contrary, excessively stretched.

However, the presented logic reveals the most typical situations that develop in the process of pedagogical communication. Thus, in accordance with a holistic approach, when developing and implementing a project of the pedagogical process as a system, it is necessary to strive to ensure the organic unity of all its components, bearing in mind that changes in one of them automatically cause changes in others. Pedagogical technology, in contrast to the methodology, involves the development of the content and methods of organizing the activities of the pupils themselves. It requires diagnostic goal-setting and objective quality control of the pedagogical process aimed at developing the personality of schoolchildren as a whole.

The function of technology is to transfer experience, use it by others, so it should initially be deprived of the personal touch of its developer. The composition of the technology is not a set of methods, but the prescription of the steps of the activity leading to the desired result, which is possible when relying on objective stable connections between the sides of the pedagogical process. To make the transfer of experience possible, the steps of the teacher's and the student's activity must be spelled out not only in a concrete-subject matter, but also abstracted, in a generalized form.

References

1. Bepalko V.P. The terms of pedagogical technology. - M.: Education, 1999.
2. Kan-Kalik V.A., Nikandrov I.D. Pedagogical creativity. - M.: Pedagogy, 1990.
3. Shevchenko S.D. School lesson: How to teach everyone. - M.: VLADOS, 2004.
4. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
5. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.