

THE NECESSITY OF ORGANIZING THE LEARNING PROCESS ON THE BASIS OF PEDAGOGICAL TECHNOLOGY.

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Annotation. Our society is developing rapidly, its economic and political position is increasing day by day. However, in the social sphere, and especially in education, there is a noticeable slowdown and lagging behind general development. One of the ways out of this unpleasant situation is the technologization of the educational process on the basis of adopted state standards.

It is necessary to study the pedagogical technologies that are successfully used in enlightened and developed countries and create pedagogical technologies based on the national pedagogical traditions of our people and the current state of the education sector.

Key words: student, creative thinking, attitude, education, training, non-traditional issue, reform, intellectual potential, development, perfection, demand.

In the literature on pedagogy created in recent decades,

Concepts such as "Pedagogical technology", "New pedagogical technology", "Advanced pedagogical technology", "Progressive pedagogical technology" are often found, but their definition in the Uzbek language has not been developed.

Pedagogical scientists and practitioners of our republic are striving to create educational technologies that are scientifically based and adapted to the socio-pedagogical conditions of Uzbekistan and to apply them in educational practice.

Here, the question may arise why there is a need to create a national theoretical basis for pedagogical technologies and implement them in practice today. There are so many pedagogical methods that have trained educated personnel and highly qualified scientists in our society, can't we change their outdated, undemanding and ideologized places, give them a national wedding and use them? - There are also considerations. The majority of Uzbekistan's pedagogical community today is following this path. This path was invented out of desperation and may serve for a short time. This path cannot serve a

society that has gained independence and is striving for a great future for a long time. Because:

Firstly, the need to use the most advanced pedagogical measures to accelerate and increase the efficiency of education in order for our society, which for certain reasons has lagged behind the development of the world community, to take its place among the developed countries;

Secondly, the traditional education system, which is based on written and oral words, is characterized as "Information Education", and the teacher's activity has become not only an organizer of the educational process, but also a source of authoritative knowledge;

Thirdly, as a result of the rapid development of scientific and technological progress, information is growing rapidly and the time to convey it to young people is limited;

Fourthly, at the current stage of its development, human society is moving from thinking based on theoretical and empirical knowledge to technical thinking based on a clear conclusion, which has an increasingly useful result; Fifth, the need to perfectly prepare young people for life requires the use of the principle of an integrated approach to objective existence, which is considered the most advanced method of providing them with knowledge!

Pedagogical technology is an educational measure that meets all the requirements of the five causal conditions listed above.

The development and implementation of educational technologies involves conducting special research as a scientific problem.

It should be noted that educational technologies should be noted not only as a research object of pedagogical science, as a method of teaching specific subjects, but also as a new approach to teaching social sciences.

Technology is understood as a process that leads to a qualitative change in the subject as a result of the influence exerted by the subject on the object. Technology always implies the performance of purposeful actions directed at the object in a certain sequence, using the necessary means and conditions.



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If we transfer these concepts to the educational process, it can be described as a social phenomenon that intensively forms in students the social qualities necessary for society and predetermined in advance as a result of the systematic influence exerted by the teacher on students under certain conditions using educational tools. According to the theory of definitions, such a social phenomenon can be called pedagogical technology. Since pedagogical technology was a social necessity, it first emerged in the 70s in the USSR under the behavioral current of philosophy and quickly spread to other developed countries.

In the early 90s of the 20th century, after socialism collapsed and its member states became independent one after another, a wide path opened up for foreign countries that had developed in all respects, including Uzbekistan.

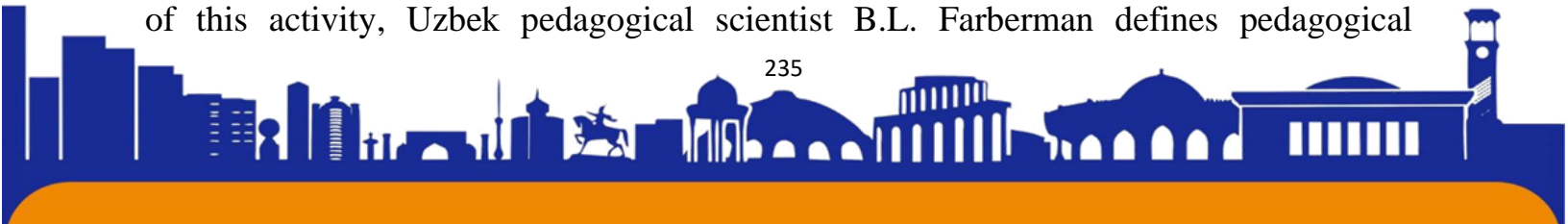
Having gained independence, scientists from Uzbekistan began to establish economic, social, political, and scientific-educational ties with foreign countries. As a result, advanced and effective technologies began to enter our country. Along with these, the concepts of progressive pedagogical technology in the world also entered.

According to V.P. Bespalko, who was one of the first in the CIS countries to describe the need to introduce pedagogical technology into the educational process, "PT is a project of the process of forming the student's personality, which can guarantee pedagogical success, regardless of the teacher's skills."

Russian scientist V.M. Monakhov gives a brief definition: "PT is a system of systematic actions that lead to previously planned results and are subject to execution," and draws attention to its main features. "PT technologizes the educational process, increases its reproducibility and stability of the pedagogical process, freeing it from the subjective characteristics of the performer of this process," he says.

According to M.V. Klarin, PT is the design of the educational process with a technological approach to the educational process, based on predetermined goal indicators.

According to V.P. Bespalko's Uzbek students Nurali Saidakhmedov and Abdurakhmon Ochilov, PT is a process of intensive formation of predetermined personal qualities in students by a teacher in certain conditions using teaching aids and, as a result of this activity, Uzbek pedagogical scientist B.L. Farberman defines pedagogical





technology as follows: PT is a new approach to the educational process, an expression of socio-engineering consciousness in pedagogy. It is a social phenomenon associated with standardizing the pedagogical process based on the capabilities of technology and the technical thinking of man, and developing its optimal design.

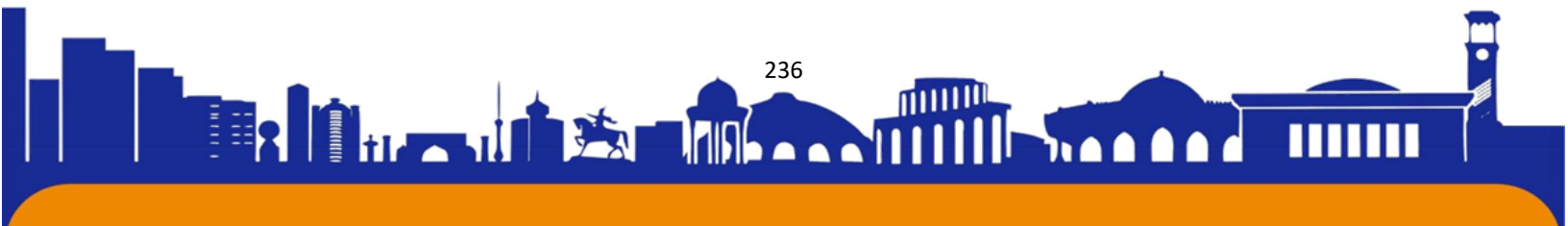
To compare these definitions with definitions given far abroad, we cite the definition given by the Japanese pedagogical scientist T. Sakomoto. “PT,” says Sakomoto, “is the introduction of a systematic and comprehensive way of thinking into pedagogy, in other words, bringing the pedagogical process into a certain whole.”

According to the definition of UNESCO, one of the authoritative agencies of the United Nations, “PT is the use of a systematic approach in the design and implementation of the entire educational process, considering technical and human resources as interconnected in the process of providing and acquiring knowledge.”

If we analyze the given definitions from a scientific and philosophical point of view, we will see that although the definitions given far abroad and the definitions given by scientists from the CIS countries are close to each other, they also differ significantly. In particular, the Sakomoto and UNESCO definitions emphasize the principle of an integrated approach. Although the definitions given by scientists from the CIS to PT mention a systematic approach, we see that when designing the educational process, it is completely forgotten and the laws and rules of the principle of a systematic approach are not followed at all.

In fact, for someone who is well versed in the principle of a systematic approach to objective existence, the concept that “PT is the bringing of the educational process into a certain system” is sufficient, as Sakomoto said. Through this concept, one can understand all the other features of PT, namely, goal-orientedness, the fact that it consists of several interconnected parts, and others. Because all these features, according to systems theory, are inseparable qualities of things and phenomena that are called systems.

The main concept of pedagogical technology is, of course, an approach to the educational process as a system. In this case, all things and phenomena participating in education are functionally interconnected and form a single whole, that is, a system of pedagogical processes. The gradual implementation of the system of pedagogical processes over a certain period of time is called pedagogical technology.



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