

General Analysis of Pedagogical Technologies

Embergenova Gulayda Aytbaevna

Teacher of State Institute of Art and Culture of Uzbekistan Nukus branch

ABSTRACT

Increasing the efficiency of the educational system, equipping pedagogues with modern knowledge and practical skills and qualifications, keeping up with the advanced technologies of teaching and applying them to educational practice is an urgent task of today. The article describes the importance of the main active teaching methods used in the educational process and provides a general analysis of advanced pedagogical technologies.

ARTICLE INFO

Article history:

Received 11 Jan 2024

Received in revised form
10 Feb 2024

Accepted 11 Mar 2024

Keywords: the methods of collective learning, gaming functions methods didactic concepts, pedagogical analysis, concept of didactics.

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Currently, most methodologists and pedagogic scientists believe that pedagogical technologies fully guarantee the achievement of the intended goal in providing education to pupils or students. But accepting such thoughts instead of objective truth cannot be, because in this the object is a person, and his consciousness is a proposition cannot fully accept the technology being developed, on the contrary, it can also deny it. Therefore, modern in the introduction of pedagogical technologies into the educational process only the teacher, who is the manager, is the main guarantor of achieving the intended goal.

Pedagogy has become one of the urgent issues in the path of its historical development to the present day, and the implementation of the new pedagogical technology of teaching methods. The word "pedagogical technology" appeared in the USA three decades ago and entered the lexicon of all developed countries. In the literature of foreign pedagogy, the concept of "pedagogical technology" or "teaching technology" was initially adapted to the idea of technicalization of the teaching process. This concept was preserved until the 70s. At the beginning of the 70s, the idea of full management of the teaching process was established. It is defined as follows in the pedagogical practice: it is possible to implement the solution of didactic problems with clearly defined goals, the management of the teaching process.

Japanese scientist P. Sakamoto writes about the content of pedagogical technology, pedagogical technology is the introduction of systematic thinking methods in pedagogy, in other words "systematization of education" or "systematization of class teaching". G. K. Selevko distinguishes three aspects of "pedagogical technology": Scientific pedagogical technologies Process is one branch of pedagogical science, where the goals, content and methods of teaching are studied and projects of the pedagogical process are created.

Procedural writing describes the process, goals, content, methods and methods to achieve the planned results of teaching.

Procedural action: the approximate application of the technological (pedagogical) process, the functionality of all persons' equipment and methodical pedagogical tools.

Desired pedagogical technologies must meet basic methodological requirements (G. K. Selevko).

Conceptuality: In order to achieve certain philosophical, psychological, didactic, socio-pedagogical goals of any pedagogical technology, it is necessary to base it on a scientific concept.

Systematic: Pedagogical technology, the system must meet the signs of existence: the logic of the process, the generality of the interrelationship of the parts of existence or a single whole.

Management: it is necessary to have the ability to change tools and methods in order to monitor the results of the design, planning, and training stages of the teaching process.

Effectiveness: Modern pedagogical technologies should be implemented in competitive conditions, and students should achieve their effectiveness in line with the provision of teaching standards.

Application: Pedagogical technologies should be used and replicated in educational institutions in the common field, by other subjects. One of the most effective pedagogical technologies – collective teaching methods. Collective teaching methods appeared in Kiev in 1918. Pedagogue A. G. Rivin (1877-1944) conducted a special pedagogical experiment. During one year, one out of every 40 children aged 10 to 16 attends classes. Students work individually and in pairs: solve problems, summarize books, read texts, write and submit documents, report to the teacher and each other. didn't happen During this time, each student learns a 3-4 year course of study. On the shores of this experiment, A. G. Rivin opens three pedagogical innovations:

For the first time in Russia and the world, intensive teaching creativity is carried out in exchange of pairs and with microgroups for one year. Develops and implements a new technology of study-educational work. A study collective of different ages of mutual education is formed, where each student under the role of a leader of his education teaches, guides and guides himself. Collective learning technology is determined by the fact that it offers ways to solve the conflicts and many emerging problems in the field of education today. The crisis of traditional education was recognized by almost all pedagogues, and it can be seen in the following teaching conflicts. The gap between the stimulation and motivation of the student's learning: stimulation prevails over motivation. If the teachers say that the children do not want to acquire knowledge, then the students say that they are not interested in learning, and the lessons are conducted in private. Group teaching is formed and developed in the interaction of students' motivation.

Passive-control and active-updating training are creative types. He learns new material, learns and listens and doesn't listen. This kind of passive control takes a lot of lessons, and collective teaching allows each student to actively participate in the exchange of pairs and in microgroups, throughout the lesson. Between psychological comfort and discomfort: if collectivity creates conditions for teaching methods and exchange of ideas, then the whole class is forced to hold the class for 40 minutes. Between education and teaching: in the traditional lesson, mutual impressions of the students' education and teaching are hindered by three things ("don't talk!", "don't help"), but in collective education, everything is the opposite: " think, talk, evaluate each other!". Between individual development and standard teaching: On September 1st, 30 children came to the class, and on June 1st, they all have to move to the next grade. In collective education, a student can take an exam in any month and in any subject at any time during the academic year. Collective teaching method and group teaching technology have commonalities.

Swarm technologies include:

- Classroom - textbook organization
- Lecture - seminar class
- Didactic dances
- Brigade-laboratory method

In these forms, it is possible to realize the main conditions of the pedagogical correct management, the teamwork: the explanation of the warm-up math, the effective distribution of the burdens and mutual support.

Technology of crowd training:

1. Making and teaching rules;

2. Assign a role to each of them.

Children should know for the purpose of learning, not just the given task. In order for the students to strive to complete the tasks as much as possible, it is necessary to always increase the possibilities of the tasks.

3. It is necessary to divide the tasks and allocate time for each one.

4. The teacher must give the students their opinion about the performance of the assignments.

Professor V. K. Dyachenko of Krasnoyarsk pedagogical training institute makes a clear distinction between collective teaching method (KOU) and group teaching method (TOU). TOU stands for today's programmatic teaching method. In the group teaching method, one participant - the teacher - manages the study business plan, and influences several participants at the same time in the KOU.

In practice, if we combine 60-70% collective teaching methods and 30-40% group teaching methods, we will have the opportunity to achieve the best pedagogical quality of the educational process.

In modern schools, focusing on the activity and intensity of the teaching process, creative thinking is implemented in the following cases:

- Doubt of the study subject, as an explanation of the topic, technology;
- As an explanation of the elements of technology;
- As an explanation of a lesson or thoughts (introduction, explanation, confirmation, exercises, control);
- The diagnostic function of thoughts allows for the diagnosis of various (intellectual, creative, emotional, etc.) aspects of the child. Therefore, it is a space to express thoughts in one line, in which the child tries his strength, creates a range of actions free of possibilities, shows himself and rocks himself.
- The therapeutic function of thoughts is used as a tool to overcome various difficulties that appear in the child's education, relationship, and mind.
- Correction function, the inclusion of positivity changes in the structure of the child's loneliness indicators.
- One of the main functions of thoughts is the function of interest.

Pedagogical ideas - have a group of many methods and ways of organizing the pedagogical process. Pedagogical ideas will be different:

- Related to didactic goals;
- Related to organizational structure;
- Related to age-appropriate capabilities and use;
- Related to the specifics of the content;

The problem is given to the child in different forms: in the form of a model, drawing, drawing, written or oral instructions. Didactic dance is based on the principle of simple to complex, that is, it differs in its developmental nature. It is distinguished from general thoughts by its clearly defined goal of pedagogical thoughts and by the conclusion of the corresponding pedagogical goal.

New pedagogic and information technologies to the educational process to expand the scope of implementation, best practices in this direction implementation, making specific plans in this area for each subject and implementation, textbooks and training manuals and programs and transfer of lecture texts to electronic diskettes, with them every achieving the provision of one student is important in scientific and scientific-methodical work.

As well as achieving widespread introduction of modern pedagogic and information technologies in the educational process, providing the educational system with the necessary information tools at a sufficient level, education tasks such as connecting institutions to the communication network is important.

So, pedagogical technology is the optimal teaching process organization. Selection of educational materials, redeveloper or the form according to the student's strength and learning characteristics and resizing also applies to educational technology. Pedagogical technology, in turn, is a system of development and improvement of educational processes, content, methods and tools of education based on the objective laws and diagnostic goals of education, that is, a system that incorporates the innovations of science and technology.

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