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COVERAGE OF PSYCHOLOGICAL, PEDAGOGICAL RULES OF EDUCATIONAL TECHNOLOGY

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**Annotation:**

This article will talk about the coverage of psychological, pedagogical rules of educational technology. The author, relying on pedagogical data and written sources, made clarifications on the basis of existing scientific literature. He made a comparative analysis of existing specific approaches and theories on the coverage of psychological, pedagogical rules of educational technology.

**Keywords:** educational technology, pedagogy, psychology, rules.

**Introduction:**

Education is the purposeful interaction of the teacher and the student towards the achievement of the set goal. Their joint activity is the process of establishing bilateral relations. On the basis of Education, favorable conditions are created for the overall development of the child. Education is a system of knowledge, skills, qualifications, thinking acquired by students in the process of teaching.

**Main part:**

Knowledge is a set of systematized scientific data, which is reflected in the mind of the reader in the form of all concepts, schemes, certain images.

Skill-the ability of an individual to organize certain activities.

Qualification is an automated form of performance of a particular action or activity.

The goal (reading, the purpose of obtaining knowledge) is what education is striving for, its attempts are directed.

Content (education, the content of obtaining knowledge) – a system of scientific knowledge, practical skills and skills, activities and methods of thinking, which the student must acquire during the educational process.

Organization is the regulation of the didactic process on the basis of specific criteria, giving it the necessary form for the realization of the set goal.

Form (Greek, form - external, shell) is a method of ensuring the existence of a training process, a shell for its internal logic, essence and content. The form will depend on the number of pupils in the class, the place and time of training, the order of its implementation, etc.

Method (Greek methodos – way, method)- the way of achieving (its implementation) the goal and task of Education.

The tool is a subjective provision of the educational process (speech of the educator, textbook, teaching aids, instruction weapons, equipment in the class, technical means, teaching aids, etc. are tools).

Result (educational output) is the concept that records what education will achieve, the end of the educational process, the level of realization of the set goal.

4. Didactic theory (conceptions) and their philosophical basis. The educational process is organized on the basis of psychological-pedagogical conceptions (they are also called didactic systems in most cases).

Didactic system (Greek system – holistic, formed in parts, merging) – means to establish, distinguish a holistic state by certain criteria. It expresses the internal integrity of the structures established on the basis of unity of purpose, principles, content, form, methods and means of Education.

In the theory of Education, Y.A.Komensky, I.Pestallotsi and I.Didactic conceptions of gerbarts are important.

The creation of the traditional didactic system is a German philosopher, psychologist and pedagogue I.F.Associated with the name Gerbart (1776-1841 years). It's Y.A.Having re-grounded Komensky's traditional classroom system from a critical point of view, he created an educational system based on the theoretical achievements of ethics and psychology.

I.F.The main sign of the Gerbart education system is the following. ensuring the social development of students is the main task of the school; raising a child is the task of the family.

The progressive (pedocentric) system recognizes that the activity of the child plays a key role in the acquisition of knowledge. D the basis of this system.Dyui system, G.Kersstein School of Labor, V.Lay theories constitute.

Modern didactic system. In the 50-ies of the XX century the psychologist and pedagogue B.Skinner advocates the idea of delivering information divided into parts, achieving efficiency in mastering the material on the basis of regular control over the process. This idea is then called programming education. Later N.Krauder created networked programs that, depending on the results of the control, offer the reader a variety of materials for independent work.

D.Dyui's theoretical ideas became the basis of problematic education. Known today as problematic education, this idea implies the achievement of creating a problematic situation under the guidance of the teacher and ensuring the students ' activity and independence in solving them. The task of problem education is to stimulate the process of active learning, thinking in students, an expression from the formation of research skills.

L.V.The educational concept of zankov (1901-1977 years), which developed widely in the 50-ies of the XX century. The implementation of his ideas allows to integrate the idea of humanism into the educational process, create the necessary conditions for the harmonious development of the individual.

Psychologist L.S.The idea of a “near-Development Zone”, put forward by vigotsky (1896-1934 years) in 30-IES, is also important. According to him, the child with the help of an adult begins to acquire knowledge and do things that he himself could not independently do.

The law of the Republic of Uzbekistan “on Education”recognizes the organization of education and training in accordance with humanitarian and democratic ideas.

Humanization of education implies respect for the personality of the reader in the educational process, non-violation of his honor, reputation, dignity, the development of his existing talent. Democratization, however, expresses the inadmissibility of formality in the pedagogical process, taking into account the views of students when choosing educational programs.

The system of continuous education of the Republic serves to fulfill the social order, performs the task of educating a competent person and a mature specialist.

Educational paradigms (model) in modern pedagogy. Pedagogical paradigm (Greek paradigm-example, example) is a set of theoretical and methodological instructions recognized by the scientific pedagogical community as an example (model, standard) of solving educational and educational problems at each stage of the development of pedagogical science, which is used as a conceptual model of Education. Today, the following paradigms of education are common:

Traditional-conservative (paradigm of knowledge)

Rationalist (bixoristic)

Phenomenological (humanistic) paradigm.

Technocratic. Esoteric.

There are currently two different approaches to setting educational paradigms:

1. A dignified (axiological) approach-culture is understood as the meaning of human life.
2. An active approach is interpreted as a tested method of activity, aimed primarily at creating material and spiritual wealth of culture.
3. Personal approach-culture is manifested in the embodiment of a particular person.

## RESULTS AND DISCUSSIONS:

The presence of different approaches to culture creates the basis for the creation of different paradigms.

Each paradigm is directed at solving a number of educational problems. Specially:

- functions of educational institutions as a social institution;
- effective system of Education;
- the most important, priority issue facing educational institutions;
- socially significant goals of Education;
- a valuable calculation of certain knowledge, skills and skills.

At present, there are the following paradigms:

1. The traditional paradigm of cognitive learning (model) (J.Majo, L.Gro, J.Capel and others)

According to him, the main goal of education is "knowledge, no matter how hard it is to get knowledge".

The traditional paradigm illuminates the fact that the purpose of the school is the preservation of important elements of cultural heritage – knowledge, skills and skills, advanced ideas and values, which help the younger generation to develop individually and maintain social order, and to bring them to young people. The main goal of the paradigm of acquiring knowledge: to receive education, progress and to bring the most important elements of culture from generation to generation.

2. Rationalistic (bixoristic) paradigm (P.Blum, R.Gane, B.Skinner and others). The focus of the rationalistic paradigm lies not on the content of education, but on effective methods that ensure the assimilation of different knowledge by students. The basis of the rationalistic model of education is B.Skinner's social engineering is organized by the bixorist (English behavior - behavior) consortium.

The purpose of the school is to formulate a "behavioral repertoire" that adapts in the students the social rules, requirements and objectives of Western culture to suit their needs. At the same time, with the term "behavior", it is expressed" all the influences inherent in a person – his thoughts, intuition and actions " (R.Tyler).

Bunda remains the main techniques of training, teaching, training, test tests, individual training, correction. As a result of this, the problem of determining the creative character of not only education, but also teaching is not discussed.

P.Blum believes that all students can not only master, but also successfully study. The optimal abilities of the student under certain conditions, the result of teaching the student is determined by his pace. The scientist said that 95% of the students are able to absorb the entire ice of the training course when the restrictions on the duration of training are removed. From this point of view, a methodology is developed that ensures the successful assimilation of knowledge by students, the essence of which is as follows:

On the basis of a full-fledged benchmark for the whole class or course, a clear definition of the criterion, the teacher draws up a list of the specific results that must be achieved at the end of the training and the tests that correspond to it.

Educational units, that is, holistic sections of educational materials are indicated, the results of their mastering are determined, sequential tests that do not affect the final assessment are formed. The tasks of these tests are Correction, correction.

Conduct test tests to assess the level of mastering of each educational course material, aimed at full mastering. In this role, it is important to explain to each student the importance of assessment and educational objectives.

The rapid development of students' abilities in the field of leisure and average mastering of subjects P.Blum forms the main content of the concession.

The experience of educational systems of different countries (Austria, Belgium, the United States, etc.) shows that 70% of students record high results when working in accordance with the ideas of the rationalistic (bixoristic) paradigm.

3. In the humanistic (phenomenological) paradigm (A.Maslou, A.Combs, K.Radgers, L.S.Vogodsky, etc.) recognizes the student as a free person, a subject of social relations, emphasizing that he has specific development requirements. . They orient him personlararo relationship process in order to develop the childtiradi. The phenomenological (phenomenon – Greek phainomenon – considered, that is, a famous, separately rare person) model of education implies a relationship with respect to their demands and interests, taking into account the individual-psychological characteristics of students. His representatives consider the reader a rare person. Within the framework of the humanistic paradigm, every educational system operating creatively develops and prefers the location and creativity of both the reader and the teacher.

### **Conclusion:**

The above-mentioned directions of education do not express in themselves the ideas of humanism, they do not imply the development of the child's worldview, the important role of individual relations in the development of the individual.

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