THEORETICAL IDEAS OF PEDAGOGICAL TECHNOLOGY

Turaev Utkirbek Yaxshilikovich,
Senior Teacher, Jizzakh Polytechnic Institut, Uzbekistan
tutkirbek439@gmail.com,

Jumaboyev Saloxiddin
Student, Jizzakh Polytechnic Institute, Uzbekistan
tutkirbek439@gmail.com,

Аннотация:
В данной статье в процессе анализа проблемной ситуации, связанной с теорией педагогической технологии, известно, что проблемная ситуация выражается через краткую рекомендацию. Такая ситуация позволяет определить характеристики исследуемой проблемы и осуществить обоснованный переход к формированию расширенного и логически непротиворечивого предметного блока.

Ключевые слова: педагог, педагогическая технология, образовательный процесс, принципы педагогической технологии.

Annotation:
In this article, in the process of analyzing the problem situation related to the theory of pedagogical technology, it is known that the problem situation is expressed through a short recommendation. This situation makes it possible to determine the characteristics of the researched problem and make a reasonable transition to the formation of an extended and logically non-contradictory subject block.

Keywords: teacher, pedagogical technology, educational process, principles of pedagogical technology.

Introduction

Modern research on the theory of pedagogical technology and the problems of its application in the educational process helps to deeply understand the importance of this theory in ensuring the development of education, to determine its possibilities and to occupy a large-scale information field.
Knowing the mechanism of formation of the theory of pedagogical technology and its use allows to determine the most effective forms and methods of development and management of the educational process, which is not only theoretical, but also of great practical importance.
Despite the increasing number of scientific works published in the techno-pedagogical content, the existing problems are not sufficiently researched. The proposal to create theoretical-methodological foundations of pedagogical technology and justify the need to give it the status of a scientific science is still considered as a recommendation or wish.
The work of researching pedagogical technologies in educational theory and practice requires an interdisciplinary (pedagogy, psychology, methodology, pedagogical methodology, philosophy, sociology and other disciplines) approach based on connection and interdependence. Certain theoretical aspects of educational technologies and favorable conditions that play a special role in the

implementation of technology in the educational process have been analyzed in each of the indicated areas of science.

Education is an independent social institution based on a person and his activities. Therefore, all the elements of the general methodology should be based on the systematic, active and integrated approach and features of the technical methodology, that is, the elements of the general methodology. At the same time, pedagogical technology appears as one of the forms of implementation of the pedagogical process. Therefore, the methodological plan for researching the problems of pedagogical technology should be supplemented with the methodology of pedagogical theory. The development of the methodology for researching the techno-pedagogical phenomenon (event) is an extremely urgent task within the framework of solving the proposed scientific research problem.

In the process of analyzing the problem situation related to the theory of pedagogical technology, it becomes clear that the problem situation is expressed by a short recommendation. This situation makes it possible to determine the characteristics of the researched problem and make a reasonable transition to the formation of an extended and logically non-contradictory subject block.

Methodological foundations of pedagogical technology as a new phenomenon in the system of basic principles of general methodology bring it to the level of heuristic possibilities in the system of categories and principles of dialectical logic and theory of knowledge. The system of principles is presented as a theoretical methodological basis, and the possibilities of constructing a conceptual model of pedagogical technology are determined based on this basis.

The conceptual analysis of the educational set allows us to draw the following conclusions:

- has a mutual collective effect in the form of cocktail activity based on any technology. Technology is embedded in the work process itself. Regardless of the form of technology implementation, the main goal is determined by the description of general process operations, subject, means and final result. Consequently, the essence of pedagogical technology as a form of implementation of the pedagogical process is manifested in the field of pedagogical activity;
- the human mind is manifested as a modified work, expressing the ideal form of collective interaction perception and dialectical opposition. Accordingly, it is necessary to search for the laws of consciousness reshaping from social technology, and the main forms of introducing these laws from pedagogical practice based on pedagogical technology;
- Pedagogical technology separates from social technology and, in its development, goes through the stage of conditional collective rehearsal (training) reflex, divides the basic technological interactions into a system of actions and operations that repeats purposefully. The observed purpose of this is to strengthen social consciousness and transfer accumulated experience to new generations, and its subject has an idealized description;
- the general aspects of the essence of pedagogical technology, its form and content, the system of contradictions, the dialectic of quantitative and qualitative changes, the general laws and regularities of construction, implementation and development can be successfully considered within the framework of the general philosophical concept of technology. Its logic of action consists in reflecting the process of transfer of the above-mentioned laws (objective technology) in the field of material production, its dialectical opposite - spiritual production, as well as the laws of the field of education;
- pedagogical technology has a theoretical basis, because the original technology is based on its solid scientific-theoretical foundation. The process of forming the content and structural structure of the theory of pedagogical technology is subject to the basic laws that play an important role in the formation

of any science. As the field of social production develops, attention is drawn to the synthesis of general-theoretical elements;
- the logic of creation and development of the pedagogical technology theory appears as a situation reflecting the formation of the general technological theory at the main stages. The basis of this situation is the deductive approach that allows drawing conclusions as the most important form of the thinking process;
- the main period of "laying bricks" for the creation of the theory of pedagogical technology is related to the technological change, technological tool, and techno-pedagogical interaction, which helps to reveal the essence of the technological aspect in the pedagogical process, reflects a unique system of concepts and categories.
From the conclusions stated above, the genesis of pedagogical technology aimed at identifying the initial conditions for the development of pedagogical technology (the necessary conditions and foundations of the development of the techno-pedagogical phenomenon, the initial elements or initial forms), the main stages and main traditions of the development of the theory of pedagogical technology. also confirms. The results of the analysis of the work carried out by pedagogues, psychologists, philosophers, economists and methodologists in order to determine the main stages in the process of decision-making and development of material production technology, as well as to justify the origin of the theory of pedagogical technology, make it possible to draw the following conclusions:
- the influence of man on nature appears in the form of collective, purposeful and technological interaction. This situation is explained on the basis of the technological task performed by this tool in the general process of the causal links in the structure of the technological tool. The existing determination (determining the causal links) manifests itself as an objective law that ensures the development of the technological tool at all stages of the technological movement without exception;
- any labor represents a complex of interrelated elements: physiological, production and essentially technological elements. In material production technology, these elements come out as separate independent parts before the manufacturing process. Here, the technical basis of handicraft activity is considered, and the individual artisan's art is the technological basis of production. Therefore, the further development of such production is limited by natural and social barriers;
- in the process of material production, the separation of the technological element of labor is carried out at the stage when the development of manufacturing is completed, and it is manifested after the completion of some elementary operations of the production process. The production of a certain amount of product per unit of labor time by an individual worker based on dexterity, economy, and inner confidence remains a technological law that creates an objective basis for ensuring a technological revolution;
- the essence of the technical revolution is based on the transfer of technological tasks from human responsibility to technical tools. The difference between the time spent on setting up all the processes of production and the direct participation of a person in this process is a measure and an indicator of the transition period. At this time, the art of craftsmanship gives way to science in the organization of technological movement. The transfer of the technological task performed by a person to the technological tool, which appears as the main path of the technical process and has its reflection in the internal laws of private technical-technological phenomena, is related to the law;
- material production technology appears as the initial conditions for the emergence and development of pedagogical technology. As a historical bud, it appears in the form of biosocial technology.

Pedagogical technology is reflected as ontological, socio-economic, as well as scientific-theoretical laws, social law and conditions of independent existence based on creation, implementation and development.

A brief ontological-sociological analysis was conducted based on the idea of technological interaction, technological tools of education and the level of immediacy (technologicalization) of the pedagogical process organized with their help.

During the analysis, it became clear that the objective traditions in the development of high technological, scientific and dynamic process of production put on the agenda the need to transfer the pedagogical process from the educational technology based on the pedagogical skills of a group of teachers to the educational technology based on the professional skills and content of activities of a large number of pedagogues.

In this pedagogical process, the accent (emphasis) shifts from emotional cognition to logical cognition at the level of complex cooperation.

The content and structural structure (structure) of the theory of pedagogical technology occupy a central place in the set of problems under consideration. The following important features of pedagogical technology can be distinguished:

- subjectivity (all terms, concepts, categories and emphasis related to the theory of pedagogical technology should be related to one subject or a specific field);
- compatibility or completeness (the language of the theory of pedagogical technology, its main concepts, categories, principles, models, etc.);
- accuracy (reveals the meaning of the object in two aspects: empirically and semantically);
- verifiability (checks the level of compatibility of the theory with the real object);
- authenticity (the main assertions of the theory of pedagogical technology must be reliable);
- systematicity (unification of techno-pedagogical laws into a single system with the help of classification and coordination relations).

References

1. U. Ya. Turayev. Electronic working tetrad as a means of increasing the efficiency of the organization of independent work of students scientific bulletin NamGU-scientific bulletin NamGU, No. 2, 2020, p. 409-414.
2. U. Ya. Turayev, B. Sh. Rakhimov. Low and high rate games. The principle is minimum wage. Current problems and trends in the development of modern, innovative, technical and technological developments. Collection of materials of the republican scientific and technical conference–Dzhizak: DzhizPI, April 10-11, 2020. Tom 1. pgs. 407-409.
3. Ostanov K., Turayev U. Ya., Rakhimov B. Sh. Ob obuchenii uchashchikhsya osnovnym metodam reshenia kvadratnyx neravenstv //European science. - 2020. - No. 1 (50).
4. Ostanov K., Turayev U. Ya., Rakhimov B. Sh. The study of the concept of "random size" and the law of distribution //BBK 72 p 127. - 2019.