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APPLICATION OF PEDAGOGICAL TECHNOLOGY TO THE EDUCATIONAL PROCESS

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Abstract:
In this article, some ideas are made about the problematic situations that arise in the process of education, the types of pedagogical technology of education and the ways of their use in their elimination.

Keywords: education, upbringing, directed education, types of pedagogical technologies, communication in the pedagogical process, educational methods.

In contrast to the methodical development of the educational process focused on the active, effective activity of the teacher, the pedagogical technology of education focuses on learners, and also creates conditions for mastering the educational material, taking into account their individual and joint activities with the teacher. The leading problem of pedagogical technology is to ensure the achievement of educational goals through the development of the student's personality.
The choice of the type of pedagogical technology depends on the level of knowledge and skills to be mastered in the lesson and training.
The educational process aims to systematically develop the activity and curiosity of students throughout the training, pedagogical technology based on the creation of learning factors allows students to be quickly involved in educational or educational production activities. Otherwise, weak, insufficiently clear, or unclear tasks will lead to an ineffective completion of the training.
Such situations create conditions for the teacher to have a negative attitude towards the student in most situations. As a result, the student becomes overly emotional, his motivation to learn decreases, he becomes "disillusioned" with studying and begins to have a negative attitude towards the subject and the teacher. The relationship between the teacher and the student should be organized on the basis of humanitarian criteria and should be aimed at eliminating unpleasant feelings. The relationship between the

teacher and the student should encourage enjoyment of achievements, responsible approach to educational activities, and creation of creative activities in mutual cooperation. This creates a means of communication, a "bridge" necessary for the organization of pedagogical influence.

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The process of communication (communicative activity), which is a component of the pedagogical relationship, is carried out in the following stages:

-modeling the pedagogical process;

-communicate with a group of students;

-organization of direct communication (communicative cooperation);

-managing the communication process in the developmental pedagogical process;

-re-sampling based on making certain changes to the communication system in the pedagogical process.

Pedagogical technology based on the creation of learning factors also includes influence based on the teacher's communication with students. Common communication or influence techniques include:

- persuasion;
- based on proven results;
- direct and indirect impact;
- self-education;

-methods of interaction.

The incentive (motivation) of the educational process can be strengthened due to the active application of pedagogical technology to the educational process. It is known that it is difficult to apply the knowledge obtained in practice. This is especially evident when completing assignments in natural sciences. That is why it is necessary to direct the activities of students in acquiring knowledge, skills and abilities, and the use of pedagogical technology based on management by the teacher.

The choice of the types of pedagogical technology depends on the nature of the knowledge, skills and qualifications being formed, the form of the lessons being organized, the methods and methodical methods used. For example, in addition to the development of students' creative thinking, the formation of the ability to critically approach educational materials, and the organization of productive activities, it is necessary to use conference lessons, business games, and integrated (two-component) lessons along with traditional lesson forms. In this situation, the

educational methods should be proportional to the educational goal (assignments aimed at applying knowledge in different situations, performing tasks encouraging activity in new conditions, creating schemes based on acquired knowledge, classifying them, comparing them, putting them into a consistent system, summarizing, etc.).

The intended results are not achieved even with a sufficient level of motivation and effective organization of students' activities. The effectiveness of the pedagogical process is ensured by the correct choice of ways of organizing and managing this process.

Pedagogical technology management includes the following two directions:

1) activity management;

2) management of the student team.

Choosing a particular pedagogical technology requires taking alternative measures to change the classroom situation.

As mentioned above, pedagogical technology allows for personal development.

The guiding principles of developmental educational technology:

-incorporation (systematic operation) - generalization of knowledge of various disciplines;

-adaptability - applicability of educational forms, methods and methods in different educational institutions;

-compatibility - compatibility of the content of the educational material related to a specific educational subject with the form, method and methods of personal development;

-creativity - opportunities of pedagogues of various educational institutions to create pedagogical technologies;

-based on naturalness - taking into account the unique, personal characteristics of students in accordance with genetic and social aspects.

It is known that the educational process reflects three interrelated triads - education, upbringing and personal development. Equal application of this trinity to the educational process facilitates the application of module technologies.

One of the advantages of modular technologies is the organization of educational content.

According to the essence of this technology, the available information is selected that will allow students to successfully implement their activities within the framework of State educational standards.

The essence of the module technology is to design the educational process on the basis of modules (organization of the content of the educational subject and its sections, division of professional activities that cannot be divided from a certain stage of

education into logically completed parts). Then, for each module, the content and scope of activities specific to this module is determined. To realize the goal of the module technology, the module is implemented step by step. Each action (step taken) in this process is considered as a learning element.

The learning element includes:

-theoretical and practical information related to teaching specific elements of the activity,

–information about materials that provide activities necessary for education,

–identification of goals (goals that drive learners),

–educational materials,

–instruments for monitoring educational conditions (conditions necessary for students to achieve the intended results, tests, target standards, etc.).

The general purpose of the educational technology process is clarified at the following levels:

1. The purpose of the educational institution and identification of the teacher and his methodical activity.

2. The purpose of the educational subject (department), identification of the teacher and his methodical activity.

3. The purpose of the module (educational element) and the activity module of the teacher in cooperation with students, its final results to be diagnosed.

The transition from traditional methods of planning to educational technology requires extensive work. In particular, it is envisaged to create methodical complexes, to ensure the educational process from a didactic, methodical and organizational point of view. The module technology development procedure includes the following sequence of steps.

Basic principles of module technology: analytical; conceptual; targeted; meaningful; process.

At the analytical stage of the development of pedagogical technology, the "National Program of Personnel Training" of the Republic of Uzbekistan and the National Model of Personnel Training, the State Educational Standards created for educational subjects, the conclusions drawn based on the ideas put forward in them, the educational content aimed at forming the young generation into a well-rounded person, and the general, it is appropriate to choose the organizational form of education to achieve its specific goal.

At the conceptual-pedagogical stage of the implementation of pedagogical technology, educational concepts, basic ideas and general conclusions are taken into account. The structural structure of the module is expressed as the general secondary education,

academic lyceum, vocational college, bachelor's degree, master's degree, and the composition of society as a whole. This is especially characteristic of individual elements of the tiered education system.

At the targeted stage of the implementation of pedagogical technology, the long-term goal of the educational institution (general secondary educational institution, academic lyceum, technical school, institute or university), the areas of education and the expression of a specific block in the content of a separate educational subject in this block are taken into account.

At the meaningful stage of practical application of pedagogical technology, educational areas, the principles of selecting the content of educational subjects in a specific block system, individual elements, that is, clear educational identification should be reflected in major topics that illuminate the essence of educational subjects.

In the process stage of practical application of pedagogical technology, the teacher's tasks, as well as the type of education and educational methods aimed at the organization of educational activities by students are manifested. In this process, special emphasis is placed on the democratic principle of interaction between the teacher and the student, effective method, organizational form and selection of educational tools.

Based on the concept of the activity-based approach, the following logical sequence of the organization of the teaching process can be justified: first, the description of the content of the educational material, the goal of learning it (levels of mastery), as well as the conditions for setting the pedagogical task are analyzed. Then, effective methods of education and a system of managing students' cognitive activities will be developed, a list of educational tools will be compiled. The integrated system of methods and educational tools is combined with organizational forms, that is, a specific technology is developed.

Generalized pedagogical technologies are considered as a "synthetic theory" built on certain psychopedagogical foundations. Practical pedagogical technologies are aimed at methodically solving the problem of designing the preparatory process in order to achieve the pre-planned result.

The conclusion is that the pedagogical technology of the pre-designed educational process embodies the educational goal, content, form, system of methods and tools, opportunities for joint activity of teachers and students, and a set that ensures the achievement of the final result.

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