THE IMPORTANCE OF TECHNOLOGICAL EDUCATION TODAY AND ITS DEVELOPMENT, PROBLEMS AND SOLUTIONS

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Article history:		Abstract:
		In this article, the scientific basis of technologicalization of educational processes, development of technological forms and methods of teaching and life the need to implement, fundamentally update the content of education and innovative activities technologization extiyo and tasks of technologization of educational processes requires the identification of a number of abilities in the pedagogue and educator issues are covered.

Effective functioning of educational systems, development and implementation of technological forms and methods of education, high performance of learners - all these are qualitatively developed technologies and technologized in the subjects taught directly depends on the methods.

Currently, there is a need to improve the professional and personal qualities of the pedagogue, to design the main elements of education, to fundamentally update its content, and to technologicalize innovative activities.

It is here that pedagogues are not technologically prepared for their professional activities. For this reason, it remains difficult to meet the requirements for the qualifications of specialists by the state educational standards, in which the use of various non-technological methods, technology and understanding the difference between methodology is important. The analysis of the sources of technological competence (TK) based on the current state of theory and practice shows that educational development can be conditionally divided into two stages: methodical and technological (beginning of the 20th century). In our opinion, there are no clear (sharp) boundaries between them, because from a procedural point of view, in the process of development, they fill each other with content, enrich each other and serve impartially to the comprehensive training of pedagogues.

Due to the specificity of methodology and technology, competence can be divided into two types: methodological competence and technological competence.

Technological competence is an important form of competence.

One can find ideas about technologies related to pedagogy in reflexology-based scientific research conducted in the 20s and 30s (I.P. Pavlov, V.M. Bekhterev, A.A. Ukhtominsky and S.T. Shatsky). In pedagogy, terms such as "Pedagogical technologies" and "pedagogical techniques" were introduced in these periods as a set of tools and methods necessary for effective organization of educational processes.

In the next two decades of the 20th century (40-50 years), the concept of "educational technology" was introduced as a result of rapid development of technical means of education.

Later, this concept was perfected and began to be called "Pedagogical technologies".

According to T.V. Il'in, by the middle of the 60s, two directions will appear in pedagogical technologies: the first is "technical means in education" i.e. "technology in education" in this direction the educational process implemented using various forms of technical means and programmed education;

the second is "technology of education" or "technology of the educational process", i.e., the direction known as "technology of education", which is directly related to the organization of the educational process.

In the 70s, the attention of scientists from advanced foreign countries was mainly focused on the modernization of teaching equipment and the improvement of teaching tools, as this was considered an important pedagogical condition for effective education.

In 1977, at the International Seminar on Educational Technologies held in Budapest, the main characteristics of technological processes in education were determined. These signs consist of:
- excellent knowledge of technical tools used in educational processes and ability to use them wisely;
- existence of audiovisual material fund and deep knowledge of them;
- to have a method of using the above-mentioned factors effectively, appropriately and rationally.

The computerization of all spheres of industry and social life, which began in the 80s, did not bypass the sphere of education. It is from this period that the concept of "pedagogical technologies" entered.

Until the 1990s, the objective accumulation of technological knowledge related to technical development and various interpretations of the concept of technology were carried out, despite the fact that a number of scientific studies were conducted, the social nature of pedagogical technology was not fully clarified. Nevertheless, by the 1990s, priority directions of technological-pedagogical processes began to emerge in educational processes compared to traditional educational processes. These directions show the possibilities of faster elimination of existing problems in education. By the first years of the third millennium, experimental works and scientific tests on the technology of designing educational processes and systems aimed at eliminating the technological-pedagogical problems of education have successfully passed.

It embodies the design of the general education system and professional training, along with the development of technological-didactic tools and methods of their use, which serve to increase pedagogical culture among professors and teachers, and optimize educational processes.

Therefore, pedagogy is part of general philosophical ideas from the first stages due to its formation, it always interprets the essence of a person and his directly depends on the disclosure of personality. Because the main pedagogy All the philosophical ideas that form the basis of human being as a perfect person, every They serve to educate them in a well-rounded way.

The system of philosophical views and pedagogical culture corresponding to them paradigms in the history of education, various aspects of the person-oriented approach and determines the aspects, which are later collected in the pedagogical culture and "The consciousness of the learner, which is instilled in the learner by the teacher obedience, development of his personality and spirituality, becoming enlightened, education the spiritual world that is formed in the receiver and the benefit that comes from the acquired knowledge, and the specific characteristics of the social environment in which educational processes take place takes into account". Development and improvement of a person-centered approach A number of scientific works have been devoted to researching the problem · 3· . We have our opinion directed to the person related to the technologicalization of educational processes

We have limited ourselves to describing the history of the aspect.

The great pedagogic scientist V.A. Sukhomlinsky was the first of pedagogical orientation who expressed such an opinion during the analysis of the direction of "comprehensive the achievement of the process of educating a developed personality, every pedagogue and pedagogue interdependence of elements of the team participating in this process and how deeply they realize their mutual complementarity directly related"

The tasks of technologicalization of educational processes lie with the pedagogue and educator requires the identification of a number of abilities, that is, setting tasks for oneself and developing projects to implement them, internally and externally management of coordinated relations of activity plans; "pertaining to knowing" of a person consisting of "experiential" and "evaluative" abilities it is understood to combine universal and unique (specific) capabilities

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