



## QUESTIONS OF RELATIONSHIP OF CONCEPTS OF METHODOLOGY AND TECHNOLOGY OF TRAINING.

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| <b>Received:</b> 28 <sup>th</sup> February 2021<br><b>Accepted:</b> 7 <sup>th</sup> March 2021<br><b>Published:</b> 30 <sup>th</sup> March 2021 | In any educational institution, as a structural element of the lifelong education system, in which conditions are created for the development and self-development of each individual, the role of not only independent work, but also the importance of self-organization of all subjects of the educational environment is enhanced. Hence, the need for new technologies of self-organization, actualization and development of the personal potential of subjects of the educational environment, as well as technologies for the formation of the environment as humane, developing, socializing, professionally oriented, etc. increases. |

**Keywords:** technologization of education, teaching methodology, teaching technology, differentiation of technology and teaching methods, levels of correlation of categories.

The new edition of the Law "ON EDUCATION" states that "in the process of introducing curricula and curricula, modern pedagogical technologies, innovative forms and methods of teaching, information and communication technologies are used"

When introducing curricula and curriculum into the educational process, educational organizations can use learning technologies based on a credit-modular system.

Description of the specifics and classifications of technologies, including teaching, is found much more often in scientific research and professionally oriented educational literature on pedagogy, but not teaching methods, which is one of the indirect evidences of the lack of compliance with the current level of scientific research in the area of development and use of teaching technologies to the modern realities of the practical application of technologies in professional and pedagogical activities

One of the most discussed contradictions associated with the trend of technologization of the educational sphere is the vagueness in the correlation of the concepts of "teaching method" and "teaching technology". Along the way, the concepts of "teaching method", "teaching technique", "training system" are compared.

Teaching methodology as a branch of pedagogical science.

The methodology as a subject of study considers the features and patterns of the learning process for a specific academic discipline. In pedagogical science, the method is divided into general and specific. General laws of teaching are considered by didactics, and particular ones - by the methodology of each academic subject.

The technique has its own objects, tasks and methods, research.

In training, there are three inextricably linked sides of the process:

content of training;

teacher activity - teaching;

student activity - learning;

The task of the methodology is to investigate the regular connections between these three sides of learning and, on the basis of the known patterns, to develop requirements for the content of the academic subject, teaching and learning.

Thus, the object of the methodology is the learning process. Based on the principles of education, the methodology reveals the goals of teaching the subject, its significance for the comprehensive development of the student's personality.

The teaching method is always purposeful. The teaching method theoretically generalizes the practical experience of work, offers such teaching methods that have already justified themselves and give the best results.

In the modern methodology, including in the methodology of labor education, there has been a definite approach to the selection of scientific material for the academic subject and to the system of its construction, that is, the logic of the academic subject.

Teaching technology is "the science of how the teacher influences students in the learning process using the necessary technical or informational means." There are also attempts to define the subject and object of study of teaching technology as a science. SOUTH. Fokin calls the subject of study the technology of teaching "the regularities and procedures for setting didactic tasks, providing for the achievement of objectively diagnosed learning outcomes, in combination with methods of developing technological prescriptions for teachers that contribute to the implementation of the didactic task of the lesson", and the object of the study is "the processes of setting and implementing the solution of didactic problems by teachers of higher school, taking into account the well-known didactic, psychological and ergonomic laws"

Neither pedagogical experience nor methodological developments lose their significance, they should only receive a new "technological" shell and new justifications. The effectiveness of the technique depends on the degree of its technological effectiveness. That is, we are not talking about the need to transform a technique into a technology, but about giving it such a quality as manufacturability, which is possible if the technological cycle is observed.

"The subject of the methodology is teaching methods, one or another of their composition. Learning technology is a radical restructuring of everything related to the learning process, a fundamentally different approach to its organization "

In modern scientific literature, the main reason for replacing the term "teaching methodology" with "learning technology" is often explained by the fact that, despite the huge arsenal of methods presented as new, promising and at the same time a continuous search for alternative methods, high and stable results in mastering an academic subject, they are not always achieved and not by all students.

An objectively meaningful and scientifically substantiated understanding of the need for technologization of the educational sphere demanded a search for a justification for the lawfulness of the coexistence of the two categories. "The proximity of meanings is a circumstance that often acts as one (but completely insufficient) of the arguments in favor of the mechanical replacement of the term" technique "with" technology ". Therefore, today, instead of, for example, the "methodology of teaching technical subjects" is used "technology of teaching technical subjects" or instead of the "method of projects" - "project technology".

And here we agree with those who believe that a simple substitution of one concept for another does not give pedagogical science anything new and does not concretize the learning process ".

If the system of actions for the implementation of the educational concept or system is characterized by variability and flexibility, it is called methodical, then a didactic system of a low level of instrumentality is a methodology, and a didactic system of a high level of instrumentality is a technology.

The instrumental nature, which ensures the reproducibility of the technology and the guarantee of results, provides for the "elaboration and algorithmicization of specific actions, starting with the setting of goals, the certainty of steps, operations leading to the goal"

### **Interconnections, the presence of "points of contact" of teaching methods and technologies.**

Technological training is defined as "the process of forming a teacher's special integrative professional qualities, mastering theoretical and practical mechanisms and acquiring the necessary experience of new activities that determine the teacher's readiness to create and use personal pedagogical technologies based on subject experience" technological instructions, technological maps, algorithms are called. With their help, the teacher will be able to implement his own or chosen methodological teaching system.

Technological prescription is used as an informational, didactically grounded canvas for developing your own methodology in the classroom. Thus, it is at the university that it is possible and necessary to lay a solid foundation for the successful practical implementation of technologization as an important direction of modernization of education.

Accordingly, the goals and content of the university course of methodology, as well as the forms of methodological training of the teacher as a whole, are subject to significant renewal.

## **LITERATURE.**

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