European Scholar Journal (ESJ)
Available Online at: https://www.scholarzest.com
Vol. 2 No. 4, April 2021,
ISSN: 2660-5562

PEDAGOGICAL TECHNOLOGY IS AN INTEGRAL SYSTEM OF THE EDUCATIONAL PROCESS

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Article history:

Received: 11th March 2021
Accepted: 26h March 2021
Published: 8th April 2021

Abstract:

The article argues that pedagogical technology is a set of systematic methods that make it possible to use human potential and technical resources in the process of teaching and learning, to optimize the forms of education, to determine their interaction. The development and implementation of new pedagogical technologies, methods and techniques for applying the essence, problems and solutions in the process of studying subjects taught on the basis of SES (State educational standard) is a requirement of the time. Modern pedagogical technology as a pedagogical project involves the purposeful organization and implementation of educational activities of students on the basics of natural science.

Keywords: Technology, educational technology, pedagogical technology, features of pedagogical technology, creative thinking, and teaching methods.

1. INTRODUCTION.

One of the key factors in reforming the education system in Uzbekistan is "the interests of the individual and the priority of education." The new model of education was created due to the fact that this factor determines the social policy of our state. The main idea is also humanism, which understands the interdependence of nature and man, rejects authoritarian and false thinking, shows tolerance, contentment, respects the opinion of others and seeks to form such personality traits as national, cultural and universal values.

The development and implementation of new pedagogical technologies, methods and techniques for applying the essence, problems and solutions in the process of studying subjects taught on the basis of SES(State educational standarts) is a requirement of the time. Modern pedagogical technology as a pedagogical project involves the purposeful organization and implementation of educational activities of students on the basics of natural science. Since pedagogical technology is the most complex process, the main means of teaching a person, its foundations are as diverse as the complexity of the individual. Among them are historical, theoretical, social, philosophical, methodological, pedagogical, didactic, physiological, hygienic, economic, ideological, legal, normative, and practical and others. This dynamic process goes hand in hand with changes in the education system.

2. THE MAIN PART.

"Technology" comes from the Greek word "techne" meaning skill, art, skill, and "logos" meaning the word, doctrine. The task of technology as a science is to identify efficient and cost-effective production processes that require less material resources and time, and to find laws that govern their use in practice. It is a pedagogical direction that explores methods and effective tools and identifies patterns.

Educational technologies:

• it is an ordered set of the most convenient methods of communication, information and management and teaching aids (training), which provides a means of guaranteed achievement of the educational goal and intended results in the current conditions and on time; - the descriptive aspect of the technique);

• this is a joint action of the subjects of the existing educational process, the order of the real process (the practical-process aspect of educational technology). "Pedagogical technology" is a concept used in the process of the pedagogical phenomenon and technologization of education.

If the pedagogical technology is an integral system covering all areas of the educational process. Teaching technology forms an integral system of teaching individual disciplines based on modern didactic requirements. Their interdependence is reflected in the state educational standards developed in accordance with the requirements of the Law "On Education" and the "National Curriculum". The problems of educational technologies, the vast experience of

pedagogical innovations, author's schools and innovative teachers constantly require generalization and systematization.

Pedagogical systems can be described as integral phenomena using a number of features (according to V.G. Afanasyev):

- integrative qualities (such that several of its elements do not have);
- constituent elements, components;
- structure (connections and relationships between parts and elements);
- functional characteristics;
- communicative properties (connection with the environment);
- historicity, continuity.

Target orientations and outcomes are essential characteristics of the system.

As a basis, a system-forming framework, it is advisable to use a new concept for pedagogy - "technology" and a new - "technological" approach to the analysis and design of pedagogical processes.Educational technology is a model and a real process of implementation of holistic pedagogical activity, which includes individual-group, information-diagnostic, organizational-developmental, activity-heuristic, spiritual-humanitarian and motivational-managerial components.

In the above definition of educational technology, the key concept is holistic pedagogical activity, and the model is a description of this activity, reflecting it in three aspects - conceptual, content and procedural. Consequently, the structure of educational technology should include a conceptual basis, content and procedural components. The conceptual basis is the target attitudes and orientations, the main ideas and principles, the position of the student in the educational process.

The content component is the learning objectives (general and specific), the content of the educational material, the didactic structure of the educational material and the forms of its presentation. The procedural component is the features of methods and means of teaching, motivational characteristics, organizational forms of training, management of the educational process. The leading component in this list is the conceptual framework. Having mastered it, the teacher can consciously use educational technology, adapting it to the specific conditions of pedagogical activity.An appeal to the theoretical foundations of educational technologies shows that each of them must satisfy a number of requirements: conceptuality, consistency, controllability, efficiency, reproducibility, flexibility and dynamism. Let's expand them.

Conceptuality: each technology is based on a scientific idea that includes a philosophical, psychological and pedagogical rationale for achieving educational goals.

Consistency: the presence of all signs of the system (the logic of the process, the relationship of all its parts, integrity).

Controllability: the possibility of diagnostic goal-setting, planning, designing the educational process, varying the means and methods of correcting the results.

Efficiency: To ensure results that meet educational standards, technology must be effective for results and cost effective.

Reproducibility: the ability to use technology in the same type of educational institutions and different teachers. Flexibility: the possibility of variations in the content and procedural components of technology to ensure the comfort and freedom of interaction between the teacher and students, taking into account the specific conditions of pedagogical reality.

Dynamism: the possibility of developing or transforming technology in the developing educational space in such a way that, under the conditions of the changing paradigm of education, not to cut off the "old", but useful, but to ensure the evolutionary development of educational technology.

Today, it is no longer required to prove the necessity and benefit of using technology in educational practice. The only problem is the readiness of teachers to apply them creatively in practice. Today it is not enough for a teacher to have knowledge about already existing educational technologies; it is also necessary to be able to apply them in practice. In other words, the concept of "educational technology" is directly related to the concept of "professional pedagogical culture".

At the same time, the culture of the teacher appears as an essential characteristic of the integral personality of the teacher, capable of a dialogue of cultures, and educational technology - as one of the pedagogical values generated by the personal experience of the teacher-creator. Thus, we can talk about creative comprehension of understanding technology: on the one hand, understanding educational technology as a special pedagogical value and part of a teacher's technological culture, and on the other, as a way of self-realization of the individuality of a modern teacher in the educational space.Let us consider the content of the concept of a teacher's technological culture and its levels.

In modern conditions of variable education, traditional education is often combined in the most bizarre way with the use of non-traditional approaches and technologies. In this regard, the question of the technological culture of pedagogical collectives and individual teachers is actualized.

Technological culture is a complex dynamic system, the components of which are different levels of pedagogical practice [5]. It seems to us that the introduction of this concept should be aimed at overcoming the lag in

the process of rooting modern educational technologies in the minds and activities of practicing teachers, enhancing their creative potential in relation to the creation of new technologies in line with the humanitarian paradigm.

- ♣ pedagogical position and professional and personal qualities;
- ♣ technological knowledge and culture of pedagogical thinking;
- ♣ technological skills and experience of creative activity;
- ♣ creative personality;
- ♣ the position of students in relation to educational technology.

The technological culture of a teacher has a level character, the presence of which is due to the degree of formation of its components [8]. The difference between one level and another in the individual-personal plan consists in a different degree of awareness by the teacher of his professional position and creative individuality, the development of pedagogical techniques and technologies.

Three levels can be distinguished in the structure of a teacher's technological culture.

The first level - characterizes a teacher who does not have all the necessary professionally significant qualities, carries out pedagogical activities as reproductive (according to a model or algorithm), reproduces pedagogical techniques and educational technology without reliance on technological knowledge, is not inclined to creativity, achieves low learning outcomes and education. Such a teacher seems to be alienated from educational technology, it is easier for him to work according to instructions and recommendations. Such a normative-reproductive level has stages:

- ♣ the level of familiarity, which characterizes the reproductive activity of a teacher who is not able to independently apply technological knowledge about educational technology in his own practical experience;
- ♣ the algorithmic level, which characterizes the reproductive activity of a teacher who is able to reproduce certain fragments of technologies according to the algorithm, however, without taking into account the specific conditions of pedagogical activity.

The second level characterizes a teacher who possesses the necessary qualities, carries out his activities based on technological knowledge, implements educational technologies taking into account specific conditions, is inclined to creative activity, but does not experience a stable interest and need for creativity, has average learning and upbringing results. This level can be called adaptive-heuristic.

The third level characterizes a teacher who possesses all the necessary qualities, carries out activities on the use of technological knowledge and technologies at a creative level, has a steady need for creative growth, achieves high results in teaching and upbringing. This level of the teacher's technological culture can be called creative and creative, and the teacher himself is a teacher-researcher.

1. The methodological basis of the new pedagogical technology is the state educational standards. State educational standards determine the criteria for knowledge, skills and abilities that a student must possess. Knowledge. skills and competencies should not fall below the requirements of the DTS.

2. The purpose of pedagogical technology and pedagogical technologies is to foster common creative thinking. This goal is a key requirement of state educational standards. Each technology in the educational process, task should lead to creative thinking and creative development of the student. It is necessary to create such a situation. let the student seek, develop his thinking, strive. let it awaken interest in the study of science.

3. Tasks in each lesson should take 20-25% of the total time. let the student work creatively 70-80% of the time. Allow the student to gain more practical knowledge and draw theoretical conclusions from it.

4. Knowledge of teaching technology. pay great attention to the choice and study of the method of obtaining knowledge. ensuring that learning is based on debate.

5. Methods and technologies of teaching - the basis of new pedagogical technologies.

6. In the educational process, lessons should be organized both in the form of debates, seminars, games, disputes, fun and clever competitions, and in the form of various theatrical situations, that is, a differentiated approach to teaching.

7. The systematic organization of the educational process based on the development and application of basic knowledge in practice leads to the effectiveness of the local (one-sided) state, which ensures the continuity of new pedagogical and teaching technologies.

3.CONCLUSION.

In a word, pedagogical technology is educational technology, new pedagogical experience, new pedagogical technologies, information technologies, new experience, teaching methods. It is a way to achieve the goals set in the educational process, as well as the inclusion of concepts such as teaching methods. The new model of education was created due to the fact that this factor determines the social policy of our state. The main idea is also humanism, which understands the interdependence of nature and man, rejects authoritarian and false thinking, shows tolerance, contentment, respects the opinion of others and seeks to form such personality traits as national, cultural and universal values.

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