

# The Role Of Modern Pedagogical Technologies In The Development Of The Science Of Pedagogy

Umarova Nigora Zaynuddinovna , Tsagaraeva Olga Batirbekovna , Muminova Bashorat Abdukhalilovna , Umarova Dilnoza Alisher Qizi,

*Tashkent State Technical University named after Isлом Karimova*

## ABSTRACT

This article describes the role of modern pedagogical technologies in the development of pedagogy. It is also based on the need to conduct training on the basis of pedagogical technology, use of modern technical tools, computers, video-computer multimedia complexes in the course of the lesson. The concept of pedagogical technology is also reflected in scientific articles, periodicals, conference topics and reports, and scientific works of scientists dealing with this subject are also covered. In addition, conclusions and suggestions on increasing the role of modern pedagogical technologies in the development of the science of pedagogy have been developed.

**Keywords:** science of pedagogy, modern pedagogical technologies, principles of education, methodological developments.

## INTRODUCTION

It is known that any technology is based on the educational principles that form the new content of education and is aimed at educating the person of the learner, creating work and professional skills in certain directions. The active subjects of the educational process are the teacher and the students, and their collaborative activities provide an opportunity for in-depth assimilation of theoretical and practical knowledge on a specific topic (or the basics of subjects) with little effort and time spent. In contrast to the methodical development of the educational process aimed at the active, effective activity of the teacher, pedagogical technologies aimed at activating and accelerating the educational process are focused on learners, as well as their personal and joint development with the teacher. In addition to creating conditions for mastering educational material taking into account the activity, education aims to systematically develop the activity and curiosity of students throughout the training, pedagogical technology based on the creation of educational factors It allows for quick involvement of the requirements in educational or

production activities. Otherwise, tasks that are weak, not clear enough, or do not have a clear outcome can lead to an ineffective completion of the training.

## LITERATURE ANALYSIS AND METHODOLOGY

Among the measures necessary for the organization and development of two-level higher education in the "System and types of continuing education" section of the national program of personnel training of the Republic of Uzbekistan is "training students using new pedagogical and information technology "acceleration of teaching, individualization of teaching, independent learning, and development and mastering of distance education system technologies and tools" are mentioned. The implementation of these activities will improve teaching, that is, the wide application of pedagogical technology to the educational process, the use of computerized automated teaching systems, the use of new technical and didactic tools and multimedia opportunities in education, distance learning It is done by using

modern teaching technologies, such as the introduction of language. In developed countries, new pedagogical technology was gradually formed and began to enter the Republic of Uzbekistan. The new pedagogical technology encourages students to think independently and work freely during the lesson.

In recent years, well-known pedagogic scientists and teachers of our Republic have been conducting effective research on the introduction of pedagogical technology into the educational process. The concept of pedagogical technology is also reflected in scientific articles, periodicals, conference topics and reports. In particular, scientists of our republic R.Kh. Jorayev, A.P. Parpiev, N.Kh. Saydahmedov, U.N. Nishonaliev, L. Farberman, L.V. Golish, U.Kh. Tolipov, and Russian pedagogic scientists V.P. Bezpalko, M.V. Klarin, V.M. Monakhov, P.I. Pidkasistii, as well as M.J. Aristanov, J.S. Khaidarov and others from Kazakhstan scientists tried to reveal the essence and importance of the concept of "pedagogical technology" in their scientific research. Currently, in pedagogical literature, lectures and official documents on educational problems, such as "new pedagogical technology", "advanced pedagogical technology", "modern pedagogical technology", "teaching technology", "educational technology" expressions are widely used. But these concepts are still not standardized and explained in encyclopedias. A single definition of the meaning of these expressions has not been developed, and therefore there are many different definitions of them.

V. Guzev stated. in the traditional method, educational goals are vague in accordance with the requirements of the program, that is, characterized by a vague imagination wrapped in the concept of "mastery" of learners. Educational processes are organized based on the generalization of work experiences of teachers who have achieved more achievements. For each specific situation, the pedagogical activity of these teachers is shown as an example. But a number of scientists point out that the era of separate educational methods has passed and generalization of the experiences of any advanced pedagogues does not allow to build a systematic and goal-oriented, effective education. Today,

many specialists criticize traditional pedagogy and emphasize that the approach in teaching is still based on the study of general concepts, rules and laws. Students' engagement with real-world objects is limited in scope and content.

## **DISCUSSION AND RESULTS**

The advantages of classes organized on the basis of interactive pedagogical technologies are that such a system of classes serves as the basis of science that sharpens thinking, forms boundless love for the Motherland, loyalty, civic ethics and democratic culture. In the teaching of subjects, methods such as —Working with groups, —Discussion, —Problem teaching, —Brainstorming, as well as working with tables, writing works expressing independent opinion, and writing essays increase the activity of students.

Such lessons conducted on the basis of these methods save time and deliver new knowledge to the student. He will be able to get out of the situation with the right conclusions in disputes and will be able to connect and summarize the knowledge he has received with other topics.

The current educational development brought a new direction - innovative pedagogy to the field. The term "innovative pedagogy" and the research specific to it appeared in Western Europe and the USA in the 60s. The socio-psychological aspect of innovation was developed by the American innovator E. Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it.

Pedagogical technology - studies the problems of applying modern pedagogical technologies in the process of education and training, increasing the effectiveness of the process of education and training based on the technological approach. Turning to the dictionary meaning of the word technology, this word is derived from the Greek word, tekhnos-skill, art, logos-teaching, science. means nos. It follows that the word technology is added to other terms and fulfills the tasks of developing this field and improving its skills. In general, technology is an

objective process that prepares the stage of educational evolution to solve qualitatively new issues. New technologies have opened up great educational opportunities. The qualitative changes taking place show that the processes of "teaching" in the usual explanation have begun to go beyond the limits of the teachers' professional capabilities. The new technical, informational, printing, audio and exhibition tools that have come into existence have brought many innovations to the educational process with new methods in their own way and remain an inseparable part of it. However, the uniqueness of the pedagogical technological process, its priority over the traditional forms, and the methods of real solution to the problems of modern education have not yet been fully studied. Foreign and Uzbek authors write a lot about it. But they all believe that pedagogical technologies will have priority in the future. Currently, educational technology is not only an auxiliary tool, but it is understood as a new system that plays a major role in the development of the educational process and changes its organizational forms, methods, and content. This, in turn, affects the pedagogical thinking of the teacher and the student. Such a description of technology shows the importance of the integral connection between all the components of the educational process, the mutual cooperation of the pedagogue and the student. The student turns from a passive object of education into an active subject of education and upbringing, and as an active subject participates in this process with the teacher, strives to gain independent knowledge.

One of the important conditions for the formation of students' interest in knowledge is the creation of an emotional situation, the need for knowledge and the development of conscious thinking. Activity is included in the structure of cognitive activity of students, that is, it is a work activity in which intellectual, volitional, emotional processes that enliven cognitive activity are manifested together. For active cognitive activity, comprehensive, deep interest in knowledge, specific effort, attention, and mental and physical forces necessary to achieve the set goal should be focused. Cognitive activity

is individual, it is not an innate ability of a person, but it is formed in the course of his actions.

The following are typical for students' live cognitive activities:

- deep, comprehensive interest in knowledge and educational goals;
- active manifestation of mental, physical and intellectual strength;
- gathering attention, memory, will and other mental qualities. In the process of cognitive activity, the following 4 levels are distinguished:
- reproductive activity. In this case, readiness to acquire "ready-made knowledge", intensive processing activities, etc. apply;
- applicative activity - it is characterized by readiness for intensive choice-making activity;
- activity in interpretation - readiness to actively interpret, explain and reveal the meaning;
- productive (effective) activity - it is characterized by readiness to intensively create new things. The development of cognitive activity includes several stages:
- activity in practical activities, manifested in the pursuit of independent behavior;
- the desire to acquire the essence and principles of the phenomena being studied;
- creative activity is the highest stage, it consists of causal connection, conviction of the authenticity of creative thought, its vital and cognitive value.

The analysis of the literature on pedagogy and psychology allows us to conclude that revitalization of cognitive activity in teaching literally means the activity of thinking. Thinking activity is manifested in cognitive activity in purposeful analysis and synthesis, concretization and systematization of educational materials, application of induction and deduction, acquisition of the knowledge system, development of worldviews and imaginations and concepts.

The development of students' creative activity is characterized by the ability of a person to penetrate deeply into the essence of the things and events being studied and to bring elements of innovation and creativity to the cognitive activity. These concepts complement each other. Because the activity of a person is manifested in

independent movement, on the contrary, activity often requires independent movement.

Cognitive independence has the following characteristics:

- ability to think independently and strive for it;
- the ability to find their own approach to solving a new task or to take advantage of new situations;
- to not only want to understand the acquired knowledge, but also to find ways to acquire it;
- a critical approach to evaluating other work;

## CONCLUSION

B.P. Yesipov connects independent work with didactic tasks such as searching for knowledge, strengthening skills and abilities, being able to use knowledge in new conditions, and practical application of knowledge. In conclusion, the use of pedagogical technologies in the educational process serves to increase the effectiveness of education. Realization of this goal implies solving the following tasks:

- 1) To reform the education system in accordance with the Law of the Republic of Uzbekistan "On Education", to develop a unified educational system based on the formation of a competitive environment in the field of state and non-state educational institutions and personnel training. ensure consistent development as a release complex;
- 2) adapting the system of education and personnel training to the processes of modernization, development and construction of a democratic-legal state in society;
- 3) to provide institutions of the personnel training system with highly qualified specialists, to raise the organizational and social status of pedagogical activity;
- 4) reconstruction of personnel training system within the current requirements;
- 5) development and introduction of effective methods of spiritual and moral education of students;
- 6) introduction of a single method of attestation and accreditation of the system;
- 7) creation of normative and material-technical information base;
- 8) ensuring the integration of education, science and production;

9) attracting extra-budgetary investments into the system;

10) development of mutually beneficial international cooperation in the field of personnel training.

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