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The Role of Modern Pedagogical Technologies in the Development of Pedagogical Discipline

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Abstract: This article analyzes the role and importance of modern pedagogical technologies in the development of pedagogical science. Modern technologies, including interactive teaching methods, electronic resources and online platforms, increase the efficiency of the educational process, create opportunities for students to acquire knowledge in a more interesting and interactive way. This article discusses the impact of pedagogical technologies on the quality of education, increasing motivation in the educational process, ensuring the active participation of students and providing teachers with new methods and tools. The existing problems associated with the integration of technologies into the education system are also considered.

Keywords: pedagogical technologies, modern education, interactive education, electronic learning tools, online education, improving the quality of education, active participation of students, teacher-student communication, reform of the education system.

INTRODUCTION

As is known, any technology is based on educational principles that form a new content of education and is aimed at educating the personality of the learner, forming in him labor and professional skills in certain areas. The active subjects of the educational process are teachers and students, and their joint activities create an opportunity to deeply master theoretical and practical knowledge on a specific topic (or the basics of sciences) with minimal effort and time.

In contrast to the methodological development of the educational process, which is 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 creating conditions for mastering the educational material, taking into account their individual and joint activities with the teacher, educational education aims to systematically develop the activity and curiosity of students throughout the lesson, allowing for the rapid involvement of the requirements of pedagogical technology based on the creation of learning factors in educational or production activities. Otherwise, weak, insufficiently understandable or tasks that do not provide a clear result can lead to the ineffective completion of the lesson.

LITERATURE ANALYSIS AND METHODOLOGY

New pedagogical technologies are gradually taking shape in developed countries and are beginning to enter the Republic of Uzbekistan. New pedagogical technologies encourage students to think independently and act freely during the lesson. In recent years, prominent pedagogical scientists and teachers of our Republic have been conducting fruitful research on the introduction of pedagogical technologies into the educational process. The concept of pedagogical technology is also reflected in scientific articles, periodicals, topics and reports at conferences. In particular, scientists of our republic A.R. Khodjaboyev, O.A. Koysinov, N.A. Muslimov, R.K. Choriyev, Z.K. Ismailova, A. Khaitov, P. Shodiyev, A.A. Abdukodirov, U.Kh. Tolipov, as well as Russian pedagogical scientists G.S. Trofimova, Yu.G. Tatur, E.F. Zeer, G.K. Selevko, A.V. Khutorsky, O.N. Astafiev and others, as well as foreign scientists I. Robert, K.C. Lundberg, C. Audrey, R. Boyatzis, X.P. Kapdevila, J. Golberg and others, tried to reveal the essence and significance of the concept of "pedagogical technology" in their scientific research. Currently, in the literature on pedagogy, reports on educational problems and official documents, expressions such as “New pedagogical technology”, “Advanced pedagogical technology”, “modern pedagogical technology”, “teaching technology”, “educational technology” are widely used. However, these concepts have not yet been standardized and are not explained in encyclopedias. A single interpretation of the meaning of these expressions has not been developed, and therefore there are many definitions that differ from each other.

V. Guzev notes that in the traditional method, educational goals are vague in accordance with the requirements of the program, that is, they are characterized by a vague idea of \u200b\u200blearners wrapped in a shell of the concept of "mastery". Educational processes are organized on the basis of generalizing the work experience of teachers who have achieved more success. For each specific situation, the pedagogical activity of these teachers is shown as an example. However, a number of scientists emphasize that the era of individual teaching methods has passed and generalizing the experience of any advanced teachers does not allow building a systematic and goal-oriented, effective education. Currently, many specialists, criticizing traditional pedagogy, emphasize the superiority of the approach in teaching, in which general concepts, rules and laws are still studied. Students' work with real-world objects is very small in volume and content.

RESULT

One of the important conditions for the formation of students' interest in knowledge is the creation of an emotional state, a need for knowledge, and the development of conscious thinking. The structure of students' cognitive activity includes activity, that is, it is such work activity in which intellectual, volitional, emotional processes that animate cognitive activity are simultaneously manifested. For active cognitive activity, there must be a comprehensive, deep interest in knowledge, a certain expenditure of effort, attention, and the necessary mental and physical forces to achieve the set goal. Cognitive activity is individual, it is not a person's innate ability, but is formed in the process of his actions.

The following are characteristic of students' active cognitive activity:

- ✓ deep, comprehensive interest in knowledge and educational goals;
- ✓ active manifestation of mental, physical and intellectual forces;
- ✓ accumulation of attention, memory, will and other spiritual qualities.

In the process of cognitive activity, the following 4 levels are distinguished:

- ➢ reproductive activity. This includes readiness to acquire "ready-made knowledge", active processing activities, etc.;

- applicative activity - it is characterized by readiness for active selection-creative activity;
- interpretative activity - readiness for active interpretation, explanation and disclosure of meaning and content;
- productive (productive) activity - it is characterized by readiness for active creation of innovation.

The development of cognitive activity includes several stages:

- activity in practical activity, manifested in the pursuit of independent actions;
- the pursuit of mastering the essence and principles of the phenomena being studied;
- creative activity is the highest stage, which consists in establishing cause-and-effect relationships, confidence in the validity of creative ideas, their vital and cognitive value.

An analysis of the literature on pedagogy and psychology allows us to conclude: the revitalization of cognitive activity in teaching literally means the activity of thinking. Thinking activity is manifested in cognitive activity in purposeful analysis and synthesis, in concretization and systematization of educational materials, in the use of induction and deduction, in mastering a system of knowledge, in the development of a worldview, as well as ideas and concepts.

The development of creative activity of students is characterized by the desire of the individual to delve deeply into the essence of the objects and phenomena being studied and the ability to introduce elements of novelty and creativity into cognitive activity. These concepts complement each other. Because independent actions themselves manifest the activity of the individual, on the contrary, activity often requires independent actions.

Independence of cognition has the following characteristics:

- ✓ the ability to think independently and strive for it;
- ✓ the ability to find a solution to new situations or to find one's own approach to solving new tasks;
- ✓ the desire not only to understand the knowledge being mastered, but also to find ways to acquire it;
- ✓ a critical approach to evaluating the work of others;

Modern Pedagogical Technologies and the Development of Pedagogy

The development and transformation of the discipline of pedagogy is primarily associated with changes in teaching methods and tools. New technologies increase the effectiveness of education and provide students with more interactive and interesting learning opportunities. These include the expansion of online courses, learning platforms and distance learning, as well as the individualization of education using digital tools.

1. Interactivity of the learning process: Interactive pedagogical technologies encourage students to take an active role in the teacher, rather than just passively watching him. This, in turn, increases students' interest in knowledge and makes education more effective. For example, interactive exercises and tests on online educational platforms ensure the active participation of students.
2. Individual approach: Through technologies, materials are provided that match the pace and style of each student's learning. In distance learning, students can participate in classes at their own time and in a way that is convenient for them.

3. Expanding resources: Modern technologies allow teachers to create a variety of resources to further enrich the learning process. With the help of videos, animations, and interactive programs, complex concepts can be conveyed to students in an easy and effective way.

The Impact of Modern Technologies on the Quality of Education

Modern pedagogical technologies significantly improve the quality of education. These changes are manifested in the following areas:

Motivation and interest: With the help of technology, students can test their knowledge in a practical way, which increases their interest in studying.

Decision-making support: Innovative technologies teach students to make independent decisions and contribute to personal development.

Strengthening the connection between teachers and students: Regular contact is established between teachers and students through online platforms, webinars and forums, which makes the educational process more effective.

DISCUSSION

The advantages of lessons organized on the basis of interactive pedagogical technologies are that the system of such lessons serves as a basis for a subject that sharpens thinking, forms boundless love for the Motherland, loyalty, civic morality and democratic culture. In teaching subjects, methods such as “Tree Cluster”, “Discussion”, “Problem Learning”, “Brainstorming”, as well as working with tables, writing written works expressing independent thoughts increase student activity.

Such lessons conducted on the basis of these methods, along with saving time, provide the student with new knowledge, at the same time make the child think, encourage deep observation, attract all attention, create conditions for him to beautifully get out of the situation with the right conclusions in problem situations, disputes, and connect and generalize the knowledge gained with other topics.

The current development of education has brought innovative pedagogy to a large scale in a new direction. The term “innovative pedagogy” and the research associated with 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 participants in the innovation process, their attitude to innovation, and their readiness to perceive it.

Pedagogical technology - studies the problems of using modern pedagogical technologies in the process of education and upbringing, increasing the effectiveness of the educational and upbringing process based on a technological approach. If we turn to the lexical meaning of the word technology, this word is borrowed from the Greek and means “technos” - skill, art, “logos” - doctrine, science. It follows that the word technology, joining other terms, performs the tasks of developing this area, improving its skills. In general, technology is an objective process that prepares the stage of educational evolution for solving qualitatively new problems. 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 professional capabilities of teachers. The new technical, information, printing, audio and display means that have emerged in their own way introduce many innovations into the educational process with new methodologies and become an inseparable part of it. However, the uniqueness of the pedagogical technological process, its priority over traditional forms, and the methods of real solutions to the problems of modern education have not yet been fully studied. Foreign and Uzbek authors write a lot about this. But everyone believes that pedagogical technologies will

take a leading place in the future. Currently, educational technology is understood not only as an auxiliary tool, but also as a new system that plays a major role in the development of the educational process, changing its organizational forms, methods, and content. This, in turn, has an impact on the pedagogical thinking of the teacher and the student. Such a description of technology shows the importance of the integral connection between all components of the educational process, the mutual cooperation of the teacher 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, striving to gain independent knowledge.

The organization of the process of teaching in innovative methods, that is, modern pedagogical technologies, starting from the primary education period, gives high efficiency in the education system. This means that primary education is the foundation of general secondary education. Building this foundation in a solid way will also create convenience in the transition of educational processes in future periods. It goes without saying that pedagogical technologies established starting from primary education serve as the first stage in the formation of subsequent periods of education.

Conclusion

Modern pedagogical technologies play an important role in the development of pedagogy. They increase the effectiveness of the educational process and make the process of acquiring knowledge interesting and effective for students. With the help of new technologies, students have the opportunity to test their knowledge and skills in practice. However, for the introduction and effective use of technologies, it is necessary to train enough teachers, create resources and equalize opportunities in the education system.

Independent work is associated with didactic tasks such as searching for knowledge, strengthening skills and abilities, using knowledge in new conditions, and applying knowledge in practice. In conclusion, the use of pedagogical technologies in the educational process serves to increase the effectiveness of education. The implementation of this goal involves solving the following tasks:

1) reforming the education system in accordance with the Law of the Republic of Uzbekistan "On Education", ensuring the consistent development of the education system as a single educational and production complex on the basis of the formation of a competitive environment in the field of state and non-state educational institutions and personnel training;
2) adapting the education and personnel training system to the processes of renewal, development, democratic and legal state building being carried out in society;
3) providing institutions of the personnel training system with highly qualified specialists, raising the organizational and social status of pedagogical activity;
4) restructuring the personnel training system within the framework of current requirements;
5) developing and introducing effective methods of spiritual and moral education of students;

Modern pedagogical technologies are the basis of reforms in the field of education, serve to comprehensively renew education and improve its quality.

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