

## Educational Technology and its Role in Educational Practice

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**Abstract:** The article shows the processes of creating educational technologies and their application in educational practice.

**Keywords:** technology, acceleration, informative teaching, event, paradigm, thinking, intensive, engineering, optimal, principle.

It requires the organization of the educational process on the basis of a technological approach and a positive solution to a number of didactic tasks. In particular, developing a list of didactic goals, designing the educational process in accordance with them, ensuring the consistency of the overall process and its stages in the design of the educational process, full assimilation of social experience by young people, all young people to achieve equalization of the levels of knowledge, skills and qualifications.

Today, pedagogic scientists and practitioners of our Republic are striving to create educational technologies that are scientifically based and adapted to the socio-pedagogical conditions of Uzbekistan and to use them in educational practice.

Here, "Why is it necessary to create and implement a national theoretical basis of pedagogical technologies today?" a question may arise. There are also comments such as "There are many pedagogic methods that have produced so many knowledgeable personnel and highly qualified scientists in our society, but it is not possible to change their obsolete, non-compliant and ideological areas, give them a national color and use them?" it's not. Today, the majority of the pedagogical community of Uzbekistan is following this path. This way was found out of necessity and may serve for a short time. This way will not serve a society that has gained independence and is striving for a great future. Because:

First of all, in order for our society, which has lagged behind the development of the world community for certain reasons, to take a place among the developed countries, it is necessary to use the most advanced pedagogical measures in order to accelerate the education of the population and increase its effectiveness:

Secondly, due to the fact that the traditional teaching system relies on written and spoken words, it is characterized as "Informative teaching", and the teacher's activity becomes not only an organizer of the educational process, but a source of authoritative knowledge. the rest;

Thirdly, as a result of the rapid development of science and technology, there is a sharp increase in information and the limitation of time to communicate it to young people;

Fourthly, the fact that human society at this stage of its development is moving from a thinking based on theoretical and empirical knowledge to a technical thinking based on a clear end, which has an increasingly useful result;

Fifth, the demand for perfect preparation of young people for life requires the use of the principle of a complex approach to objective existence, which is considered the most advanced way of imparting knowledge to them.

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Pedagogical technology is an educational activity that meets all the requirements of the five conditions listed above.

Today's social development requires the introduction of new technology in educational and cultural spheres, including social and humanitarian knowledge, along with numerous branches of production.

The development and implementation of educational technologies involves special research as a scientific problem. First of all, it is necessary to determine the following:

- to determine the existence of socio-pedagogical bases for the scientific development and implementation of educational technologies;
- defining what education means as a set and what components it consists of;
- to determine what the functional set of educational technology consists of as a process;
- to show how educational technologies correspond to the goals of the "National Personnel Training Program" and how it can be evaluated; - development of a guide to control the compliance of pedagogical technology with the basic laws of set theory.

It should be noted that educational technologies, as a research object of pedagogic science, are not only a method of teaching specific subjects, but also a new approach to teaching social sciences.

This necessity is due to the fact that until this time students were taught on the basis of closed thinking paradigms, in which they were formed not to recognize a different point of view, but only to consider their own opinion as correct. This situation is an obstacle to any development and leads people who follow this paradigm to a crisis.

Our society is rapidly developing, its economic and political status is increasing day by day. But in the social sphere, especially in education, there is a feeling of lagging behind the general development. One of the ways out of this unpleasant situation is the technologicalization of the educational process based on the accepted state standards.

It is necessary to create a national pedagogical technology of Uzbekistan, based on the national pedagogical traditions of our people and the current state of the education sector, studying the pedagogical technologies that are successfully used in enlightened and developed countries.

In order to create pedagogical technology in the literal sense and its type suitable for our region, it is necessary to fully master the theory of sets. Because pedagogical technology is 100% based on the laws of set theory, it expresses a new philosophical thinking, a new worldview.

Technology means a process that leads to a change in the quality of the subject as a result of the subject's influence on the object. Technology always provides for the execution of purposeful actions directed at the object in a certain sequence, using the necessary means and conditions.

If we transfer these concepts to the educational process, as a result of the orderly influence of the teacher (pedagogue) on the students (students) in certain conditions with the help of teaching tools, they have the necessary for society and it can be defined as a social event that intensively forms predetermined social qualities. According to the theory of definitions, such a social phenomenon can be called a pedagogical technology.

Pedagogical technology is a social necessity, firstly, in the United States and in the 70s of the 20th century, the current of philosophy of behaviorism appeared on the ground and quickly spread to other developed countries.

During the Cold War, when the countries of the world were divided into two opposing camps, the supporters of socialism did not recognize this social phenomenon from the point of view of ideology and blindly denied it for many years.

At the beginning of the 90s of the 20th century, after the emergence of socialism and the independence of its member states, a wide path was opened to foreign countries that have developed in all respects, including Uzbekistan.

After gaining independence, scientists of Uzbekistan began to establish economic, social, political and scientific educational relations with foreign countries. As a result, advanced and effective technologies began to enter our country. Among these, the concept of progressive pedagogical technology in the world entered and occupied the minds of our pedagogical community.

In recent years, a lot of work has been done to study pedagogical technologies in Russia and Uzbekistan. While praising the leading pedagogic scientists of the Commonwealth of Independent States (CIS) who tried to create a version of pedagogical technology suitable for the region, we felt it necessary to point out some of the shortcomings they are making and to correct them. Because these shortcomings make it hard to understand the content and essence of pedagogical technologies. For this purpose, we have analyzed the definitions given to the concept of "Pedagogical technology" by pedagogic scientists working in this direction in the CIS, as well as the lesson plans they have created based on pedagogical technology. The conclusion of our analysis is as follows:

According to the Russian scientist V.P. Bepalko, who was among the first among the CIS countries to scientifically justify the need to introduce pedagogical technology into the educational process, "PT is the formation of a student's personality, which the pedagogue can guarantee success, regardless of the teacher's skills. is a process project." V.M.Monakhov, a Russian scientist, gives a brief definition: "PT is a system of orderly actions that lead to pre-planned results and must be performed", and draws attention to its main features.

"Technology of the PT-educational process increases its reproducibility and stability of the pedagogical process, liberating it from the subjective characteristics of the executor of this process," he said.

According to M.V. Klarin, "with a technological approach to the PT-educational process, it is to design the educational process based on predetermined goal indicators."

According to I.Ya. Larner, "PT-represents a goal that can be reliably understood and identified through the results of teaching reflected in the actions of students."

Nurali Saydahmedov and Abdurahman Ochilov, one of V.P. Bepalkon's students from Uzbekistan, believe that "PT is the influence of a teacher (educator) on students (students) in a certain situation with the help of teaching (educational) tools and this activity as a product, it is a process of intensive formation of predetermined personal qualities in them".

Uzbek pedagogue scientist B.L. Farberman defines the pedagogical technology as follows: "PT is a new approach to the educational process, and social engineering is an expression of consciousness in pedagogy. It is a social phenomenon related to setting the pedagogical process to a standard score on the basis of technical capabilities and human technical thinking, and creating its optimal project.

In order to compare these definitions with the definitions given far abroad, we present the definition given by the Japanese pedagogue scientist T. Sakomoto. "PT," says Sakomoto, "is the integration of

a complex way of thinking into pedagogy, in other words, bringing the pedagogical process to a specific set."

According to the definition of UNESCO, from the authoritative agencies of the United Nations, "PT is a set of planning and implementation of the entire educational process, seeing technology and human resources as an integral part of imparting and acquiring knowledge. is to use the method of approach". The definition of pedagogical technology given by US and German scientists corresponds to the definition given by UNESCO.

If we analyze the mentioned definitions from a scientific and methodological point of view, we can see that although the definitions given abroad and the definitions given by the scientists of the CIS countries are close to each other, there are also many differences. In particular, in the definitions given by Sakomoto, UNESCO and other distant foreign countries, special emphasis is placed on the principle of a complex approach. While the definitions given by the scientists of the CIS to PT mention the complex approach, we can see that they completely forgot about it when creating the project of the educational process, and the laws and regulations of the principle of the complex approach were not followed at all.

In fact, for a person who knows well the principle of a comprehensive approach to objective existence, the concept that, as Sakomoto says, "PT-learning process is to bring the process to a specific complex." Through this concept, you can understand all other features of PT, that is, it is goal-oriented, it consists of several interrelated parts, and others. Because all these features, according to the theory of sets, are inseparable qualities of things and events called sets.

The main concept of pedagogical technology, without a word, is to approach the educational process as a whole. In this case, all things and events involved in education are functionally interrelated and form a whole, that is, a set of pedagogical processes. The gradual implementation of a set of pedagogical processes over a certain period of time is called pedagogical technology.

Based on the above principles and elements, it is of particular importance to generalize and implement the work that is being done in order to introduce new pedagogical technologies into education, especially using pedagogical technologies from foreign and Commonwealth countries to create our own new pedagogical technology system. is enough.

The technologies used should bring relief to the life of the teacher and the student, allow the student to be interested and interested, and ensure that they have a positive impact on the development of society. Before using modern pedagogical technologies in teaching, it is necessary to take into account the pedagogical conditions, material and technical base. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, "We all understand that today we have more important and urgent tasks ahead of us. In this regard, further strengthening of the material and technical base of science and education, ensuring that it is not only in sync with the times, but also ahead of the times, extensive use of advanced methods of training and retraining of pedagogic personnel, this carrying out work in cooperation with prestigious centers abroad, introducing modern technologies in the field, implementing tasks related to encouraging the hard and responsible work of teachers and teachers from all sides, in short, becoming a great force in our lives "Our state will mobilize all opportunities for the development of our new generation."

In general, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process in the educational process is increasing day by day, one of the reasons for this is that until now in traditional education, students are taught to acquire only ready-made knowledge, but modern technologies allow them to

search for the acquired knowledge by themselves, study and analyze it independently, and even draw their own conclusions it will.

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