The Importance of Organizing the Educational Process Based on Modern Pedagogical Technologies

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Abstract: The article deals with the task of providing the educational process with modern pedagogical technologies and the formation and application of knowledge, skills, abilities, teaching aids, the ability to use the capabilities of modern pedagogical technologies.

Introduction: The task of providing the educational process with modern pedagogical technologies requires direct creative activity from the teacher and knowledge in the field related to production.

The requirements for the content of pedagogical education are especially important in order to form a culture of communication and discussion among teachers (pedagogues). The pedagogy of mutual cooperation creates an atmosphere of agreement, trust, mutual assistance, and creative cooperation between the teacher (pedagogue) and students. This, in turn, guarantees the understanding and recognition of true human values by young people.

National self-awareness cannot be restored in isolation from the universal idea and culture of humanism, universal values, and the traditions of our multinational people. The talent and thirst for knowledge of young people contribute to the achievement and development of spirituality.

The introduction of modern pedagogical technologies into the educational process requires positive work from the teacher. The teacher must have complete information about the availability of external opportunities that assist them, that is, theoretical and practical, educational tools and means. Based on the information and capabilities available to them, the teacher must have the ability to direct information and advanced teaching methods towards the intended goal in the educational direction under consideration.

The teacher has the ability to purposefully direct the formed knowledge, skills, abilities, teaching aids, and capabilities of modern pedagogical technologies, which sets a specific goal for the student based on state educational standards. This, in turn, leads to the development of a plan for the application of pedagogical technologies, that is, the definition of tasks. A mobile model of education is created, taking into account the set goals and objectives. The development of the model is carried out mainly based on the method of a systematic approach, the creation of a system of goals and the sequence of their achievement. Creating an educational model is one of the main requirements of modern educational technology.

Methods

The "National Program for Personnel Training" defines a set of modern requirements for the training of competitive personnel for a teacher. The set of interconnected requirements constitutes a generalized model of the teacher. According to the generalized model, the main requirements are:

- teacher's teaching skills;

- the teacher's ability to educate;

- a personality trait that ensures the human factor in the educational process;

- the ability to objectively assess and monitor students' knowledge.

Today, a new education system is being established in Uzbekistan, aimed at entering the global educational arena. Simultaneously with this process, changes are taking place in the theory and practice of the pedagogical educational process. The composition of

approaches in education is changing, and different attitudes and pedagogical mentalities are being established. The education system is enriched by the ability to work with new information, the creative solution of which is aimed at individualizing the educational program.

Results and Discussion

Education is an important component of the pedagogical process, which is the personality-oriented interaction between the student and the teacher (pedagogue). The role of science in the formation of pedagogical technologies, equivalent to social knowledge, is increasing.

The main directions of improvement of modern pedagogical technologies from a psychological and pedagogical point of view are expressed in the following:

-   the transition of the student from memorization to the function of memorization, i.e., the transition to the process of mental development, allowing the use of what has been mastered;

-   transition from the associative statistical model of knowledge to dynamic structural systems of mental activity;

-   transition from an average student-centered approach to differentiated and individualized training programs;

-   transition from external motivation of the student to internal spiritual order.

In education, there is a transition to increasing the effectiveness of modern didactics and educational content, the scientific development and practical substantiation of new ideas and technologies.

Purposefulness, diagnostic verification of the results of the process makes it possible to integrate all aspects of the educational process into the period of processing. It mainly includes:

-   setting a common goal in education;

-   transition from a general purpose to a specific one;

-   preliminary (diagnostic) assessment of the level of knowledge of students;

-   a set of educational tasks to be performed (at this stage, it is necessary to immediately adjust the educational process based on feedback);

-   evaluation of the result.

At the planning stage of organizing the educational process based on pedagogical technology, leading pedagogical scientists and methodologist teachers are required to develop methodological materials based on the rules and principles of pedagogical technology.

When the materials are ready, the teacher mainly performs organizational and consultative tasks (with the possibility of making creative additions).

At all stages of the educational process, it can be observed that the main technological aspect of the entire system is focused on the final results of the educational process.

In general, pedagogical technology includes:

-   development of identified learning objectives;

-   taxonomy of learning objectives;

-   conversion of learning objectives into control (test) tasks;

-   methods of achieving the goal;

-   assessment of the achieved learning objectives.

The main way to understand pedagogical technology is to focus on clearly defined goals and establish regular interaction with the learner. Interaction forms the basis of pedagogical technology and fully covers the educational process. The teacher (pedagogue) sets the goal for students to understand and assimilate the content of the educational material, acquire certain knowledge, and learn to apply it in practice. But what does it mean to assimilate, understand, apply? How does a teacher (pedagogue) know that they have achieved their goal?

Only with clear means of determining whether the pedagogical goal has been achieved or not, the teacher (pedagogue) can be convinced of the effectiveness of their work and the expediency or ineffectiveness of the chosen methods.

According to M.V. Klarin, the specific methods of setting goals by teachers (educators) are as follows:

1. Setting the goal based on the plan of the educational material.

2. Defining the goal through the teacher's (pedagogue's) activity.

3. Setting learning objectives through the internal processes and laws of intellectual, emotional, and personal development of the student.

Determining the purpose of teaching through the content of education, the activities of the teacher (pedagogue) or student-student does not allow one to have a clear idea of the expected results in education. About these results, it can be observed that the activity of students is manifested only externally. This is a very simple and ineffective way to achieve the goal.

In developed countries, it is customary to set goals separately for students and teachers (pedagogues). This is logically correct, since the learning process is a joint activity of the teacher and the student. In this

case, the goals are set based on the activities of the teacher (pedagogue) (teaching, explanation, demonstration, narration, etc.), and the results expressed in the characteristics of the student are called the tasks of education. In this sense, learning tasks refer to what the student-student can know or do at the end of the lesson. Pedagogical technology is a project of a certain pedagogical system that can be implemented in practice. Pedagogical technology: encompasses the concepts of educational technology, new pedagogical experience, new pedagogical technology, modern pedagogical technology, information technology, new experience, and educational methods. Thus, pedagogical technology is a way to effectively implement didactic tasks and achieve goals in this area.

Conclusion

Today, our country has sufficient opportunities to combine the scientific potential of specialists. Modern pedagogical technology cannot be considered as a separate branch of pedagogical science or a system aimed solely at optimizing educational practice. Modern pedagogical technology reflects activities within the framework of combining theoretical and practical research in this area.

In general, the organization of the educational process based on modern pedagogical technologies is of great importance.

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