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THE ESSENCE AND SPECIFIC FEATURES OF EDUCATIONAL TECHNOLOGIES

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Annotation

This article describes the essence of educational technologies, their place, and importance in the educational process. It also analyzes the main characteristics of modern educational technologies, their role in the effective organization of the teaching process, and their influence on the development of students' knowledge, skills, and competencies. The study considers the issues of improving the effectiveness of the learning process, developing students' independent thinking, and enhancing the quality of education through the use of educational technologies.

Keywords

educational technologies, pedagogical technology, teaching process, innovative methods, educational effectiveness, interactive methods, learning process, modern education.

TA'LIM TEXNOLOGIYALARINING MOHIYATI VA O'ZIGA XOS JIHATLARI

Annotatsiya: Ushbu maqolada ta'lim texnologiyalarining mohiyati, ularning ta'lim jarayonidagi o'rni va ahamiyati yoritib beriladi. Shuningdek, zamonaviy ta'lim texnologiyalarining asosiy xususiyatlari, o'qitish jarayonini samarali tashkil etishdagi roli hamda o'quvchilarning bilim, ko'nikma va malakalarini rivojlantirishga ta'siri tahlil qilinadi. Ta'lim texnologiyalaridan foydalanish orqali dars jarayonining samaradorligini oshirish, o'quvchilarning mustaqil fikrlashini rivojlantirish va ta'lim sifatini yaxshilash masalalari ko'rib chiqiladi.

Kalit so'zlar

ta'lim texnologiyalari, pedagogik texnologiya, o'qitish jarayoni, innovatsion metodlar, ta'lim samaradorligi, interfaol usullar, o'quv jarayoni, zamonaviy ta'lim.

СУЩНОСТЬ И ОСОБЕННОСТИ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

Аннотация

В данной статье раскрывается сущность образовательных технологий, их место и значение в образовательном процессе. Также анализируются основные особенности современных образовательных технологий, их роль в эффективной организации учебного процесса, а также влияние на развитие знаний, умений и навыков обучающихся. Рассматриваются вопросы повышения эффективности учебного процесса, развития самостоятельного мышления учащихся и улучшения качества образования посредством использования образовательных технологий.

Ключевые слова

образовательные технологии, педагогическая технология, процесс обучения, инновационные методы, эффективность образования, интерактивные методы, учебный процесс, современное образование.

At various stages of social development, the issues of effectively organizing the educational process and ensuring its consistency and continuity have attracted the attention of

prominent thinkers and advanced educators. These aspects of organizing the education and upbringing of the younger generation were studied in their time by Abu Rayhan Beruni, Abu Ali ibn Sina, Mirzo Ulugbek, J. A. Comenius, K. D. Ushinsky, and Abdulla Avloni. [1]

The globalization of information exchange, as well as the rapid quantitative and qualitative growth of scientific innovations occurring in the fields of science, technology, and production, naturally raises the need to provide master's students with prompt and comprehensive information about these developments. The effective fulfillment of this requirement is primarily achieved within the educational process, which is considered the most convenient and appropriate form for mastering scientific-theoretical and practical knowledge. The purposeful and effective organization of the educational process depends on the quality of educational resources (curriculum, study plans, textbooks, and manuals), as well as on the teacher's level of knowledge and pedagogical skills. [2]

The general criterion for the "technological" organization of the educational process is considered to be its clear and carefully planned goal orientation. In this context, the implementation of primary (general) and specific objectives requires a certain set of laws, processes, systems, and corresponding actions.

The instrument-oriented nature of pedagogical technology determines its wide range of possibilities. In this regard, the organizational aspects of education are viewed as a means of achieving predetermined goals that appear to be set externally. Accordingly, the analysis and selection of processes that need to be implemented are often carried out without fully considering the content of learning activities.

An important condition for selecting teaching methods for a lesson is the preliminary diagnosis of master's students' knowledge levels, as well as comparing their skills and competencies with existing normative requirements. [3]

The educational process also implies continuous monitoring of master's students' actions aimed at achieving the set objectives. Pedagogical technology expresses the possibility of achieving educational goals through organizational and methodological tools. If in technological systems the main focus is directed toward the transmission of knowledge and the development of a system of actions aimed at organizing control in order to determine the level of knowledge acquired by master's students, then the selection of a set of teaching methods is mainly carried out on a practical (or experimental) basis. [4]

The technological approach is aimed at achieving educational effectiveness and at delivering the content of the educational process by providing scientific knowledge to master's students through various means. The results of education are determined by effectively acquired knowledge, the joint research activities of teachers and master's students, the experience gained in this process, and the formation of moral and emotional qualities in students.

Based on the repeated establishment of educational goals, assessment criteria, and learning conditions, pedagogical technologies can also be effectively applied to the process of educational and upbringing activities. In this way, the true essence of pedagogical technology becomes evident, and the distinction between educational and upbringing activities disappears. Educational technology makes it possible to positively solve important educational problems such as clarifying educational objectives, dividing the entire process into stages, standardizing learning outcomes, ensuring effective feedback in the educational process, and improving opportunities for automation. [5]

In solving these problems, it is advisable to take into account existing pedagogical experience and approach it critically. The prospects for the development of pedagogical technology are ensured through a critical analysis of its theoretical foundations and the establishment of an effective approach to the educational process. In other words, over a certain period of time it becomes possible not only to change the theoretical foundations of pedagogical technology but also to modify its "problem field."

Organizing the educational process on the basis of a technological approach requires the successful solution of several didactic tasks. In particular, these include developing a list of didactic goals, designing the educational process in accordance with them, ensuring consistency between the overall process and its stages in the design of education, achieving the full assimilation of social experience by master's students, and ensuring equal levels of knowledge, skills, and competencies among all students. [6]

As mentioned in the previous sections of the textbook, there is no single consensus on the interpretation of the concept of "educational technology." As noted earlier, the following definition sufficiently reveals the essence of the concept of educational technology.

Educational technology is the general content of the process of achieving educational goals, that is, the step-by-step implementation of a previously designed educational process based on an integrated system, the development of a system of specific methods, techniques, and tools aimed at achieving a clearly defined objective, and the effective management of the educational process through their efficient and productive use. [7]

The educational process implies continuously stimulating master's students' activity and curiosity throughout the entire learning session.

Pedagogical technology based on the creation of learning conditions enables master's students to be quickly involved in educational or educational–production activities. Otherwise, weak, insufficiently clear, or tasks that are not aimed at achieving specific results may lead to ineffective outcomes of the lesson. Such situations often cause the teacher to develop a negative attitude toward the master's students.

As a result, students may become overly emotional, their motivation for learning activities may decrease, they may lose interest in studying, and develop a negative attitude toward the subject and the teacher. Therefore, the relationship between the teacher and the master's student should be organized on the basis of humanistic principles and aimed at eliminating negative emotions. [8]

The satisfaction gained from achievements in pedagogical interaction and the aspiration for learning should encourage joint creative communication. If disrespect is shown toward the student's personality in the educational process, it becomes impossible to achieve the expected level of discipline, especially the establishment of conscious discipline.

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