# PEDAGOGICAL TECHNOLOGIES AS A CONDITION FOR ACHIEVING A NEW EDUCATIONAL RESULT

**Ruzmetova Khilola Abdushoripovna,**
Candidate of Pedagogical Sciences,
Associate Professor of Nizami Tashkent State Pedagogical University;

**Abstract**: The article discusses the use of modern technologies in the learning process and a condition for achieving a new educational result. It has been determined that the modern period of the development of society is characterized by a strong influence of computer technologies on it, a new education system is being formed, focused on entering the world information and educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process associated with making adjustments to the content of learning technologies, which should be adequate to modern technical capabilities, and contribute to the harmonious entry of a teenager into the information society. Computer technologies are designed to become not an additional "makeweight" in training, but an integral part of a holistic educational process, significantly increasing its effectiveness

**Key words**: education technology, communication technologies, education system, educational process, pedagogical technology, teaching aids, modernization, information, professional skills, and professional competence.

Pedagogical technology is a scientifically grounded choice of the nature of the impact in the process of mutual communication with students, organized by the teacher and the master of industrial training, in order to maximize the development of the personality as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methodology of upbringing on the practice of upbringing, focused at one point, short in time, barely perceptible in ways, individualized due to the wide variety of personal characteristics of the personality of the teacher and student. New priorities in education encourage teachers to search for new modern effective teaching technologies that allow them to achieve higher learning and upbringing results, introduce new educational technologies into the educational process, namely, student-centered pedagogical technologies.

The introduction of state educational standards has imposed new requirements on teachers to achieve the goals of the educational process that meet the needs of modern society. The deep processes taking place in the education system lead to the formation of a new ideology and methodology of education as an ideology and methodology of innovative education. Innovative learning technologies should be seen as a tool with which a new educational paradigm can be put into practice.

And ensuring the quality of education in the current conditions is possible only with a change in approaches to the organization of the educational process, one of which is the introduction of educational technologies that act as a tool for increasing motivation for learning and learning outcomes, developing the creative abilities of students in the lessons of special disciplines.

In a modern school, the issue of the use of educational technologies by teachers is especially relevant. The relevance of this topic lies in the fact that today, with the help of the use of educational technologies, one of the most important tasks of an educational organization is solved – increasing the efficiency of the educational process. After all, education technology is a system in which a pre-planned process is consistently implemented that guarantees a high result. Pedagogical technology is a system of teacher activity, where all the actions included in it are in a certain sequence and integrity, and the implementation of these actions implies the achievement of the desired result.

Meanwhile, this word, which came to us from the Greeks, judging by its constituent roots, was calculated for a more universal use of technos – art, skill, logos – teaching. Pedagogical technology reveals the system of professionally significant skills of teachers in organizing the impact on the pupil, offers a way to comprehend the technological effectiveness of pedagogical activity. In the new understanding, pedagogical

technology is not just the use of technical teaching aids or computers – "it is the identification of principles and the development of techniques for optimizing the educational process by analyzing factors that increase educational efficiency by designing and applying techniques and materials, as well as by evaluating the methods used". This approach is now as widespread as the initial understanding of pedagogical technology (that is, the use of technical means in teaching). Its essence lies in the idea of complete controllability of the work of any educational institution, first of all, its main link – the educational process.

When a teacher builds an impact on a child, he must take into account many parameters: the emotional and psychological state, the general level of cultural and age development, the formation of relationships, spiritual and intellectual development, etc. As a result, on the basis of external manifestations, an initial idea of the child's personality is formed, which largely determines the nature of the pedagogical influence. External expressiveness as a source of personality cognition has been of interest to scientists and philosophers since ancient times. Such as Hippocrates (4th century BC), Aristotle (4th century BC) suggested using facial expressions and plastic to define temperament. The dialogues of the great philosopher Socrates with his students contain many examples of skillful touching of the personality, when he manages not only to influence the relations of his interlocutors, but also to stimulate the work of thought, including them in the discussion, to teach them how to correct themselves.

"Pedagogical technology," – according to B. T. Likhachev, "is a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, methods, teaching methods, educational means; it is an organizational and methodological toolkit of the pedagogical process."

Teaching technology, or educational technology, is the application of teaching methods to specific conditions, taking into account time, place, specific subjects of education, organization conditions and the length of the pedagogical process. Therefore, one can speak about the effectiveness of technology not in general, but only in relation to certain students and teachers.

In modern conditions of modernization of Russian education, the goals and objectives facing the school and teachers are changing. The emphasis is shifted from "acquisition of knowledge" to the formation of "competences". The transition to competence-based education began in 2002. The system for the formation of key competencies includes communicative competence and a model for the formation of social competencies. In practice, this finds its expression in the formation of communication skills, skills and abilities to act in social situations, the ability to take responsibility, develop the skills of joint activities, the ability to self-development; personal goal setting; self-actualization. Contributes to the cultivation of tolerance in oneself; the ability to live with people of other cultures, languages, religions.

Thus, there is a reorientation to a humanistic approach in teaching. Innovative pedagogical technologies are being introduced that take into account and develop the individual characteristics of students. Modern educational technologies can be considered as a key condition for improving the quality of education, reducing the workload of students, and more efficient use of study time. At the moment, a variety of pedagogical innovations are used in school education. Nevertheless, the following most characteristic innovative technologies can be distinguished.

Information and communication technologies (ICT) in subject education.

Information and communication technologies (ICT) are of key importance at all levels of the educational system. At each stage of cognitive activity, scientific research and practical applications in all branches of knowledge, information and communication technologies simultaneously perform the functions of tools and objects of knowledge. A feature of information and communication technologies is their versatility, they are a tool that is used in all branches of knowledge: humanitarian, natural science, socio-economic. Consequently, the innovative nature of the development of ICT directly affects other branches of knowledge that form the worldview of a young specialist, improving the didactic and methodological presentation of knowledge, increasing the ability to perceive and generate knowledge, thereby introducing an innovative element into the comprehensive development of the individual.

The use of information and communication technologies makes it possible to significantly speed up the process of searching and transmitting information, transform the nature of mental activity, and automate human labor. The main areas of using ICT in the classroom include: using Internet resources as reference

material, using electronic encyclopedias, organizing research and project activities for students, testing students' knowledge, and searching for illustrative material.

The specifics of ICT include:

- Expanding the possibilities of the textbook;
- Increasing students' motivation;
- Additional exercises;
- Variability within each exercise;
- Possibility of self-control;
- Possibility of independent work.

The use of ICT at all stages of the lesson allows you to optimize the educational process, use time efficiently. When explaining new material for clarity, computer presentations in Microsoft Power Point, videos, educational films, video clips, excerpts from animated and feature films, electronic applications for teaching materials are widely used.

Technologies of multi-level and differentiated learning.

The concept of "differentiated learning" in Latin "different" means division, decomposition of the whole into various parts, forms, steps. Differentiated learning is a form of organization of the educational process, in which the teacher works with a group of students, compiled taking into account the presence of any common qualities that are significant for the educational process.

The purpose of differentiated learning is the organization of the educational process, taking into account the individual abilities and characteristics of the student, or, in other words, teaching everyone at the level of his capabilities and abilities, which gives the child the opportunity to gain the maximum knowledge of his abilities and realize his personal potential. This technology makes the learning process more efficient.

The objectives of differentiated learning are: to understand, see and preserve the individuality of the student, to help the child believe in himself, to ensure his maximum development. A differentiated approach organizationally consists in a combination of individual, group and frontal work. It is suitable at all stages of learning, as well as at all stages of mastering knowledge and skills. In order to achieve the correct differentiated approach to teaching, it is necessary to correctly select differentiated tasks. They should be simple, concise and precise.

An important feature of teaching is the conditions for productive activities on the use of knowledge, their generalization and systematization. Thus, various types of technologies contribute to the development of cognitive and creative interests of students. However, the implementation of modern educational and information technologies does not mean that they will completely replace the traditional teaching methods, but will be a part of it. After all, pedagogical technology is a set of methods, methodical methods, forms of organization of educational activities, based on the theory of learning and providing planned results. Today, for the successful conduct of a modern lesson, one must think over a new position, understand why and for what changes are needed, and, above all, change oneself.

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