

APPLICATION OF MODERN TECHNICAL TOOLS TO THE EDUCATIONAL PROCESS

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Annotatsiya. Ushbu maqolada yangi o`quv jarayoniga pedagogik jarayonlarni tadbiiq etish usullari va bu borada olimlarning olib borgan ishlari, fikr va mulohazalari bayyon etilgan.

Kalit so`zlar: kompyuter texnologiyasi, yangi axborot texnologiyasi, pedagogik texnologiyalar

Аннотация. В данной статье описаны методы применения педагогических процессов к новому образовательному процессу, а также работы, мнения и мнения ученых на этот счет.

Ключевые слова: компьютерные технологии, новые информационные технологии, педагогические технологии

Abstract. This article describes the methods of applying pedagogical processes to the new educational process, as well as the works, opinions and opinions of scientists in this regard.

Key words: computer technology, new information technology, pedagogical technologies

Supporters of the use of modern technical tools in the educational process believed that the improvement of the quality of education depends on these tools. The appropriate methodological recommendations being developed focused on creating a technical environment in the educational process, i.e., applying the concept of technology to the educational process. As a result, such concepts as "computer technology" and "new information technology" first appeared. These technologies began to be used as a modern technical tool in the implementation of pedagogical technology.

As we mentioned above, in the middle of the 50s of our century, the idea of organizing the educational process in a completely new, unique technological (reproducible) way was born. In the 1970s, it was recognized that the variety of teaching methods makes it difficult to use them in the educational process, that is, it was necessary to create a common scientific basis for all methods. As a result, the technology of pedagogical methods, that is, the concept of "teaching technology" appeared. In most cases, the teaching methodology consists of a set of recommendations for the organization and conduct of the educational process,

while the pedagogical technology, in contrast, designs the educational process, first of all, to guarantee the final result.

As B. L. Farberman noted, "pedagogical technology is characterized by the clear definition of educational goals, the guarantee of the final result, the reproducibility of the educational process, and the presence of rapid feedback. [1]

Pedagogical technologies clearly reveal that the result of teaching depends more on the student and his independent study than on the teacher. Indeed, as noted in the materials of the Second UNESCO Congress on Education and Informatics (Moscow, 1996) and the All-Russian Scientific and Methodological Conference "Telematics-96" (St. Petersburg, 1996), the new information medium and its possibilities a fully equipped student can master 70-90 percent of the educational material independently.[2]

In B. Bloom's studies, this indicator was determined at the limit of 75 percent. It can be seen that as a result of organizing the educational process on the basis of pedagogical technologies, the main part of the educational material is transferred to the student's independent learning, and therefore, the hours of classes are sharply reduced. With this, firstly, the student's activity and responsibility in the learning process increases, and secondly, the annual teaching loads of professors and teachers are adjusted.

Pedagogical technologies are first of all - general pedagogical goals are divided into specific educational goals on the scale of subjects and topics, in accordance with them, tasks for intermediate and final evaluation and independent learning of students are created. Learning goals, tasks (tests) and the final result are determined in advance, the learning process begins. Its main content is aimed at fully achieving the clearly defined final goal.

In this case, the teacher is given the freedom to use tests or other types of tasks, various didactic constructions and tools that activate the students' learning process. The most important thing is that the final result is guaranteed. Depending on the teaching results, corrections are made to the content of the educational process and specified (specific) educational goals. This is important in the design of the future educational process.[3]

The repeatability of the educational process in pedagogical technologies is explained as follows. As long as the educational process is carried out according to assignments (tests) prepared by qualified specialists or experienced teachers, teachers with different skills can achieve almost the same result. As stated by V.P. Bespalko: "pedagogical technology is the representation-design of the process of formation of the pupil-student personality, which can guarantee pedagogical success regardless of the (student) teacher's skills"

In fact, more than 27 countries in the world, which are introducing pedagogical technologies created in the USA and approved by UNESCO, are achieving results very close to those of the USA in the educational process. In particular, 75% of the 5,000 students who were trained in South Korea on

pedagogical technologies had indicators that only the highest mastering students could achieve when studying in the traditional way.

In some countries, the share of such indicator is 80-85 percent. So, studying and comparing education in other foreign countries has a positive effect on all scholars.[4]

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