Priorities and Problems in the Development of Technologies in Education

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Abstract: Modern technologies in education are considered as a means by which a new educational paradigm can be implemented. Trends in the development of educational technologies are directly related to the humanization of education, which contributes to self-actualization and self-realization of the individual. In modern education, two basic concepts are used: “educational technologies” and “teaching technologies”. The term “educational technologies” is more capacious than “teaching technologies”, since it also implies an educational aspect associated with the formation and development of personal qualities of students.

Introduction.
The trend towards technologization of the educational process is closely related to the problem of updating the quality of education. The new quality of education should reflect the processes of informatization of science and production, modern means of communication, it also requires new ways of thinking, its algorithmization, as well as the effectiveness of the educational process. The organization of the educational process, which provides a general education of a new quality, requires a creative approach, rethinking the relationship between the subjects of education, significant efforts, as well as material and technical costs. The technologization of education as a promising direction in the development of the school reflects the interests of not only the direct participants in the educational process, but the demands of modern society and the requirements of the state for the level of training of graduates capable of professional education, labor and social activities, and successful socialization.

The main contradiction of the world education system of the late 20th - early 21st century is the contradiction between the rapid rate of knowledge increment in the modern world and the limited possibilities of their assimilation by the individual. This contradiction forces pedagogical theory to abandon the absolute educational ideal and move on to a new ideal - the maximum development of a person's abilities for self-realization (or self-education). At the same time, it is necessary to ensure that each student has the right to choose his own educational trajectory that best suits his individual abilities. This means the introduction of a fairly early differentiation and individualization of learning, as well as the need to search for methods and technologies that provide a solution to this problem.

Methods.
The works of well-known teachers (N.V. Bordovskaya, V.V. Guzeev, E.S. Polat, G.K. Selevko, and others) are devoted to the technologization of education. Technologization of education is a controlled education that takes into account the motivation of teachers and students, which begins with diagnostics and ends with the received, planned, high-quality and repeatable result [3]. Technology is the tool by which teachers can teach all students efficiently and effectively.
The task of technology is to organize learning in such a way as to use the natural qualities of children and their psychophysical characteristics as a stimulus. The effectiveness of the technology is achieved through the use of the most advanced methods and means of modern didactics, organization of training, computerization of the educational process [1].

V.M. Monakhov identifies two main points that distinguish technology from methodology - this is the guarantee of the final result and the design of the future educational process.

History. The "technologization" of pedagogical activity began long before the majority of educators, scientists and practitioners realized the objectivity of the ongoing processes. The first educators-technologists were, apparently, in Ancient Egypt and Babylon. They were among the first who encountered the repetition of operations in the pedagogical process, developed separate "technological" methods. Jan Amos Comenius (1592–1670) can be considered the author of the first scientific pedagogical technology. He was the first to formulate the most important idea of this technology - a guarantee of a positive result. The most important task for the implementation of the pedagogical idea of J.A. Comenius considered the creation of a learning mechanism, calling it a "didactic machine". “For a didactic machine,” he wrote, “it is necessary to find: 1) firmly established goals; 2) means precisely adapted to achieve these goals; 3) firm rules on how to use these means, so that it is impossible not to achieve the goal. Thus, he was the first to formulate the "goal - means - rules for their use - result" module, which is the core of any technology.

J.A. Comenius also sought to find a general order of learning, in which it would be carried out according to the uniform laws of human nature. Then learning would require nothing more than "skillful distribution of time, objects and methods.” Since the time of Comenius, many attempts have been made in pedagogy to make learning look like a well-established mechanism. During the 20th century, many attempts were made to "technologize" the educational process. Until the mid-1950s, these attempts were mainly focused on the use of various technical teaching aids - computers, radio, etc.

In the 1960s, the term "pedagogical technology" was introduced. The first brainchild of this direction and at the same time the foundation on which the subsequent floors of pedagogical technology were built was programmed learning, which was characterized by clarification of learning goals and a consistent, element-by-element procedure for achieving them. The American educator W. Schramm gives the following definition of the concept of “programmed learning”: “Programmed learning is a kind of automatic tutor that leads students 1) through short logically connected steps, so that he 2) makes almost no mistakes and 3) gives the right answers, which 4) immediately reinforce by reporting the result, whereby it 5) moves by successive approximations to the answer, which is the goal of learning. However, Academician V.V. Davydov noted: “The use of computers in programmed learning led to the formation of only narrow knowledge and skills of a performing nature among schoolchildren and did not contribute to their transfer to new situations, the development of creative thinking.” It was necessary to take the most valuable experience of programmed learning and use it rationally. In the 1970s, a systematic approach to teaching made it possible to solve didactic problems that meet set goals, the achievement of which should be clearly described and defined. At the heart of any pedagogical technology is a systematic approach.

In the 1970s and 1980s, pedagogical technologies covered almost all countries, having received recognition from UNESCO.

The quality of education characterizes the relationship between the sphere of education and other spheres of human activity, is considered at different levels of the pedagogical system, and is both universal and ambiguous. A modern school should provide the opportunity for successful socialization of young people in society, taking into account their interests, individual capabilities, and level of development. However, a school that remains within the framework of the knowledge paradigm is not able to guarantee this. Contradictions arose between the traditional education system and the priority of the development of human individuality, the
focus on self-actualization, self-realization and self-development of the individual, which led teachers to look for approaches to organizing the educational process aimed at identifying and developing the child's capabilities, creating optimal conditions for education, achieving its new quality.

Since we are representatives of pedagogy, we cannot but be interested in the problems of technologization of the educational process. It is very important to know the history of the development of pedagogical technologies and their development in the process of evolution, to know the problems that exist and which we may be able to solve in the future. We are pleased that in modern pedagogy the technologization of the learning process is more associated with the construction of such learning systems that ensure the full development of the personality of students in all its directions, organize the educational process in accordance with the nature of the activity of the cognizing subject, help him to realize all aspects of his human "self". The works of well-known teachers (N.V. Bordovskaya, V.V. Guzeev, E.S. Polat, G.K.Selevko) are devoted to the technologization of education. The formation and initial development of teaching technology as a pedagogical category is associated with the works of such scientists: V.P. Bespalko, B.S. Gershunsky, G.R. Gromov, A.P. Ershov, V.A. Cabbers, M.V. Klarin, V.M. Monakhov, N.N. Surtaeva, N.F. Talyzin. But all of them turned to the study of theoretical and methodological issues and the problems of modeling the content of various pedagogical technologies, to the development of its basic concepts.

**Discussion.** We know that educational technologies are complex and multifaceted objects, and therefore they should be considered not only from the standpoint of the integrity of their structure, but also the activities of their participants, which is a necessary condition for their functioning, dynamic development on the way to the planned result. Pedagogical technology is perceived as a complex and multifaceted phenomenon that is required to describe a systematic approach. At present, technology is considered as a complex system that integrates scientific principles, materials, equipment and various production processes, organized and introduced in such a way into the modern education system, which allows achieving the set goals.

The result of technological learning is not only the mastery of some part of the information contained in the content of the subject, but also the methods of activity, human values, and relationships.

Pedagogical technology is associated with the introduction of a systemic way of thinking into pedagogy, with the development of training systems and the implementation of the idea of complete controllability of this system and, above all, its main link - the educational process. Pedagogical technology designs and implements such an educational process that guarantees the achievement of planned results. The most important factors in this guarantee of learning outcomes are clearly defined goals, rational management and operational feedback.

New technologies give us the opportunity to take a broader view of the issues that interest us. The information is presented for us in an accessible form, we can watch the video, listen to the melody and all thanks to technologization, which does not stand still, but is steadily developing. The effectiveness of learning will increase markedly if the student begins to meaningfully work on his development, begins to strive independently, find and eliminate his mistakes - in writing, in speech, in organizing his own activities. To do this, he needs to learn to explore, analyze his own activities in order to identify his mistakes in order not to make them in the future, and his achievements in order to fix and reproduce them. That is, the effectiveness of training directly depends on the formation and development of general educational skills and abilities.

**Conclusion.** Undoubtedly, technologies in the development of a modern school are the basis of a student-centered approach to teaching, they organize the educational process with scientific validity and provide high ego efficiency, as they develop the cognitive activity of students; but, it is very important in our time, the time of computers and machines, not to lose those simple
human relationships: understanding, loyalty, sincerity and other qualities that were laid in the foundation of great pedagogy.

References


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