

**CHAQIRUVGA QADAR BOSHLANG'ICH TAYYORGARLIK MASHG'ULOTLARIGA
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Annotatsiya: Ushbu maqolada chaqiruvga qadar boshlang'ich tayyorgarlik mashg'ulotlariga pedagogik texnologiyalarining ilmiy asoslari ularning tasnifi, mohiyatini ochib berish va o'quv jarayonini bo'yicha ma'lumotlar mavjud.

Kalit so'zlar: fan, ta'lim, o'qituvchi, pedagogika, texnologiya, didaktik, tamoyil, pedagogik texnologiya.

**ПРИМЕНЕНИЕ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА КУРСАХ НАЧАЛЬНОЙ
ПОДГОТОВКИ**

Аннотация: В данной статье содержатся сведения о научных основах педагогических технологий допрофессиональной подготовки, их классификации, раскрытии их сущности и образовательного процесса.

Ключевые слова: наука, образование, учитель, педагогика, технология, дидактика, принцип, педагогическая технология.

**APPLICATION OF PEDAGOGICAL TECHNOLOGIES TO PRIMARY
PREPARATION COURSES**

Annotation: This article contains information on the scientific basis of pedagogical technologies for pre-vocational training, their classification, disclosure of their essence, and the educational process.

Key words: science, education, teacher, pedagogy, technology, didactic, principle, pedagogical technology.

Social changes in our country currently require revision of pedagogical concepts, active development of the science of pedagogy for people, individuals, and individuals. An important problem of the formation of pedagogy on new principles is the development of the theory of the criteria of the pedagogical process, which should form the basis of the teacher's specialization. [1]

The activity of the teacher of the educational institution should be aimed at creating conditions for the formation of the person's education, requirements and abilities in the educational process. The qualification of every teacher of an educational institution has two sides: they are illuminated by two disciplines - special and pedagogical. Why does the teacher of the educational institution always need to teach? what should be taught? how to teach? it is necessary to look for answers to such questions. It is necessary to find the right solutions to these issues. Such solutions should be based on knowledge of the basic laws and rules of pedagogical science, depending on the characteristics of students, and their explanation. [2]

Regardless of the teacher's scientific knowledge in his specialty, when entering the educational process, he must have acquired the necessary pedagogical minimum, the amount of pedagogical and psychological knowledge, teaching methodology and technology. Based on these, the main issues in the training of teachers of educational institutions are determined: Formation of pedagogical skills that ensure the effectiveness of the educational process. Creation of new professional thinking aimed at understanding socio-economic changes. [3]

Acquiring the system of pedagogical knowledge as the methodological basis of the teacher's activity. Mastering teaching technology as the closest methods to students' professional activities. Scientific and technical development not only technologicalizes most of the production spheres, but also penetrates into the spheres of culture and education. Today, it is possible to think about information, education and other technologies. [4]

Technologization is an objective process, a period of preparation for qualitatively solving new tasks of educational evolution. Historically, the concept of "technology" is "in connection with technical progress, and this concept corresponds to the doctrine of art, craft and science". [5]

"Technology" usually means "methods of processing things and production process" and "a set of their scientific descriptions". In the political dictionary (M., 1989), "technology" is explained as follows: 1) a set of methods of processing, preparation state, characteristics, shape of items, materials, semi-finished items in the production process; 2) the science of methods of influencing materials, materials, and semi-raw materials through production tools. The "Encyclopedic Dictionary" gives a similar explanation, but explains it somewhat more widely: "As a science, the task of technology is to determine efficient and cost-effective production processes in every way and to fulfill the laws of physics, chemistry, mechanics and other laws in order to use them in practice" (M., 1979). [6]

"Technology" is a Greek word, which means "technos" – "art, skill", "logos" – "teaching". Pedagogical technology determines the system of professionally important qualifications of a pedagogue for organizing influence on students, offers ways to understand the technological nature of pedagogical activity. [7]

The current problem of educational technologies, pedagogical innovation experiences requires their unification and clarification. Higher education faces the issue of scientific foundations of pedagogical technologies, their classification, revealing their essence and ensuring the problems of the technological nature of the educational process.

The analysis of the literature on pedagogy shows that in the present period, the concept of pedagogical technology has taken a strong place in the practice and theory of education, but its place in the "thesaurus" of the perfect dictionaries of pedagogy is still unknown. [8]

In the history of the formation and development of the concept of pedagogical technology, there were different views: it was interpreted as a teaching about technical tools and as a consistent and systematic organization of the teaching process.

Currently, there are several definitions of pedagogical technologies. V.P. Bespalko defines pedagogical technology as a project of a specific pedagogical system implemented in practice. He believes that the pedagogical system is the basis for the development of technologies. In this, the main focus is on the preliminary design of the educational and pedagogical process, the concept of didactic tasks and teaching technologies is used. Thus V.P. Bespalko puts forward the idea of designing the educational process, unfortunately, there is no clarity about the concepts of pedagogical technology and project. Although pedagogical technology is rapidly entering the educational process, its status remains uncertain. [9]

In the work of researchers, it occupies a place between science and practice. N.F. Talizina believes that every pedagogue must learn the system of knowledge about the educational process at the technological level before organizing a real pedagogical process. He believes that there should be a separate discipline between science and practice that promotes principles, develops methods, and deals with issues such as their consistent application, without which the pedagogical process will be unfounded, technology as a real teaching process.

The concept of technology came in connection with the reform of education in America and Western Europe in the 60s. B. Bloom, J. Carroll, P.Y. Galperin, V.I. Davidov, N.A. Menchinskaya, Z.I. Kalmikova, L.I. Zankov technologies are popular.

Technological approaches to teaching organization V.P. Bespalko, N.F. Talizina, L.M. Friedman, Y.N. Kulyutkina, G.S. Suhobskoy, T.V. Kudryavsev, A.M. Matyushkin, M.I. It applies to most psychologists and didacticists like Makhmutov.[10]

T.A. Ballo highlights one aspect of technology, the task-based approach to teaching. Others feature either computer-programmed instruction or a problematic structure of instruction. L.V. Zankov, T.Y. Galperin, V.I. In Davidov's studies, thoughts are given about the integrated technologies of step-by-step teaching.

Pedagogical technology is defined as a field of theoretical and practical research related to all organizational aspects of the pedagogical system - within the framework of the educational system - in order to achieve unique and potentially created pedagogical results. [10]

Military professional training is a complex and constantly moving system. In this system, the technological training of the primary teacher before the next call has a special place. Intellectual development of a teacher, active study, development of a creative personality, perception of the professional direction of thinking, implementation of research (scientific) principles in the organization of educational activities are connected. Technological training of primary teachers until the next call requires the educational institution to implement pedagogical technologies.[11]

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