

CONDITIONS FOR THE TRANSITION TO NEW TECHNOLOGIES, WAYS TO REFORM THE TRADITIONAL EDUCATION SYSTEM

Khudaiberdieva Dilfuza Mukhtarovna,
Researcher of Sam SIFL, Uzbekistan

ABSTRACT

When creating a semantic model of student learning technology, the subject of research is limited to the framework of pedagogical reality: what is the content of training, forms of organization of the educational process, results and their evaluation system. This thesis learns conditions for the transition to new technologies, ways to reform the traditional education system and gives relevant solutions to increase the level of understanding.

Keywords: Awareness, problem, identification, contradictions, discrepancy, decision-making process, theoretical model, solutions.

The results of ongoing research in the field of educational technologies show that their prospects are associated with the development of three models of educational technologies: semantic, structural and parametric. At the same time, by a model of pedagogical technology we understand purposefully developed and, in basic terms, reproducible components of the student learning process, which lead to an increase in the efficiency of the functioning of the entire pedagogical system. Modeling involves determining the purpose of learning (why and for what?), selecting and constructing the content of education (what?), organizing the educational process (how?), methods and methods (using what?), interaction between teachers and students (who?) [1].

When creating a semantic model of student learning technology, the subject of research is limited to the framework of pedagogical reality: what is the content of training, forms of organization of the educational process, results and their evaluation system. However, in certain conditions of equipment of the pedagogical process, depending on the level of pedagogical skills of teachers, the readiness of students to perceive and process educational information, the essence of the main technological acts changes [2]. In this regard, semantic modeling examines changes and acceptable possibilities for replicating proprietary technologies in specific conditions of the pedagogical process.

The specification of the semantic model depends entirely on the purpose for which it is being developed. On this basis, we can identify several directions for detailing the general semantic model of pedagogical technology [3]:

- the model can serve to form a fundamentally new teaching technology, which involves the formation of innovative, scientific and pedagogical thinking;

- the model can act as a means of determining norms and principles of innovative activity in pedagogy;
- the model can be used in methodological work to serve innovators - specialists in design, programming and organization of innovative teaching technologies;
- the model can serve as a means of teaching innovative pedagogical activities [4].

Creating a structural model of innovative teaching technologies includes identifying the most important characteristics, the entirety of which allows us to evaluate the place and role of a particular technology among other possible ones, and compare the advantages and disadvantages of its options.

Methods for identifying the structure of innovative teaching technology are [5]: description of an individual pedagogical innovation taken as a unique phenomenon, comparative analysis of the data obtained and statistical generalization. Based on such a step-by-step analysis, we can identify the structure of the model of innovative technology as the following sequence of stages:

- 1) awareness of the problem, identification of contradictions based on fixing the discrepancy between what is and what should be;
- 2) decision-making process (defining goals, creating a theoretical model, searching for alternatives and choosing solutions, building a normative model);
- 3) creation and first development of the project (experiment, finalization of the normative model before the project, verification of the project at the level of pedagogical technology, preparation of the project for use) [6];
- 4) development (development of forms of using the project, basic methods of replicating the project);
- 5) use (distribution of innovation among users, long-term use, modification of innovations).

The design stage of innovative technology involves taking into account the tension in the pedagogical system. The search for parameters that arise in the pedagogical environment of situational structures as a reaction to innovation is the primary task of scientific activity in the field of creating innovative teaching technologies [7].

During the examination, experts noted a high level of prospects for the development of structural teaching technologies.

Consequently, the creation of innovative technology is a very complex and responsible process [14]. How thoroughly it is worked out and meaningful depends on how effective the technology will be in the process of use, and how effective the entire pedagogical system will be. Currently, the creation of three models of pedagogical technologies is distinguished: semantic, structural and parametric. After the pedagogical technology goes through all these stages, it receives the right to be introduced into the pedagogical process. But since a large

number of pedagogical technologies are being developed, it is necessary to classify them for better orientation in them [8].

a) pedagogical technologies based on humanization and democratization of pedagogical relations. These are technologies with a procedural orientation, the priority of personal relationships, an individual approach, non-rigid democratic management and a strong humanistic orientation of the content.

This includes student-oriented technology, cooperation pedagogy, humane-personal technology (S.A. Amonashvili), the system of teaching literature as a subject that shapes a person (E.N. Ilyina), etc. [10];

b) pedagogical technologies based on the activation and intensification of students' activities. Examples: gaming technologies, problem-based learning, learning technology using notes on reference signals by V.F. Shatalova, communicative training E.I. Passova and others;

c) pedagogical technologies based on the effectiveness of organizing and managing the learning process. Examples: programmed training, technologies of differentiated training (V.V. Firsov, N.P. Guzik), technologies of individualization of training (A.S. Granitskaya, Inge Unt, V.D. Shadrikov), promising advanced training using reference schemes commented management (S.N. Lysenkova), group and collective methods of teaching (I.D. Pervin, V.K. Dyachenko), computer (information) technologies, etc.;

d) pedagogical technologies based on methodological improvement and didactic reconstruction of educational material: enlargement of didactic units (UDE) P.M. Erdnieva, technology "Dialogue of Cultures" V.S. Bibler and Sy. Kurganova, system "Ecology and dialectics" L.V. Tarasova, technology for implementing the theory of stage-by-stage formation of mental actions by M.B. Volovich and others;

e) nature-appropriate methods of folk pedagogy, based on the natural processes of child development: training according to L.N. Tolstoy, literacy education according to A. Kushnir, M. Montessori technology, etc.;

f) alternative methods: Waldorf pedagogy by R. Steiner, free labor technology by S. Frenet, technology of probabilistic education by A.M. Lobka and others [10].

To reproduce a particular pedagogical technology, it is very important to have the most complete description of it.

The structure of the description of pedagogical technology may include:

- identification of this pedagogical technology in accordance with the accepted systematization (classification system);
- the name of the technology, reflecting the main qualities, the fundamental idea, the essence of the educational system used, and finally, the main direction of modernization of the educational process [11];

3) conceptual part (brief description of guiding ideas, hypotheses, principles of technology that contribute to the understanding and interpretation of its construction and operation) [12]:

- target settings;
 - basic ideas and principles (the main development factor used, the scientific concept of assimilation);
 - the child's position in the educational process;
- 4) listing the content of education:
- focus on personal structures;
 - volume and nature of education content;
 - didactic structure of the curriculum, material, programs, presentation form; [13]
- 5) procedural characteristics:
- features, application of teaching methods and tools;
 - motivational characteristics;
 - organizational forms of the educational process;
 - management of the educational process (diagnosis, planning, regulations, projection);
 - category of students for whom the technology is designed;
- 6) software and methodological support:
- curricula and programs;
 - educational and methodological manuals;
 - didactic materials;
 - visual and technical teaching aids;
 - diagnostic tools.

The description structure is also necessary in order to analyze its differences from traditional or existing technologies.

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