

Theoretical Foundations of Educational Technologies

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ABSTRACT

The article deals with the theoretical foundations of educational technologies. The classification of educational technologies can be carried out on the basis of the logic of the unfolding of the educational process and the student's place in this logic. Then it would be justified to distinguish two main groups of technologies that reflect one or another didactic system, namely subject-oriented and person-oriented.

KEYWORDS: *educational technologies, theoretical foundations, educational process, didactic system, subject-oriented, person-oriented*

Modern science considers methodology as a system of principles and methods of organizing and constructing theoretical and practical activities, as well as the doctrine of this system. In turn, the methodology of pedagogy is the doctrine of pedagogical knowledge and the process of acquiring it, that is, pedagogical knowledge. It includes:

1. the doctrine of the structure and function of pedagogical knowledge, including pedagogical issues;
2. initial, key, fundamental, philosophical, general scientific and pedagogical provisions (theories, concepts, hypotheses) that have a methodological meaning;
3. the doctrine of methods of pedagogical knowledge (methodology in the narrow sense of the word).

Based on this, the methodology of pedagogy should be considered as a set of theoretical provisions about pedagogical knowledge and the transformation of reality, reflecting the humanistic essence of the philosophy of education.

Of particular importance for practical pedagogy is understanding the essence of the methodology of practical activity. In pedagogical science, the methodology of practical activity is revealed in the following logic: characteristics of practical activity, its means and methods, organization of the process of practical activity, pedagogical values and paradigms of the educational process.

Axiological characteristics of pedagogical activity reflect its humanistic meaning. Pedagogical values are those features that make it possible to satisfy the needs of the teacher and serve as guidelines for his social and professional activity aimed at achieving humanistic goals.

Pedagogical values, like any other spiritual values, are not affirmed in life spontaneously. They depend on social, political, economic relations in society, which largely influence the development of pedagogy and educational practice. Moreover, this dependence is not mechanical, since what is desirable and necessary at the level of society often

comes into conflict, which is resolved by a particular person, a teacher, by virtue of his worldview and ideals, by choosing methods of reproduction and development of culture.

Pedagogical values differ in the level of their existence, which can become the basis for their classification. On this basis, personal, group and social pedagogical values are distinguished.

The axiological Self as a system of value orientations contains not only cognitive, but also emotional-volitional components that play the role of its internal reference point. It assimilates both socio-pedagogical and professional-group values, which serve as the basis for an individual-personal system of pedagogical values. This system includes:

- values associated with an individual's affirmation of his role in the social and professional environment (the social significance of a teacher's work, the prestige of teaching activity, recognition of the profession by his closest personal environment, etc.);
- values that satisfy the need for communication and expand its circle (communication with children, colleagues, reference people, experiencing children's love and affection, exchange of spiritual values, etc.);
- values oriented towards the self-development of creative individuality (opportunities for developing professional and creative abilities, familiarization with world culture, studying a favorite subject, constant self-improvement, etc.);
- values that allow for self-realization (the creative, variable nature of a teacher's work, the romance and excitement of the teaching profession, the possibility of helping socially disadvantaged children, etc.);
- values that make it possible to satisfy pragmatic needs (opportunities for obtaining a guaranteed public service, remuneration and duration of leave, career growth, etc.).

Pedagogical values are norms that regulate pedagogical activity and act as a cognitive-acting system that serves as a mediating and connecting link between the established social worldview in the field of education and the activities of the teacher. They, like other values, have a syntagmatic character, i.e. formed historically and recorded in pedagogical science as a form of social consciousness in the form of specific images and ideas. Mastery of pedagogical values occurs in the process of carrying out pedagogical activities, during which their subjectification occurs. It is the level of subjectification of pedagogical values that serves as an indicator of the personal and professional development of a teacher.

With changes in social conditions of life, the development of the needs of society and the individual, pedagogical values are also transformed. Thus, in the history of pedagogy, changes can be traced that are associated with the replacement of scholastic teaching theories with explanatory-illustrative ones and, later, with problem-based and developmental ones. The strengthening of democratic tendencies led to the development of non-traditional forms and methods of teaching. The subjective perception and assignment of pedagogical values is determined by the richness of the teacher's personality, the direction of his professional activity, reflecting the indicators of his personal growth.

A wide range of pedagogical values requires their classification and ordering, which will make it possible to present their status in the general system of pedagogical knowledge. However, their classification, like the problem of values in general, has not yet been developed in pedagogy. True, there are attempts to define a set of general and professional pedagogical values. Among the latter, there are such as the content of pedagogical activity and the opportunities for personal self-development determined by it; the social significance of pedagogical work and its humanistic essence, etc. In general, summarizing the above, we can imagine a classification of pedagogical values, which is represented by the following values:

- values associated with an individual's affirmation of his role in the social and professional environment (the social significance of a teacher's work, the prestige of teaching activity, recognition of the profession by his closest personal environment);
- values that satisfy the need for communication and expand its circle (communication with children, colleagues, reference people, experiencing children's love and affection, exchange of spiritual values, etc.);
- values oriented towards the self-development of creative individuality (opportunities for developing professional and creative abilities, familiarization with world culture, studying a favorite subject, constant self-improvement, etc.);
- values that allow for self-realization (the creative, variable nature of a teacher's work, the romance and excitement of the teaching profession, the possibility of helping socially disadvantaged children, etc.);
- values that make it possible to satisfy pragmatic needs (opportunities for obtaining a guaranteed public service, remuneration and duration of leave, career growth, etc.).

Among the mentioned pedagogical values, we can distinguish values of self-sufficient and instrumental types, which differ in subject content. Self-sufficient values are value-goals that include the creative nature of a teacher's work, prestige, social significance, responsibility to the state, the possibility of self-affirmation, love and affection for children. Values of this type serve as the basis for the personal development of both teachers and students. Values-goals act as the dominant axiological function in the system of other pedagogical values, since the goals reflect the main meaning of the teacher's activity.

By searching for ways to realize the goals of pedagogical activity, the teacher chooses his professional strategy, the content of which is the development of himself and others.

Consequently, value-goals reflect state educational policy and the level of development of pedagogical science itself, which, being subjectified, become significant factors in pedagogical activity and influence instrumental values, called value-means. They are formed as a result of mastering theory, methodology and pedagogical technologies, forming the basis of a teacher's professional education.

Pedagogical science also considers the so-called value-means, which have a significant impact on the nature of the teacher's practical activity. Values-means are three interconnected subsystems:

- actual pedagogical actions aimed at solving professional, educational and personal development tasks (teaching and education technologies);
- communicative actions that allow the implementation of personal and professionally oriented tasks (communication technologies);
- actions that reflect the subjective essence of the teacher, which are integrative in nature, since they combine all three subsystems of actions into a single axiological function.

Values-means are divided into groups: values-attitudes, values-quality and values-knowledge.

Values-attitudes provide the teacher with an expedient and adequate construction of the pedagogical process and interaction with its subjects. The value attitude towards pedagogical activity, which determines the way the teacher interacts with students, is distinguished by a humanistic orientation.

Values-qualities, since it is in them that the essential personal and professional characteristics of a teacher are manifested: interconnected individual, personal, status-role and professional-activity qualities. These qualities turn out to be derived from the level of development of predictive, communicative, creative (creative), empathic, intellectual, reflexive and interactive abilities.

Values-knowledge is psychological, pedagogical and subject knowledge, the degree of their awareness, the ability to select and evaluate them on the basis of a conceptual personal model of pedagogical activity.

The named groups of pedagogical values form an axiological model that has a syncretic character. It manifests itself in the fact that goal values determine means values, and relationship values depend on goal values and quality values, etc., i.e. they function as a single unit. However, ultimately, the implementation of this model depends on the paradigm of educational activity chosen by the teacher.

The technological effectiveness of the educational process comes from the adopted strategy for implementing educational tasks, and the strategy itself is a reflection of a certain didactic or educational model that the teacher applies when solving these problems.

Recently, in the pedagogical literature, two have been named as the main didactic and educational models. These are subject-oriented and student-oriented education systems. They set a range of tasks that implement technologies for teaching and educating schoolchildren. For example, a subject-oriented model may include so-called didactic technologies based on the "subject-object" relationship between teacher and student. The technological effectiveness

of the educational process is ensured here by strict authoritarian methods of interaction while observing the three leading actions of the teacher organizing the learning process: setting learning tasks, forming a plan-algorithm of actions, correctional work based on a comprehensive analysis of the learning process and the products of educational activities. Technologies of this type have only a seemingly high level of effectiveness. However, their use can be justified if the total "object of learning" is not distinguished by a high degree of responsibility, discipline, conscientiousness and hard work. At the same time, subject-oriented teaching models also include other, more humane technologies, in which "didactocentrism" is associated with the technocratic construction of the learning process. Then the school is considered as a "factory", the student is the "raw material", the graduate is the "finished product", possessing precisely defined quality parameters in the form of a set of certain general educational and special skills. A strict focus on results makes managing the educational process similar to managing a factory assembly line. At the same time, this rigidity is dictated by the concern that the student acquires the largest possible arsenal of educational competencies in his school life and is better prepared for the various challenges that life has in store for him.

Technologies based on a subject-oriented approach to learning have one main property: the construction of the learning process does not take into account the characteristics of the individual psychological sphere of the child, his capabilities, abilities, interests, motives, inclinations, etc. There is a clearly verified set of didactic tasks, there is a process subordinate to these tasks, there is content that must be implemented in teaching, and the student must "fit in" to this process. Depending on how completely this "embedding" has occurred, his qualitative characteristics as a student are determined.

Personally-oriented learning systems define a group of so-called collaboration technologies. Based on "subject-subject" relationships in the educational process, they implement partnership, democracy and humanism in the relationship between teacher and student.

Personality-oriented education, by definition, is education that ensures the development and self-development of the student's personality, based on the identification of his individual characteristics as a subject of cognition and objective activity. It is based on the recognition of each student's right to choose their own path of development through the creation of alternative forms of education.

The educational process of person-centered learning provides each student, based on his abilities, inclinations, interests, value orientations and subjective experience, with the opportunity to realize himself in cognition, in educational activities and educational behavior.

The content of education, its means and methods are structured in such a way that they allow the student to be selective about the subject material, its type and form. For these purposes, individual training programs are developed that model research (search) thinking; group classes are organized based on dialogue and simulation role-playing games; educational material is constructed (integrated) to implement the method of research projects carried out by the students themselves.

The criterial base of person-centered learning is built on

tracking and evaluating not so much the achieved knowledge, skills and abilities, but rather the formed qualities of the mind (intelligence) as personal new formations.

Education as a set of knowledge, skills and abilities is the most important means of developing the spiritual and intellectual qualities of a student, which is the main goal of education. (New values of education: thesaurus for teachers and school psychologists. M.: 1995)

Such a capacious definition of a person-centered education system allows us to consider a whole group of cooperation technologies, in which the child's personality is placed at the center of the entire educational system, providing comfortable, conflict-free and safe conditions for its development, and the realization of its natural potentials. The child's personality in these technologies is not just a subject, but a priority subject; it is the goal of the educational system, and not a means to achieve some abstract goal.

Signs of technological effectiveness of the educational process in the technologies of this group manifest themselves in joint learning planning between teacher and child, development of goals corresponding to the interests and capabilities of the student, determination of the exact volume of educational competencies that the student can master, in diagnosing the already achieved level of competencies, allowing on their basis build new ones.

The implementation of the requirements of the first sign of technological effectiveness of the pedagogical process will allow us to determine individual trajectories in the education of schoolchildren. Then the second sign will be associated with the construction of a joint program, where the teacher and student determine the sequence of actions in movement along the chosen trajectory. Indeed, person-centered learning assumes that the student himself will be at the center of learning - his motives, goals, individual psychological make-up, that is, the child as a person. Based on the interests of the student, the level of his knowledge, skills, the teacher determines the educational goal of the lesson, lesson, elective and forms, directs and corrects the entire educational process in order to develop his personality. Accordingly, the goal of each lesson, lesson when implementing any technology of cooperation is formed from the position of each individual student and the entire class as a whole. For example, the goal of the lesson can be formulated as follows: "Today each of you will learn to solve a certain class of problems." This formulation means that the student must reflect on the existing initial, current level of knowledge, in accordance with this, select a class of tasks that will ensure his personal growth, determine the sequence of actions leading to achieving the result, and at the end of the lesson note to himself what he learned today, something he didn't know or couldn't do just yesterday.

Each stage of the educational process involves subject interaction between teacher and student, in which equal-partner cooperation transforms the information and control functions of the teacher from coordination ones, and pedagogical influence into pedagogical influence. Its essence was very accurately noted by L.S.Vygotsky: "From a scientific point of view, a teacher is only a regulator of the social educational environment, a regulator and controller of its interaction with each student."

The third sign of the manufacturability of a teaching action is

associated with the analysis of the results of the action, comparison with the originally intended standard and correction of educational tasks. We have already touched on this part of the technology of cooperation above, but here we note the following. Since the main forms of cooperation between teachers and students in this group of technologies are co-creation, co-management, complicity, empathy, assistance..., then the comparison of learning results with accepted goals, within the framework of an individual learning trajectory, is carried out as a result of a joint analysis of the achieved level of solving educational problems. Obviously, the results of such an analysis will serve as the basis for adjusting new educational goals. At the same time, goals are not imposed on the student from the outside (as a result of influence), but accepted by the individual himself, i.e. that have become personally significant for the student.

From the above, it is logical to conclude that the classification of educational technologies can be carried out on the basis of the logic of the unfolding of the educational process and the student's place in this logic. Then it would be justified to distinguish two main groups of technologies that reflect one or another didactic system, namely subject-oriented and person-oriented.

The first group consists of didactocentric teaching technologies described in general terms, and the second group consists of collaboration technologies. Both groups contain many technologies. They reflect the appropriate approach to training and therefore it is futile to build classifications that would define all the technologies of a particular group without exception.

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