USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING DEAF-EDUCATIONAL SUBJECTS

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ABSTRACT

In this article, the concept of pedagogical technology, its purpose, tasks, specific aspects, the system of requirements for the development of pedagogical technologies, pedagogical technologies used in the teaching of deaf-pedagogical subjects are fully explained.

Keywords: information, technology, automation, pedagogical technology, classification, design, concept, "pedagogical strategy".

Improving the system of personnel training in the field of information technologies is one of the important conditions for the successful implementation of the "Digital Uzbekistan - 2030" strategy, the development of digital technologies and the wide implementation of them in the everyday life of the population.

Measures taken to increase the efficiency of the system of vocational training and retraining in the field of information technologies create a solid foundation for providing state bodies and network organizations with qualified IT specialists.

Despite the existence of many definitions of the concept of "pedagogical technology", today the following three are considered the most noteworthy definitions among experts:

1. Pedagogical technology - technical resources, human factor and their interaction a systematic method of creation, application and determination of all processes of teaching and learning, taking into account the secret of the task of optimizing the forms of education. This definition was given by UNESCO in 1998. It focuses on the need to take into account the powerful influence of newly emerging information technologies in the organization and management of educational processes.

2. Pedagogical technology is a systematic method of designing, implementing and evaluating the educational process, which is focused on the person of the learner, democratic and guarantees the reproducibility of learning results. This definition was developed in 2008 by a group of Uzbek pedagogic scientists in creative cooperation, in which an attempt was made to express the pedagogical spirit of the "National Personnel Training Program" of the Republic of Uzbekistan.

3. Pedagogical technology - the concept of designing and implementing effective pedagogical strategies based on social requirements, conditions and advanced psychological teachings related to learning, education and upbringing. A similar definition was given in 1995 by pedagogue scientist V.P. Given by Bespalko. But in the following years, as an educational subject, as a result of being taught for long periods of time and in large 199 auditoriums, it changed dramatically under the influence of the formed content of "Pedagogical technology", and it came to this appearance. Recently, pedagogical technology scientists rely more on the last definition in expressing their opinions. According to this definition, the concept of pedagogical technology includes: - social requirements and conditions related to education,

training and study as an object of study; - pedagogical strategy as a subject (pedagogical process, pedagogical system, pedagogical situation); - Pedagogical influence as means (its forms such as words, sound, text, still and moving image, demonstration); - pedagogical modeling as a method; - a pedagogical project serves as an intellectual product As is characteristic of the lexicon of any field, in the lexicon of the science of pedagogical technologies there are such words that, even if they seem familiar at first glance, it is necessary to think a little about their meaning. For example, let's look at the words used in the definition of the phrase "pedagogical technology": "pedagogy", "technology", "learning", "education", "education", "social demand" "social conditions" , "psychological teachings", "effective", "pedagogical strategy", "design", "concept". The above words are used by the concept of "Pedagogical technology" in the following meanings: Pedagogy - knowledge, ideas and about the regular activities aimed at a specific goal in the formation of a person and about the content, form and methods of education. a set of teachings. Technology is a process in which an object changes from a raw material state to a product state based on a series of effects. Studying is an activity carried out by an individual, in which a person learns national values, achievements in the field of science and technology, and 200 experiences, thinks independently and acquires the skills and abilities to use them in life. forms. Education is a process of exchange of experiences, "teacher-student" communication, which is carried out on a planned basis. As a result of education, a person gets information, gets education and develops. In the system of information acquisition, the interdependence and connection of education and training is a very important pair. Education is the process of formation and development of traditional consciousness in a person in accordance with the goals and tasks of society. Personal education is formed under the influence of two forces: self-education and education under the influence of educational relations. Social requirements are standards set by society for the characteristics and indicators of the produced product. Social conditions - the material provision of the environment in which the pedagogical process, system or situation is organized, the provision of pedagogical staff, the age of learners, the level of physical and spiritual readiness, and the like. Psychological teachings - knowledge about factors related to the psyche (mental processes, individual characteristics) of people in the pedagogical process, system or environment in which the situation is organized. Effective - "samara" is an Arabic word that means "fruit", "harvest". "Effective strategy" means a strategy whose positive results are clearly visible. Pedagogical strategies - the word "strategy" actually belongs to the military field and means "management of the army". "Pedagogical strategy" means the art of organizing and managing pedagogical processes, pedagogical systems, and pedagogical situations. Therefore, it is necessary to briefly dwell on the meanings of the phrases "pedagogical processes", "pedagogical systems" and "pedagogical situations". Pedagogical processes are life-giving flows of actions that ensure the change of human qualities, aspirations and outlook, the formation and development of knowledge, skills, skills and experiences in interpersonal relationships. Pedagogical system - different pedagogical systems are developed and prevail in different periods and regions. Yes. A. Comenius, J.J. Pedagogical systems developed and implemented by pedagogues such as Rousseau and J. Dewey can be shown as an example. Pedagogical situation - motivation, choice, achievement, dispute (conflict), problematic, risk, criticism and self-criticism, help and mutual help, threat of punishment, self-evaluation, communication, etc. in pedagogy. Warming, persuading, blaming, quickly moving

from one job or communication to another job or communication, competition and competition, sharing grief, neglect, limitation, playful, high responsibility Pedagogical situations such as coming to a decision, mastering new methods of activity, expressing sincerity and trust, making demands, training, derailment of discipline and vandalism are studied. Designing is a consistent arrangement of all actions from a problem to its proposed positive life solution (the term "project" means a set of documents prepared for the creation of complex developments). Concept is a Latin word translated into Uzbek, meaning to collect, unite, and also system, phrase. Recognition in pedagogical literature by V. G. Gulchevskaya, V. T. Fomenko, V. S. Kukushin, T. I. Shamova, V. G. Bespalko, G. K. Selevko, Sh. A. Amonashvili, M. V. Bulanova Toparkova, A. V. Dukhovneva, G. V. Suchkov, R. Shteiner, T. M. Davydenko and a number of other scientists There are several classifications of pedagogical technologies. G.K.Selevko systematized all the known optimal generalized technologies in the science and practice of pedagogy. Classification of pedagogical technologies (according to G.K.Selevko). Below are the organizers of pedagogical technology classification groups compiled by this author. • according to the level of use and description: meta-technologies, macro-technologies, meso-technologies (local, modular) micro-technologies (specific-personal); • according to the philosophical basis: scientific, religious, social, pragmatic and other technologies. Classification of pedagogical technologies (according to G.K.Selevko) According to the level of application and description According to the approach to learners According to organizational forms According to the description of the content and structure According to the priority of the educational method According to the philosophical basis According to the leading factor of mental development According to the type of cognitive activity management According to the scientific concept of the education and upbringing process According to personal orientation According to the category of learners Modernization of the traditional system according to direction• according to the leading factor of mental development: biogenic, sociogenic, psychogenic technologies. • according to personal orientation: informative, operational, emotional-artistic emotional-moral, self-development, heuristic technologies. • according to the description of the content and structure: educational and training, religious and secular, general education and professional direction, humanitarian and technocratic, complex, special subject technologies. • according to the type of organization of the educational process: classical, traditional, class-lesson lecture teaching; modern traditional teaching with the help of educational literature; traditional teaching with the help of information and technical means; teaching in "small groups"; "repititor" system of teaching; distance learning; computer training; problem teaching; programmed teaching technologies. • according to the approach to the learner: authoritarian, didactocentric, person-oriented technologies. • according to the priority of the educational method: dogmatic, reproductive, explanatory and demonstrative, problematic, developmental technologies. • according to the category of learners: mass, traditional technology, advanced technology, compensatory teaching, technologies working with difficult and gifted students. • according to the scientific concept of the education and training process: associative-reflective, active, developmental, interiorizing, behavioristic, gestalt technology, neurolinguistic programmed technology, suggestive, psychoanalytical, generational (genetic), socioenergetic technologies. • according to the main type of socio-pedagogical activity: educational (didactic), educational and developmental; pedagogical supporter (supervisor); aimed at creating

conditions for effective socialization; management (predictive, monitoring) technologies. • according to the direction of modernization of the traditional system: cooperative pedagogy, socio-personal, procedural oriented technologies.

Today, the interest and attention to the use of innovative technologies, pedagogical and information technologies in the educational process is growing day by day. One of the main reasons for this is that in traditional education, students are taught to acquire only ready-made knowledge, while modern technologies allow them to search for the acquired knowledge by themselves, study and analyze it independently, and even draw their own conclusions. will teach. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual. Therefore, the role and importance of modern teaching methods, innovative, pedagogical and information technologies in the training of primary school teachers - qualified professionals. Based on this goal, implementation of the higher education process, improvement of educational work, implementation of modern pedagogic, innovative and information technologies in the educational process, popularization of advanced work practices, establishment of a community-based educational institution Creating and strengthening cooperation between Technologization of education is a pedagogical direction that explores the most optimal ways and effective means of achieving educational goals based on a technological approach to the teaching process and reveals the laws. Educational technology is an orderly collection of the most convenient ways and means of communication, information, management and teaching, providing a means of guaranteed achievement of the educational goals and expected results in the existing conditions and at the set time. (process-descriptive aspect of educational technology); this is the order of joint actions of the subjects of the existing educational process, the actual process (practical aspect of the educational technology). Innovation is the process and activity of implementing renewal, change (in English innovation is introduced innovation, invention). It reflects innovations in the fields of engineering, technology, management and labor organization based on scientific and technical achievements and best practices, as well as their application in various fields and circles. The formation of the theory of technologyization of the educational process took place over a long period of time. Special attention was paid to the research of 15 educational technologies and their problems in countries such as the USA, England, Japan, and Italy. Organizations researching the problems of educational technology were created, special magazines were published. The task of these organizations and published journals is to summarize and analyze the content and results of scientific research on the problems of "educational technology" and to develop specific recommendations based on this, and popularize the most effective research. Currently, in our independent Uzbekistan, a number of leading organizations (AXELS, IREXS, KOICA, etc.) are making efforts to introduce new pedagogical technologies into the process of educational institutions. Pedagogical staff of family educational institutions, academic lyceums, vocational colleges and general secondary schools participated in the scientific seminar, short and long-term courses organized by these centers. they got theoretical and practical knowledge. A number of positive activities are being carried out in this field at the Institute of Higher School Problems under the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, OzPFITI and the center under Nizamiy Tashkent State Pedagogical University.

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