

ISSUES OF INTERACTION AND TEACHING OF TECHNOLOGY SCIENCE WITH OTHER DISCIPLINES

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ANNOTATION

The article covers a wide range of issues related to other disciplines of technology, the mechanism of teaching science, especially the interaction of technology and Pedagogical Sciences.

Keywords: technology, pedagogy, integration, pedagogical skill, teaching mechanism.

INTRODUCTION

The Republic of Uzbekistan is confident in the way of building a democratic, legal and civil society of Social Development. Reforms and renewal processes in the fields of economic, cultural and educational, public education are carried out gradually and consistently. Thanks to independence, the development of pedagogical science has also undergone universal changes. Development of the spiritual potential of our country, radical reform of the educational system, National Program of training of personnel, preparation and implementation of the law on Education took the responsibility of pedagogical science.

Decisive problems in the development of the independent Uzbekistan: studying the national values, pedagogical heritage of our people for millennia and nationalization of the educational process; ensuring the priority of spirituality in the development of society and improving the theory and practice of spiritual education; absorbing national ideology, national idea into the minds of youth, developing new content and methodology of patriotic education; the creation of a system of education suitable for dakhon andozas, popularization of advanced pedagogical experiences: preparation of pedagogical personnel for educational work on the basis of current requirements, arming them with pedagogical technology, etc., has become the actual task of pedagogical science.

In the national program of Personnel Training, many marotaba are repeated many times that it is necessary to study advanced pedagogical technologies and bring them to our educational institutions. In the literature devoted to pedagogy, which was created in the next 10 years, pedagogical technology, new pedagogical technology, advanced pedagogical technology, progressive pedagogical technology, such concepts as many have come across, the definition of their finality in the Uzbek language has not yet been compiled.

Pedagogical scientists and practitioners of our republic are trying to create educational technologies based on science and adapted to socio-pedagogical conditions of Uzbekistan and apply them in educational practice.

First of all, the need to use the most advanced pedagogical measures in order to accelerate and increase the efficiency of the education of the population, so that our society, which for some reason is behind the development of the world community, will take place among the developed countries;

Secondly, the traditional system of teaching has been described as an informative teaching because of its performance based on Written and spoken words, and the fact that teacher activity has become a source of authoritative knowledge and not just as an organizer of the educational process;

Third, the fact that as a result of the medium development of Science and technology, information is sharply increased and the time is limited for them to be communicated to young people;

Fourthly, the fact that the personality society is moving from the theoretical and empirical knowledge-based thinking to an increasingly useful result at this present stage of its development, to a technical thinking based on a definite conclusion;

Beshinchi, the desire to prepare young people for life perfectly requires the use of the principle of objectivity, which is considered the most advanced way of giving them knowledge.

The science of pedagogical technology is an educational mechanism that meets all the requirements of the above 5 causal conditions. The purpose of pedagogical technology is an expression from the guarantee of ensuring adequate effectiveness of the educational process and achieving the desired results of teaching by the students. The task of pedagogical technology: the formation of skills for the application of pedagogical technologies, as well as the formation of knowledge and skills for the design of pedagogical technologies.

The development of pedagogical Technologies is based on the knowledge gained in the disciplines of psychology, pedagogy, professional education methodology and pedagogical skills. The main task of pedagogical technology is to ensure the achievement of the effectiveness of training to ordinary "average" teachers in the conditions of mass education. The subject of the field of study of pedagogical technology is the system of teaching.

In higher educational institutions, it is necessary to rely on the principle of full appropriation of the teaching – learning material, that is, the educational material based on the curriculum of Science, which must be fully mastered by all the requirements of the group. What does the concept of " full appropriation of educational material " mean? The achievement of an established level of knowledge on any subject means the principle of full mastering of the educational material. According to the numerous studies conducted abroad, the concept of "full appropriation of students" is understood to be assimilated by each student in the group by 80-90% of the teaching material, that is, each student must master the subject by an average of 85%.

Such a result can only be achieved by outstanding professors with very large experience, while such a mastering of the teaching material can only be given by talented students. Under these

circumstances, how can students achieve full self-realization? There are three ways to achieve this:

The first way: to reduce the criterion of mastering, at the moment it is used, therefore, at the moment, a student who has mastered 55% of the teaching material, teaching science, is considered to be a student who has mastered it. The state standard of Higher Education determines the limit of the minimum requirements for the level of personnel and the level of preparation. If these minimum requirements are assimilated to 55%, the question arises as to how much will be the total integrated assessment of student assessment in each subject. Naturally, this path does not have prospects.

The second way: to compose the composition of professors only on the basis of excellent professors and associate professors of the highest level. Each of them, due to its specific teaching methods and pathways, the level of preparation has been completely different, ensuring full assimilation of students. In reality, in one group, the entrance ball can be read by students from 80 to 200. This path is a long, idealized path away from reality. Just as not all students are qualified, not all of the professor teachers' content can be qualified, senior level. The third way: the introduction of pedagogical technologies into the educational process, which will establish the basic elements of reading and teaching, embodying in themselves the methods and ways of teaching pedagogical scientists of the highest level. In production, a simple teacher, supporting pedagogical technology, achieves excellent results, as an ordinary worker whose qualifications are not so high, produces a high-quality product on the ready-made technology.

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