# IMPROVEMENT OF EDUCATIONAL PLANS AND INTERACTION ISSUES IN THE DIRECTION OF TECHNOLOGY EDUCATION

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## ANNOTATION

This article provides information on improvement of educational plans of the direction of technology education and cooperation with other countries in the field of science.

**Keywords:** technology, education, curriculum, collaboration, pedagogical technology, theory

## INTRODUCTION

In the following years, much work was done with Russia to study pedagogical technology in Uzbekistan. Together with the condolences to the leading pedagogical scientists of the Commonwealth of Independent States (CIS), who have tried to create a suitable variant of pedagogical technology on the territory, we found it necessary to correct them, saying some shortcomings they allow. Because these shortcomings are resolved to the correct understanding of the meaning and essence of pedagogical technology. To do this, we will analyze the definitions given to the concept of "pedagogical technology" by pedagogical scientists working in this direction in the CIS, as well as the pedagogical technology projects they have compiled.

Among the first in the CIS countries, the Russian scientist, who gave a comprehensive scientific justification for the need to bring pedagogical technology into the educational process, VP. Bespalko believes that "PT is a project of the process of forming the identity of the reader, which can guarantee pedagogical success without regard to the skill of the teacher". V. from Russian scientists.M. Monakhov said:" PT is a system of orderly actions that lead to the planned results from the beginning and are subject to execution, " while giving a brief description, focusing on its main features. "PT is a process that will release it from the sub ‑ characteristics of the performer, by technologically improving the learning process, increasing its reproducibility as well as the stagnation of the pedagogical process", ‑ says V.M. Monakhov. M.V. According to Klarin, PT is the design of the educational process, proceeding from the previously defined goal indicators, with a technological approach to the educational process. I.Eat it. In Larner's view, PT represents a goal that can be reliably understood through the results of training reflected in the actions of students.

V. P.According to Nurali Sayidahmedov and Abdurahman Ochilov, bespalko from Uzbek shoghirs believes that PT is the process of influencing pupils (students)in certain conditions with the help of teaching (teaching) tools of the teacher (educator)and intensively forming pre – defined personality qualities in them as the product of this activity. Uzbek pedagogical scientist B.L. Farberman describes pedagogical technology as follows: "PT is a new approach to the educational process, social engineering in pedagogy is an expression of consciousness. It is a social phenomenon associated with the fact that the pedagogical process is standardized on the basis of technical capabilities and technical thinking of a person, drawing up his optimal project. To compare these definitions with those given abroad, the Japanese pedagogue T. We

bring the recipe that Sakomoto gave. —PT, - says Sakomoto, - this is the integration of a systematic way of thinking into pedagogy, in other words, bringing the pedagogical process into a particular system."

The same systematic approach is the main sign that distinguishes pedagogical technologies from other approaches to teaching. Other definitions given to pedagogical technology in pedagogical literature (V. Gushaeev, V. Slasten, B. Likhachev, I. Volkov, M. Choshanov, Ch.Yudit and others), but none of them could not rise to the definition of UNESCO dragee. According to the definition of UNESCO, which is one of the authoritative agencies of the United Nations, "PT is the use of a rational approach in the design and practical application of the entire educational process by considering the techniques and human resources without interdependence in the provision and acquisition of knowledge." Analyzing the presented definitions from a scientific and philosophical point of view, we can see that the difference is also significant, although the definitions given by scientists from the CIS countries with the definitions given abroad are close to each other. In particular, the definitions of Sakomoto and Unesco emphasize the principle of a systematic approach. As it is mentioned in the definitions of CIS scientists to PT, a comprehensive approach, when drawing up the draft of the educational process, we forget about it and see that the principle of systematic approach does not follow the laws and regulations as well. In reality, as Sakomoto said to someone who knows the principle of a systematic approach to object existence, the notion that "PT is to bring the learning process to a certain level" is sufficient. Through this understanding, one can understand all the other characteristics of PT, that is, it is directed towards the goal, it consists of several interrelated parts, and so on. Because all these characteristics, according to the theory of systems, are indispensable attributes of what and phenomena we call systems.

In addition, not all of what scientists from Russia and Uzbekistan say "definition" can have the status of "definition". There are their own laws of drawing up a definition, that is, the theory of drawing up a definition. If the definition is drawn up based on this theory, then it is considered true. And the definitions we have analyzed are not only Sayidahmedov and Ochilov, but also the concepts or omens of pedagogical technology, which either express its classification or reveal these characteristics. The main concept of pedagogical technology, without words, is the approach to the educational process as a system. Bunda education-all the things and events involved in education are interconnected in a functional way, forming a whole, that is, a set of pedagogical processes.

The gradual implementation of a set of pedagogical processes over a certain period of time is called pedagogical technology. - Goals and objectives of the science of" innovative pedagogical technologies". - arming the future teachers of lyceums and colleges with the knowledge of the theoretical basis of modern pedagogical technologies; - having the necessary skills for effective organization of pedagogical processes at a new pedagogical level; - skills of finding a way in a wide range of modern pedagogical technologies, schools of ideas, directions;; - formation of readiness for creative and methodical correct implementation of pedagogical activity; - activity of independent work, obtaining independent knowledge, self-education and striving for constant increase of the level of self-specialization. The connection of" innovative pedagogical technologies " with other disciplines. - The study of the science of innovative pedagogical

Technologies‖ is built on pedagogical theory and history, pedagogical skills, psychology, theory and practice of building a democratic society, philosophy, logic, ethics, spirituality, history of Uzbekistan, School Hygiene and physiology, interaction with the native language. Innovative pedagogical technologies have many grounds as a science. The most important of these are social, philosophical, methodological, hygienic, ideological, legal-normative, economic, historical, theoretical, practical and other foundations.

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