APPLICATION OF PEDAGOGICAL TECHNOLOGIES IN THE EDUCATION SYSTEM

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ABSTRACT

This article discusses the application of pedagogical technologies in the education system and its classification by scientists. The goal is seen as a central component. This allows you to determine the level of achievement. To see the signs of pedagogical technology, it is necessary to compare it with methods and teaching methods. Pedagogical technology has many advantages over methodology and teaching methodology: first - the goal is clearly set on the basis of pedagogical technology.

KEYWORDS: *Pedagogical Technologies, Vertical And Horizontal Structures Of Pedagogical Technologies, The Essence Of Pedagogical Technologies.*

INTRODUCTION

No matter what subject a teacher teaches, there is always the question of "how to teach?" the question arises. The solution to this problem depends only on the skill of this educator. How, what methods, techniques and pedagogical technologies can be used to form competencies in students in the learning process?

There are many methods, techniques and pedagogical technologies used in the teaching process. They will be tailored to the child's age characteristics, public education, or individual education. The term "educational technology" appeared in pedagogical publications in the 60s of the last century. The word "technology" comes from the Greek words techno - skill and logos - doctrine. Accordingly, if the term is translated literally, it can be said to be a doctrine of pedagogical skill. According to N. Selevko's **[2]** classification, pedagogical technologies have a vertical and horizontal structure:

1. Vertical structure. Any pedagogical technology covers a specific area of pedagogical activity. On the one hand, if it includes a number of components (relevant technologies), on the other hand, it can itself become an integral part of a high-level activity (technology). In the vertical structure it is possible to distinguish four pedagogical technologies which are subordinated to it:

- Met technologies - general pedagogical (general didactic, general educational) technologies that fully cover the educational process at the level of social policy (socio-pedagogical level) in the field of education;

- Macro technologies or pedagogical technologies related to the field belong to the field of teaching or education in one of the areas of study (general pedagogical and general methodological level). It can also be in the form of a subject teaching technology;

- mesotechnologies or modular-local technologies belong to a part (module) of educational process. This technology will be focused on solving problems in a private, local didactic, methodological or educational direction. At the same time, some manifestations of subject and object activity will be as technologies, technology of learning a particular subject, technology of lessons, technologies of assimilation, repetition or control of knowledge;

- Micro technologies - these are technologies related to the solution of narrow operational issues and the interaction or internal interaction of the subjects of the pedagogical process. Used as training in the correction of individual characteristics.

2. The horizontal structure of pedagogical technologies consists of three main aspects:

1. Scientific. Technology is a developed scientific solution to a particular problem based on the achievements of pedagogical theory and advanced practice.

2. Official - classifier. Technology that describes the purpose, content, methods and tools, algorithm of actions of the model used to achieve the planned result.

3. Procedural activity. Technology is the process of implementing the activities of objects and subjects, in which the goal is to set, plan, organize, achieve the goal and analyze the result **[2].**

Thus, according to GK Selevko's classification, pedagogical technology exists in the following ways: as a science (field of pedagogical theory) that studies and designs the most rational ways of teaching; methods and results of operation, as a system of algorithms and as a real process of teaching and education. As for the definition of pedagogical technology, its single definition is not accepted. Accordingly, we use a definition that is consistent with our study. When we talk about pedagogical technology, we can briefly understand the following: the direction of pedagogical science, which designs the pedagogical process that guarantees the planned learning outcomes, the most effective achievement by students.

To see the signs of pedagogical technology, it is necessary to compare it with methods and teaching methods. Pedagogical technology has many advantages over methodology and teaching methodology: first - the goal is clearly set on the basis of pedagogical technology. The goal is seen as a central component. This allows you to determine the level of achievement. In traditional pedagogy, the goal problem does not play a leading role, the level of achievement is not clear; secondly, it allows to develop objective methods of control over the achievement of the goal (final, intermediate) because it is clearly (diagnostically) set; third, in contrast to the methodological developments designed for each lesson that the teacher has previously used in his work, pedagogical technology involves the design of the learning process that determines the content and structure of students' learning activities. This leads to sustainable success even when the number of students is in any number. **[1]**

Important aspects of the concept of "pedagogical technology" are:

- pedagogical technology is developed for a specific pedagogical issue, which is based on a clear expected result;

- The existing pedagogical technology, taking into account the principle of individualization, provides for the interaction of teacher and student;

- be a tool for quality control (teaching) of teaching as part of pedagogical technology. At the same time, the content of instruments, indicators, criteria for measuring performance should be included;

- The use of pedagogical technology guarantees a certain quality of education for all students based on the set goal.

Unlike pedagogical technology, method and teaching methodology, it involves the systematic organization of the interaction of all elements at all stages of the teaching process; guarantees the achievement and reflection of the educational goal. Another difference is that it requires an algorithm that includes a control task system, control type, and method that is adequate to the task at which the results are measured and reproduced.

Modern pedagogical technologies have a wide range of opportunities:

- not only creates the conditions for understanding the content, but also develops the ability to use new methods of learning, methods of learning;

- allows to master methods of information exchange, change and deepening of information units;

- Technological methods allow the audience to show their strengths. Because everyone chooses their own opportunity to participate with the amount of information, the pace of professional growth, the way they interact with other participants.

The following conclusions can be drawn from the analysis of the essence of pedagogical technologies:

- pedagogical technologies are aimed at students and success in mastering is ensured through their personal activities;

- Pedagogical technologies allow to achieve the goals of education through personal development; in doing so, it is achieved through objective mastery and self-control of the mastery of its purpose and the quality of education.

Thus, it is necessary to select educational technologies, to approve them, to distinguish the most effective ones in order to form general competencies in the basics and science in students[1,3].

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