

MODERN PEDAGOGICAL TECHNOLOGIES- FOUNDATION OF QUALITY EDUCATION

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Abstract:

This article talks about modern pedagogy, its connection with other disciplines and modern knowledge.

Keywords: technology, methodology, education, theory, classification, standards, education.

Introduction

Due to the fact that pedagogical technology is the main tool in dealing with the most complex process - human education, both its foundations are as diverse as personality complexity. Among them, historical, theoretical, social, philosophical, methodological, pedagogical, didactic, physiological, hygienic, economic, ideological, legal-normative, practical, etc. are distinguished. In general, the emergence of pedagogical technology is considered as a scientific process. Pedagogical technology is taking its rightful place in life as a subject of study and science.

Expanding the scope of the introduction of new pedagogical and information technologies into the educational process, implementing advanced expertise in one direction, drawing up and implementing specific plans in this area in each subject, moving textbooks and teaching aids and programs and lecture texts to electronic floppy disks, achieving the education of each student with them, in scientific and scientific and methodological work, as well as in the educational process, such tasks as achieving the widespread introduction of modern pedagogical and information technologies, adequate provision of the educational system with the necessary media, linking educational institutions to the communicative network are considered important. Well, pedagogical technology is the optimal organization of teaching processes. The choice of teaching materials is also affected by the influence of technology to change the shape and size, adapting to the strength of the reworked student or student, the characteristics of mastering. Pedagogical technology, in turn, is a system of development and improvement of educational processes, educational content, methods and tools based on the objective laws and diagnostic goals of education, that is, a learning process that embodies the innovations of Science and technology.

The emergence of the world educational space, the recognition of active integrative education as "human capital", the worldwide recognition of diplomas about information accelerate the process of studying the foreign experience.

In 1997, the HTSK (international education standard classification) was updated. It shows seven stages:

Preschool 1;

2-Primary Education;

3-first stage of Secondary Education;

4-second stage of Secondary Education

5-post-secondary education (not higher education);

6-first stage of Higher Education;

7 – the second stage of higher education is education after higher education.

The fact that the world education system has a multifactorial appearance allows metabolocality, macroregional and individual states to analyze the education system. According to the signs of the interaction and mutual movement of the world education system, regions can be divided into several types: the first type includes regions that are considered generators of the integration process. The most striking example of such a region is Western Europe. The idea of unity became the basis of educational reform in Western European states from the 1990s. Regions of the first round may also include the United States and Canada, among others. In the world, a new Asia-Pacific region is also being formed as a generator of integrative processes. It can include Korea, Taiwan, Singapore and Hong Kong, as well as countries such as Malaysia, Thailand, the Philippines and Indonesia. The second type concerns areas that are successfully responding to integrative processes. First of all, these are Latin American countries. As in history, today Latin America is influenced by the United States and Western Europe as a zone of integrative foci. The third type includes regions with little emphasis on educational process integration. This group can include a large part of the African states, starting from the south of Sahara, a number of states of South and Southeast Asia, a small number of island states in the Pacific and Atlantic ocean basins. The duration of school education in African States is a minimum level – less than 4 years. In these regions, most of the population is illiterate. For example, 140 million Africans living in South Sahara remain illiterate. The lowest of the duration of school education is in Nigeria – 2.1 years, then in Burkina Faso - 2.4 years, in Guyana – 2.7 years, in Djibouti – 3.4 years. By the end of the 20th century, a number of regions were distinguished, where there was continuity of education for economic, political, social reasons and deviations in integrative processes. In Arab states, there is a desire to form four subregions that rely on internal integration. These areas include: Habbib (along with Libya), the Middle East (Egypt, Iraq, Syria, Lebanon, Jordan), the Persian Gulf (Saudi Arabia, Kuwait, UAE, Qatar, Oman, Bahrain), the Red Sea, and Mauritania.

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