

LOGICAL METHODS OF APPLICATION OF PEDAGOGICAL TECHNOLOGIES IN PREPARATION OF STUDENTS FOR PROFESSION

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ABSTRACT

The article discusses pedagogical technology, its content and approaches to it by pedagogical scientists, logical methods and importance of their application in preparing students for professional activities, the main reasons for paying special attention to the use of pedagogical technologies in the educational process.

Keywords: Pedagogical technology, logical method, teaching, preparation for professional activity, practical advice, categorical interpretation, mental attack, sinkway.

INTRODUCTION

With the adoption of the Law "On Education" and the "National Training Program" laid the foundation for the training of competitive personnel through the system of continuing education. Attitudes towards the profession of teachers and coaches, who are responsible for the future, prospects and education of the younger generation working in the system of continuing education, have also changed radically. Therefore, the main task of today's educators is to apply and implement all the innovations related to education and upbringing in the educational process, based on the essence of the studied science.

At a time when the focus on the introduction of innovative pedagogical and information technologies in the education system is growing, improving the content and quality of education cannot be imagined today without a new direction of pedagogical innovation. Innovative processes and the introduction of innovative innovations in the education system are determined by the professional capacity of the teacher. In particular, the role and importance of modern teaching methods, interactive methods, innovative technologies in teaching the subject of the world education system is incomparable.

MATERIAL AND RESEARCH METHODS

In recent years, in the press, scientific literature, many conferences and meetings, as well as official documents, such as "Pedagogical technology", "New pedagogical technology", "Advanced pedagogical technology", "Teaching technology", "Educational technology", "Innovative pedagogical technology" concepts are encountered. As this necessary concept, called pedagogical technology, is gradually gaining popularity in pedagogical practice, the views on it are also given in detail. Here are examples of them; "Pedagogical technology - the art of processing, changing the state, a set of skills, abilities and methods" (VM Shepel). "Pedagogical technology is a well-thought-out model of pedagogical activity of students and teachers by creating the necessary conditions for them, or by designing, organizing and conducting the educational process" (VM Monakhov). "Pedagogical technology is a process by which the teacher (educator) with the help of teaching (educational) means to influence the

pupils (students) in certain conditions and as a product of adverse effects to ensure the rapid formation of pre-given personality traits" (N. Saidakhmedov).

"Pedagogical technology is characterized by clear definition of learning objectives, guarantee of the final result, predictability of repetition of the learning process and the presence of rapid feedback" (B.L.Farberman, U.N.Nishonaliev). The most notable of these is the UNESCO definition. "Pedagogical technology is a systematic method of creating, applying and defining knowledge, taking into account the technical and personal resources and their interaction, which sets the task of effective forms of education in the whole process of teaching and learning."

Other definitions of pedagogical technology in the pedagogical literature have not risen to the level of a UNESCO definition. The flow of pedagogical technology that emerged in the United States in the 70s and 80s spread to almost all developed countries. Recognized and supported by such an influential organization as UNESCO. It is now being successfully mastered in many countries. For educators who have mastered pedagogical technology, it is known that this method is more effective than the traditional method. This, of course, means the need for teachers to master and apply pedagogical technology in improving the quality of training.

The main reason for the special recommendations for teachers of educational institutions to pay special attention to the use of pedagogical technologies in the educational process is as follows:

First, in the breadth of opportunities for the implementation of personal developmental education in pedagogical technologies. The Law on Education and the National Training Program pay special attention to the implementation of developmental education.

Second, pedagogical technologies provide an opportunity to widely introduce a systematic approach to the educational process.

Third, pedagogical technology encourages the teacher to pre-design the technological chain, from the objectives of the educational process to the establishment of a diagnostic system and control over the process.

Fourth, because pedagogical technologies are based on the use of new tools and information methods, their application ensures the implementation of the requirements of the "National Training Program".

RESEARCH RESULTS AND DISCUSSION

Teaching sciences requires the teacher to use pedagogical technologies based on logical methods. Because in order to master the basics of science, the student must have a deep understanding of the essence of abstract concepts, (categories), which is achieved, first of all, by the teacher's ability to apply pedagogical technologies in the classroom using logical methods. Problem-based learning is one of the most effective technological methods of teaching social sciences in higher education, as well as meeting the standards of higher education. This teaching is essentially a system of rules based on the use of logical methods, which activates the interest of students in learning, develops in them the ability to think creatively, independently. At the heart of problem-based learning is the principle that the educator creates new knowledge by students to solve problem-solving situations and manage

the learning process in this direction. Creating a problem situation is a necessary condition for developing students' interest in science. A number of interactive methods can be used to organize a problematic situation, one of the most effective of which is the "mental attack".

This method is aimed at finding a solution to the problem, in which logical methods, in particular, define and divide the concept, generalize and delimit, formulate questions, debate, etc. have a theoretical and methodological status. The results of pedagogical practice show that the formation of interest in science is largely determined by the degree to which the educator passes the first lecture on "The role, themes and tasks of philosophy in society." After all, the student learns the specific worldview of philosophy, its methodological significance for the life of each person only with a deep understanding of the issues of this topic.

It is advisable for the educator to begin by reviewing the first issue in the plan after the students have written down the topic issues and key terms, starting with the organization of the problem situation. In doing so, he can apply the "Brainstorming" method to the audience by asking the following questions: "Are you familiar with the concept of pedagogical technology, and if so, how do you understand it?" serves to form, to form the initial psychological orientation directed.

The first issue of the topic, described in the above way, should be discussed in the seminar using interactive methods called "Synchro", "Categorical commentary", which also requires reliance on logical methods of defining and knowing the concept. Syncline (French five) is a method of expression in the conclusion (five phrases, sentences), in which the logical method of defining the concept is based on the principles.

The synchro method is based on the following rule:

- 1) The first line, including the content - the basic term (concept), the essence of which is defined.
- 2) The sentences in the second and third lines indicate the important features of the base term.
- 3) In the fourth sentence its definition, description is given.
- 4) The fifth sentence contains a single synonym that expresses the essence of the base term.

CONCLUSION

Based on the above, the following conclusions can be noted:

1. Logical laws, rules and methods serve as effective tools for the application of new pedagogical technologies in teaching science.
2. An important aspect of a teacher's pedagogical skills is that he has certain logical knowledge and the ability to apply them in practice.

Pedagogical technology is not a technical tool used in the process of preparing students for professional activity, but the main basis of pedagogical technology is a collaborative activity used to achieve goals in the educational process and a factor that guarantees a positive result.

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