PERSON-CENTERED EDUCATIONAL TECHNOLOGIES AS PEDAGOGICAL TECHNOLOGIES: THE CONCEPT OF "PEDAGOGICAL TECHNOLOGY" FEATURES OF SOCIAL TECHNOLOGIES

Nazarova Farida Abdurakhimovna
Researcher of Tashkent State Pedagogical University

ABSTRACT

Technology is usually referred to as the process of processing a raw material to obtain a product that has the properties ready to 'exit'. The encyclopedic dictionary gives the following definition "technology is a set of methods of processing, preparation, and modification of the state, properties, shape of a raw material, material or semi-finished product, carried out in the production process" (140, 1338).

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The technologies developed and utilized by humans can be divided into two types: industrial technologies and social technologies. Definitely, social technology is important for us.

This is how we define social technologies: human is its first and final result, and main parameter that undergoes change is one or more properties of the technology.

The principal difference between social technologies and those used in production (industrial technologies) is that industrial technology consists of a clearly defined set and sequence of clearly selected technological processes and operations. Replacing one process with another, as well as changing the order of the process, leads to a change in efficiency or a complete cessation of the processing.

Social technologies are far subtle, but not as strictly defined. Even the most effective process or a certain sequence of activities cannot guarantee the teacher the full achievement of the expected result. Man is an extreme multifactorial system, to which there are many external influences; their strength and direction are different, and sometimes even opposite. For this reason, it is difficult to predict the effect of this or that. Therefore, social technology, like industrial technology, cannot be called a "strictly defined set of clearly selected processes".

Social technologies are more complex in terms of organization and implementation, that is, are more adapted to the desired conditions. It can be said that social technologies are technologies with a higher level of organization. While industrial technology is a clearly selected chain of natural processes, social technology is a specially organized complex of different measures aimed at achieving a single goal, applied in different sequences and levels.

Pedagogical technology can be expressed in the following definition as a general concept: it is a scientifically justified choice made by the teacher in the process of interaction with children for the purpose of absolute human development as a subject of the nature of influence, environmental reality. Pedagogical technology is a kind of projection of the theory and methodology of education focused on the educational practice at one point (shorter), less

difficult in terms of methods, individualized due to the diversity of personal characteristics of the student and teacher (35).

At the same time, if we pay attention to the roots, which come from the Greek language, it is intended for a more universal use: "technos" - art, "logos" - doctrine.

Pedagogical technology defines the system of professionally important skills of teachers in the organization of influence on pupils, offers a way of understanding the technological nature of pedagogical activity.

A.S. Makarenko freely used the terms "pedagogical technique" and the concept of "pedagogical technology" in his works. As he points out, a period is important in the work of education (upbringing), in which success depends only on the skill and diligence of the teacher: "educational work is a craft, and in the production of handicrafts the work of education is a remnant".

The phenomenon of technology is based on the theory and experience of A.S. Makarenko. He saw pedagogical technology and the skill of the teacher not only as the moral preaching, and not only as "technological logic" - a set of tools and methods of the pedagogical process, but also a universal tool intended for all (68; 368-369).

Currently there is no single concept of pedagogical technology in the science of pedagogy, so this concept is interpreted differently by different authors (7; 8; 11; 23; 24; 34; 35; 44; 50; 51; 59; 62; 65; 90; 92; 99; 106; 130; 131; 137; 166).
   • Technology is a set of methods used in any work, skill, art (explanatory dictionary).
   • Pedagogical technology is a set of psychological and pedagogical institutions that define the forms, methods, techniques, a special set and arrangement of educational tools; it is a good organizational and methodological tool of the pedagogical process (B.T. Likhachev).
   • Pedagogical technology is content techniques for the implementation of learning process (V.P. Bespalko).
   • Pedagogical technology is a description of the process of achieving the planned learning outcomes. (I.P.Volkov).
   • Technology is a set of art, skill, qualification, processing methods, change of the situation (V.M.Shepel).
   • Educational technology is an integral procedural part of the didactic system (M. Choshanov).
   • Pedagogical technology is a well-planned model of all the details of collaborative pedagogical activity on the design, organization and conduct of the learning process to ensure a comfortable environment for students and teachers (V.M. Monakhov).
   • Pedagogical technology is a systematic method of creating, using and defining the whole process of knowledge acquisition, taking into account technical and human resources and their interaction, the task of which is to optimize forms of education (UNESCO).
   • Pedagogical technology means the systematic collection and order of application of all personal, instrumental, methodological tools used to achieve pedagogical goals (M.V.Klarin).
   • Pedagogical technology is an interconnected system of actions of the teacher aimed at achieving the identified goal, with high efficiency and manageability, which contributes to the planned and consistent implementation of the pre-designed pedagogical process in practice.

The most acceptable for us are the interpretations of V.P. Bespalko, M.V. Clarin, B.T. Likhachev, and V.M. Monakhov (7; 8; 50; 65; 137).

T.I. Ermolaeva and L.G. Loginova believe that technology in a broad sense is a science of the laws of operation of any complex system (production, society, education, etc.).

It encompasses three main components of the concept: informational, instrumental, and social. They are all organically connected. The replacement of one of them necessitates the replacement of the other two.

• The informational part or ideology includes the basic principles of the system: these principles should be scientific, comprehensible, prospective, consistent, and practical, etc.

• The instrumental part is to determine the diversity of resources (from material and technical resources to human resources) required for the implementation of the project.

• Requirements for the social unit or personnel and the ideology known to them as implementers of selected tools and resources.

The authors distinguish the following as serious criteria for the use of technologies used in the pedagogical process: optimization, diagnostic goal setting, economy, efficiency, integrity, manageability, consistency, correction, reconstruction. (35).

According to G.K. Selevko (130; 131) the concept of "pedagogical technology" can be presented in three ways:

1. Scientific: pedagogical technology is a part of pedagogical science that studies and develops goals, content and methods, and designs the pedagogical process.

2. Procedural-descriptive: a description of the process (algorithm), a set of goals, content, methods and means of achieving the planned results of education.

3. Procedural-practical: implementation of technological (pedagogical) process, availability (functioning) of all personal, instrumental and methodological pedagogical tools.

Thus, pedagogical technology functions both as a science that explores more rational ways of education, as a system of methods and principles used in education, and as a real educational process.

In the concept of G.K. Selevko, pedagogical technology is used as three hierarchically interdependent levels (for the educational process):

1. General pedagogical level: general pedagogical (general educational) technology characterizes the whole educational process in the region, in the educational institution, at a certain stage of education.

2. Special methodical level: special methodical pedagogical technology is used in the sense of "special methodology", i.e. in the sense of a set (teacher, method of work) of methods and means of realization of the certain content of education within a certain subject, class, and teacher.

3. Local (modular) level: local technology is the technology of separate parts of the educational process, the solution of specific educational tasks (technologies of certain types of activities, the development of personal qualities, etc.).

The author emphasizes that pedagogical technologies at the private-subject and local levels are almost completely covered by the concept of methodology; the only difference between them is in the location of the accents. While technologies show more procedural, quantitative, and accounting components, methodologies - content, purpose, quality, and variability - show more oriented aspects.

Technology differs from methodologies in its re-creation, stability of results, and absence of many 'ifs' (if the teacher is talented, if the children are talented, etc.). Mixing of technology and methodology leads to the fact that sometimes methodologies are part of technology, and

sometimes, conversely, this or that technology is part of teaching and learning (upbringing) methods.

A **comprehensive approach** to the concept of pedagogical technology is reflected in the conceptual rules of V.M. Monakhov:
• The designed technology must meet the requirements of systemicity, structuredness, recyclability, planned efficiency, cost-effectiveness.
• Every teacher creates authorial pedagogical technology while creating his / her pedagogical activity.
• The choice of technology is based on the principle of the school, the individual teacher, the technological approach to the design of activities, the optimal balanced use of traditional educational resources.
A number of scientists (B.Blum, D.Bruner, G.Gays, V.Koskarelli, D.Keroll, D.Hamblin, Yu.K.Babanskiy, V.P.Bespalko, P.Ya.Galperin, L.Ya.Zorina , M.V.Klarin, A.M.Kushnir, V.D.Simonenko, N.F.Tadizina, M.A.Choshanov, N.E.Shchurkova, etc.) describe the harmful features of pedagogical technologies, the most important of which are:
• Technologies are developed in accordance with a specific pedagogical idea, which is based on the methodological, philosophical position of the author;
• Technological chain of pedagogical actions, operations, and communications is built in accordance with the target institutions in the form of concrete expected results;
• Technology involves the interaction of teachers and students on the basis of agreement, taking into account the principles of human and technical capabilities, individualization, differentiation, optimal realization of dialogic dialogue;
• Elements of pedagogical technology, on the one hand, can be recreated by any educator, on the other hand, to ensure that all students achieve the planned results;
• Diagnostic procedures, including performance criteria, performance indicators and instrumentation, are an integral part of pedagogical technology.

According to G.K. Selevko, any pedagogical technology must meet certain basic methodological requirements (technological criteria):
1) Conceptuality. Each pedagogical technology must be based on a concept, which includes a philosophical, psychological, didactic and socio-pedagogical basis for achieving certain scientific and educational goals.
2) Systematicity. Pedagogical technology must have all the features of the system: logic of process, interdependence of all parts, integrity.
3) That Could be Managed. Diagnostic goal involves the ability to set goals, plan the design of the educational process, design, step-by-step diagnosis, and the choice of tools and methods to correct the results.
4) Efficiency. Modern pedagogical technologies must be effective in terms of results and optimal in terms of cost, guaranteeing the achievement of a certain level of education.
5) That Could be Re-created implies the use (repetition, re-creation) of pedagogical technology in other educational institutions of the same type, by other subjects.

The author points to its effectiveness and efficiency as the main criterion for evaluating pedagogical technology (130; 131).

As we understand it, pedagogical technology is a semantic generalization that includes the content of all definitions by different authors. As a working definition we use the following generalized option: **pedagogical technology** is a model of joint pedagogical activity on the design, organization and conduct of the educational process; is a system of personal,

instrumental and methodological tools used to achieve pedagogical goals, providing a certain result of work and reproduction

1.1.1. Person-centered educational pedagogical technologies
Educational pedagogical technologies have their own characteristics. "Any activity can be either technology or art," says V.P. Bespalko, "art is based on intuition, and technology is based on science. It all begins with art, and then ends with technology, so that it all begins again" (p. 8; 5).

Educational pedagogical technology is understood by modern scholars as "a component of pedagogical skill in the context of the child's interaction with the world, consisting of a scientifically based choice of operational impact in order to shape the attitude to the world, combining socio-cultural norms with freedom of expression". (p.70; 347-348).

Based on this definition, we propose the following working definition of educational pedagogical technology: a component of pedagogical influence consisting of a scientifically based choice of operational interaction in order to form a relationship that combines the socio-cultural norm with the freedom of expression of the educator and the child.

S.D. Polyakov describes educational technology as a system of methods aimed at solving specific exemplary pedagogical tasks (technology of organization of collective planning, technology of communication with students, technology of pedagogical diagnostics).

Technology is a relatively complete part of the methodology of education (its unit) and at the same time, as an action, an independent phenomenon that can enter into different methods (for action - different activities). The status of technology increases when the tasks it solves are relative to the determinant for the educator's activity and its motives. In this case, the technology becomes a pedagogical methodology. (104).

According to L.I. Malenkova, in modern educational practice there are cases of confusion of the concepts of "methodology of education" and "technology of education". In his view, the methodology of education means the use of a set of methods and techniques to achieve the purpose of education. The scientist defines technology as a system of methods, techniques and tools applied in accordance with a specific pedagogical paradigm, the logic of its goal and the principle of educative action (70).

In our opinion, the concept of **educational methodology** is broader and richer than that of **pedagogical technology**; the methodology is then distinguished by its unique ideological, valuable content, strategic and tactical perspectives, which can be detailed in strict accordance with the conceptual approaches of this methodology and algorithmized in several pedagogical technologies. For example, collective creative activity (CCA) is basically a different level of technology from commune meetings to CCA. In the field of pedagogical support, methods of supportive behavior of the teacher, on the basis of which tactics of pedagogical support as a pedagogical phenomenon close to pedagogical technology have been developed.

The content of **person-centered pedagogical technologies** should include everything necessary for the development of a personality, at least the followings are mandatory: axiological, cognitive, creative with activity and personal components.

• The purpose of the axiological component is to introduce the reader to the world of values and to help him/her choose value orientations, a system of personal meanings of personal content.

• Cognitive component provides them with scientific knowledge about man, culture, history, nature, nosphere as the basis of spiritual development.

• Creative component with activity helps students to form and develop a variety of activities, creative abilities, necessary for self-reading in cognitive, labor, artistic and other activities.

• The personal component provides the development of self-knowledge, reflexive abilities, self-management, self-improvement, spiritual and self-determination in life, and forms a personal position.

The personal (not traditionally cognitive) component is considered to be a system-builder in the context of a person-centered educational pedagogical technology.

S.V. Kulnevich explains person-centered content is it requires adequate pedagogical technologies for its implementation. Their characteristic features are: cooperation, dialogue, active-creative character, focus on supporting the individual development of the child, giving him/her the necessary space, independent decision-making creativity, freedom to choose the content and methods of behavior, joint creativity of teacher and student.

Exactly the same content should be taken as strategic guidelines for modeling educational technologies, otherwise they may not respond to a person-centered definition.

The concepts of *pedagogical technology*, *educational pedagogical technology*, *person-centered educational pedagogical technology* presented in the theoretical part of the research, in our opinion, do not have close meanings, but a hierarchically built system, in which each former concept is an important component of the next. Based on the conclusion made, we propose the second version of the definition of concepts given earlier.

Pedagogical technology is a model of collaborative pedagogical activity aimed at achieving diagnostic targets, which can be re-created and managed, facilitating the planned and consistent implementation of a pre-designed pedagogical process.

Educational pedagogical technology is a model of joint pedagogical activity aimed at achieving diagnostic educational goals, which can be re-created and managed, has positive educational effect, a certain attitude to the environment, the formation of socially acceptable behavior, designing, organizing and conducting the educational process.

Person-centered pedagogical technology - model of joint pedagogical activity on designing, organizing, conducting educational process aimed at achieving diagnostic educational goals, that can be re-created and managed, which has positive educational effect on and contributes to the personal development of the pupil, which contributes to the formation of a certain attitude to the environment, socially acceptable behavior, positive changes in the personality of each participant, the assimilation of certain socio-spiritual values.

In the process of modeling person-centered educational pedagogical technologies, it is important for us: the organization and management of these processes which are based on a certain pedagogical framework:

1) person-centered educational pedagogical technologies, information base of their concepts, algorithm, and methodical support bank (package);

2) criteria for selection and evaluation of the effectiveness of person-centered educational pedagogical technologies;

3) mechanisms of introduction (use, introduction, mastering, improvement) of the person-oriented educational pedagogical technologies in real educational process.

Pursuant to these rules, we set the development of person-centered educational pedagogical technologies, criteria for their effectiveness, as well as classification on various grounds as strategic and tactical goals.