TECHNOLOGIES, LEVELS, FORMS USED IN THE SCIENCES OF PEDAGOGY AND PSYCHOLOGY

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ABSTRACT
This article is written about technologies, levels, and forms used in pedagogy and psychology. The goal of introducing the valuable spiritual values of the past into the content of the new educational system and restoring some of them that have been forgotten or forbidden is not to bow down to the past, but to reach a new level of development by relying on it and using it creatively. thought about.

Keywords: pedagogic ability, methodology, education, activity, result, ability.

Introduction
Pedagogical research is always specified in relation to the subject of a certain direction in teaching. As a result of pedagogical research, the main forms of innovation can be seen in non-standard solutions of everyday educational problems, methodologically and theoretically perfect development, invention and improvement of pedagogical methods and their effective use[10].

Pedagogical creativity is, by its essence, a professional, special expression of a person's creative work to create and improve new knowledge. At the same time, the process of control and evaluation affects the enrichment of the student's knowledge, their personality development and education.

Analysis and Results
The science of pedagogy emphasizes that there are 3 tasks of timely monitoring and evaluation of knowledge:

1. Based on the results of learning control and assessment, a conclusion is made about how the state educational standards are being fulfilled and the tasks are determined[1].

2. As a result of monitoring and evaluation of knowledge, students' knowledge expands further.

3. Good results in the field of education have a positive effect on the education of young people. They have a high spirit, self-confidence and interests[11].

"We all understand well that education is the most important priority issue of any country and society, which solves not only today, but also tomorrow. Therefore, in our country, a huge opportunity is being focused on this issue at the state level.

Educational technology is used to define the scientific aspect of pedagogical technology. This is a systematic way of creating, applying and defining all processes of teaching and knowledge acquisition, taking into account technical and human resources and their cooperation, which sets the task of optimizing educational forms[2].

The Russian scientist V.P. was one of the first among the CIS countries to scientifically justify the need to introduce pedagogical technology into the educational process. Bespalko gives the following definition: "Pedagogical technology is the project of a pedagogical system that can be put into practice." is a process project".

The following important principles can be distinguished from this definition:

• Pedagogical technology is designed to form certain elements of social experience in students[12];

• Implementation of the technology does not require great skill from the teacher;

• The final result is definitely guaranteed.

According to T.S. Nazarova: "Pedagogical technology is a set of methods and tools used in the educational process to achieve the educational goal."

According to the definition approved by the prestigious UNESCO organization, "Pedagogical technology is the identification, creation and maintenance of all processes of teaching and knowledge acquisition, taking into account technical means, human potential and their influence in order to optimize the forms of education. It is a systematic method of application[13].

The German scientist Kurt Lewin, the Swiss psychologist Jean Piaget in the 40s of the 20th century, while studying the psychological nature of the majority reaching a single decision in a group, noted the importance of pedagogical technologies[3]. According to American scientists Benjamin Blum, Levi Strauss, John Moreno, "...pedagogical technology is the clarification of educational goals in the form of observable, measurable actions of students based on the target standard."

Russian scientist N.V. Kuzmina emphasizes that the pedagogical system consists of interrelated elements subordinated to the goal of education and training[14].

A group of Russian scientists consider that "pedagogical technology is an objective process and it is one of the conditions for raising education to an evolutionary stage in order to solve new qualitative problems."

One of the Russian pedagogues, V.M.Monakhov gives the following definition of pedagogical technology: "Pedagogical technology is a system of orderly actions that lead to pre-planned results and must be carried out" increases the resilience and stability of the pedagogical process, and frees him from the subjective characteristics of the executor of this process[15].

According to Uzbek scientist N. Sayidakhmedov: "Pedagogical technology is the process of influencing students by the teacher (educator) with the help of teaching (educational) tools and forming predetermined personal qualities in them."

In today's rapidly changing social, information and technological conditions, it is difficult to imagine the development of the state and society without the development of education. In this regard, it is the need of the hour to train students of elementary and pre-school education in higher educational institutions as well-educated, independent, logically thinking, mature personnel with moral and ethical qualities. This requires a thorough study of pedagogical and information technologies, interactive methods, forms and tools, and approaches to the pedagogical process in the theoretical and practical lessons[4].

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Currently, there are mainly traditional and non-traditional (modern-systematic, technological, research-creative) approaches to education. So, what is the difference between traditional and non-traditional approaches to education?

The main feature of the traditional approach is that the teacher speaks and explains certain information, and the student keeps this knowledge in his memory. In this case, the concept of "knowledge" is understood in the sense of information stored in memory. The student's level of knowledge is determined by the answer to the question about this information in the exam. This knowledge can be superficial and it is not stored in the memory for a long time. It is difficult to form a clear idea about the level and quality of the student's learning. Before talking about the systematic approach, let's stop at the concept of "system". The word system means a structure, a thing made up of parts, a connected thing or an event. Concepts such as cybernetic system, information system, system of social relations, action system, pedagogical system are also used. "The systematic approach has a universal description as a methodology of scientific knowledge and a direction of pedagogical practice, it is widely used in pedagogy, and education should be considered as a pedagogical system[5]."

The systematic approach is close to the analysis performed according to the task of structure. The object of systematic analysis is a whole thing or phenomenon (system),

which refers to various parts of the object, the interdependence of parts, the boundaries of the system, and the relationship of the system with the environment[17]. A set of principles is used in the systematic approach, which creates an opportunity to achieve high results in research and practical activities. M. Ochilov includes the following among such rules and principles:

- Moving from abstraction to clarity;

- Unity of analysis and synthesis, logic and historicity;

- Variety of connections and interactions in the object; unity of ideas about the structure-functions and origin of the object, etc.

The technological approach to educational work implies the following:

• Dividing and dividing the study-teaching process into interrelated stages, phases, actions[18];

• To coordinate, sequentially, step-by-step actions to achieve the expected result from education;

• To carry out all planned works and actions at the same time.

Such an approach is mainly characteristic of reproductive education, and reproductive education is to perform an action in typical situations based on previously learned rules[6].

For the reproductive level, education in the method of pedagogical technology is organized as a repetitive conveyor process, the expected result of which is clearly defined. The educational material is reorganized and developed in accordance with the clearly expressed educational goal.

It is divided into separate parts (parts, modules), alternative ways of teaching the educational material are provided, the study of each part is controlled by tests or other means, and errors and shortcomings are corrected[19].

This method is more effective in acquiring the necessary minimum of knowledge, skills and qualifications. The use of technological approach guarantees the achievement of educational goals. The purpose of the research-creative approach of education is to develop the student's ability to solve a problem, to acquire new knowledge independently, to find new methods of action, to show personal initiative, creativity, and activity. In the research approach, the pedagogue guides the student's learning activities in a stimulating way, supports the child's personal initiative, cooperates with the child, puts his thoughts and interests in the forefront[20].

One of our pedagogic scientists M.Ochilov comes to the following conclusion as a result of his research in the field of pedagogical technology: "Pedagogical technology taking into account the interaction of human potential and technical means to facilitate the forms of education based on systematic, technological approaches,

guaranteeing the result and objective evaluation is a set of methods and methods used in the processes of teaching and knowledge acquisition, clarifying educational goals[21]. As we can see, there is still no consensus on the definition of "pedagogical technology". During practical activities, students develop communication skills, independent decision-making, management, drawing conclusions, and creativity[7]. In our opinion, pedagogical technology is a set of educational processes, educational methods, tools, forms, relationships between a teacher and a student, and requires a systematic, technological approach to the educational process and it reflects important features such as clarifying educational goals, guaranteeing the result, and objective evaluation. It is known that in a traditional lesson, the teacher is at the center of the educational process. Therefore, sometimes the traditional lesson is called a teacher-centered teaching method[22].

Non-traditional models of education can be divided into 3:
• Cooperative teaching model;
• Modeling;
• Research model of learning.

These models are mainly focused on the personality of the student, and they are called student-centered educational models. Modeling is a method of creating a condensed and simplified view (model) of events and processes occurring in real life and in society in the classroom and providing students with personal participation and learning through activities[23].

Collaborative learning model is a method that allows students to learn by working in independent groups.

The research model of learning is a method that allows students to conduct independent research aimed at solving a specific problem.

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At a time when our country is rapidly developing on the path of innovative development, it is necessary to comprehensively support the creative ideas and creativity of young people, to form their knowledge, skills and qualifications, and in this way to study international experiences, to comprehensively compare the existing system. We must also emphasize that analysis is important[26].

Conclusion/Recommendations

Pedagogical technologies expand the capabilities of the pedagogue and save time. It allows the professor-teacher to easily manage the lesson during the training process, and determines the content and essence of the education along with making him active. Including:

- The strength of educational motives is determined by the student's desire to overcome difficulties in the way of learning.
- The teaching process consists of the interaction of the pedagogue, learner and teaching tools.
- The teaching process consists of the mutual influence of the pedagogue, learner and teaching tools, and the capabilities of modern information technologies allow to assign part of the tasks of the teacher and learner to the teaching tools.
- Pedagogical technologies ensure the convenience of classes. It provides an opportunity to continuously monitor the student's mastery of educational materials, control, and make corrections if necessary[9].
- By using pedagogical technologies in education, the methods of teaching and acquiring knowledge related to speech, words, and sound are second in line, and teaching with images, shapes, colors, visual displays related methods begin to take precedence.

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