

Classification Of Modern Pedagogical Technologies And Their Specific Features

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Abstract

This article systematically analyzes the theoretical and methodological foundations of modern pedagogical educational technologies, their role and significance in the pedagogical process, and their classification. In the course of the research, the content of personally oriented, activity-based, competency-based, interactive, information and communication technologies, and values-oriented educational technologies is revealed, and their specific features are scientifically substantiated. It also highlights the pedagogical possibilities of these technologies in the effective organization of educational activities, the development of professional and pedagogical competencies, the formation of social activity, responsibility, and spiritual and moral qualities in future teachers. The article also analyzes the role of pedagogical conditions and methodological support in the process of introducing modern educational technologies into practice, and scientific and practical conclusions are given on their effective use in the system of training future teachers.

Keywords: educational technologies, modern pedagogy, person-centered education, competency-based approach, interactive methods, future teacher.

Relevance of the work. In the current era, modern social conditions require constant improvement of the educational process and updating of pedagogical activities based on innovative approaches. Today's advanced educational technologies are aimed at developing students' abilities to adapt to rapid social changes, think creatively, make independent decisions and create innovations. Therefore, the development of intellectual and creative competence in future teachers, along with educational technologies, is one of the most important and relevant areas of modern pedagogical science.

In recent years, systematic work has been carried out in the country to improve the quality and efficiency of the education system, to form modern knowledge and skills in kindergarten students, schoolchildren and students, to ensure close cooperation and integration between education systems and the field of science, and the continuity and continuity of education[1].

The goals and objectives of the study: to classify modern pedagogical educational technologies and analyze their specific features from a scientific and theoretical perspective.

- To clarify the concept of educational technologies;
- To identify the main types of modern educational technologies;
- To describe their pedagogical capabilities.

In modern pedagogical literature, educational technologies are interpreted as systematic activities aimed at the development of the individual, ensuring the achievement of pre-designed and guaranteed pedagogical results. In particular, G.K. Selevko defines modern educational and upbringing technologies as a set of methods, tools and organizational forms that serve to optimize the pedagogical process, reveal the individual capabilities of the individual and ensure pedagogical cooperation. He notes that personally oriented and activity-based technologies play an important role in developing independent thinking, self-

awareness and social adaptation skills in learners[2].

In today's educational process, educational technologies serve to comprehensively develop the individual, increase social activity, instill national and universal values, as well as form professional and pedagogical competencies in future teachers. Modern pedagogical technologies differ from traditional educational methods in that they are focused on the individual, ensure active participation and independent thinking of the learner [3].

The theoretical basis of competency-based educational technologies is widely covered in the studies of I.A. Zimnyaya and A.V. Khutorskoy, which substantiate the need to form social, communicative and spiritual-moral competencies in a person as the main result of the educational process. The authors note that the stability and effectiveness of the educational impact are ensured only when the integral unity of knowledge, practical skills and personal relationships is ensured in the educational process. Therefore, modern educational technologies are characterized by result-orientedness, integrativeness and reliance on reflexive activity[4].

1. Person-oriented educational technologies

These technologies are based on taking into account the individual abilities, needs, interests and psychological characteristics of the learner. In the educational process, a favorable pedagogical environment is created for the individual to express himself, make independent decisions and develop himself [5].

Distinctive features:

- priority of the learner's personality;
- individual approach and differentiated education;
- development of self-education skills;
- the primacy of cooperative relationships between teacher and student.



2. Activity-oriented educational technologies

These technologies provide for the achievement of educational goals by involving the student in various social, creative, project and practical activities. In the process of activity, social responsibility, teamwork and initiative qualities are formed. An important feature of practice-oriented education is the motivation of educational and cognitive activity, the purpose of which is to develop the readiness of future specialists for professional work at a qualified level. The acquisition of professional skills begins with the implementation of laboratory and practical work in general technological disciplines, aimed at individual research activities, which allows students to consolidate theoretical knowledge and acquire practical skills in analyzing various situations and circumstances, justify and select methods and methods for solving them, and independently organize their actions[6].

Distinctive features:

- ensure active participation in the educational process;

the priority of collective and group forms of work;
based on real-life situations;
development of social competencies.

3. Competency-based educational technologies

These technologies are aimed at the formation of spiritual and moral, civic, communicative, social and professional competencies in students. The educational process is not limited to the provision of knowledge, but also involves preparing them for application in real life situations.

The foundations of the competency-based approach to the educational process were formulated in the works of L.O. Filatova.

- Competence includes not only the intellectual element, but also the development of skills.

- Competence includes not only the cognitive and operational-technological component, but also motivational, behavioral, social components. It includes educational results, that is, skills and knowledge, a person's value system, preferences, etc. [7].

- Competence involves the use of existing knowledge and skills in a specific situation where they can be useful.

- This concept includes the main essence of education, its result ("output standard").

- In the educational process, it is necessary to determine the basic skills of the learner.

- Competencies arise not only in the direct educational process, but also under the influence of the environment, that is, under the influence of the formal, informal and non-formal environment.

4. Interactive educational technologies

Interactive technologies organize an educational process based on dialogue, discussion and cooperation between the teacher and the learner. These technologies increase the thinking activity of the individual.

Distinctive features:

creation of a dialogical environment;

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work on the basis of problem situations;
widespread use of debates and discussions;

development of critical and creative thinking.

5. Educational technologies based on information and communication technologies

In the digital educational environment, the use of various electronic resources, platforms, social networks and online communication tools is of great importance in the educational process.

Distinctive features:

- the use of distance and blended forms of education;

- the formation of media and information culture;

- ensuring the continuity of educational impact;

- the development of students' digital competencies [5].

6. Values-oriented educational technologies

These technologies serve to form national and universal values, patriotism, tolerance, humanity, and spiritual and moral education.

Distinctive features:

- the priority of spiritual and moral education;

- reliance on national traditions and customs;

- the formation of social responsibility and civic position in the individual;

- the harmony of the content of education with the cultural context.

Conclusion. In conclusion, it was proved that innovative, interactive, person-oriented and information and communication technology-based approaches used in the educational process serve to increase the activity of students, develop independent thinking, and form a socially active, spiritually mature personality. Also, the flexibility, result-oriented nature of modern educational technologies, and strengthening cooperation between the teacher and the student were identified as

their important distinctive features. As a result, it was concluded that the systematic and targeted use of modern pedagogical technologies in the educational process significantly increases the effectiveness of educational work in educational institutions.

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