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THEORETICAL METHODOLOGICAL FUNDAMENTALS IMPROVING PEDAGOGICAL TERMS OF IMPLEMENTATION OF AUTHOR TECHNOLOGIES

Abstract: *The article discusses the identification of theoretical foundations of comparative pedagogical studies of education systems in Uzbekistan and foreign countries, analyzes overseas theories. Research in the field of comparative pedagogy aimed at studying the state, models and trends in the development of pedagogical theory and practice of upbringing and Education in different countries of the world and in different historical era, the definition of forms, ways and borders of the transfer of international experience in pedagogical and school practices predicting future models of education. Currently, the reform of secondary education in Uzbekistan implements more individual ideas and democratization of education, as well as a distinctive feature of Uzbek schools, is legally approved by the right to transition of students from one school to another depending on their abilities.*

Key words: *Comparative pedagogy, Internationalization, science, education, training, development, comparative education, school education.*

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Introduction

It is very important to reform the national education system, to unite it to the global network, practice modern education, and analyze the processes in the field of education abroad.

The development of all sectors of the society requires constant analysis of the processes that occur abroad, the interrelation of their interdependence. This task is resolved by pedagogical sciences - comparative pedagogy, which studies its state, samples and trends.

In the development of education systems compared to different countries and the countries of the world. A large component of pedagogy. If objective reality is characterized by a clear specific feature of pedagogical activity, the scientific direction is divided and develops and requires forms of scientific approaches, generalization of teaching methods and knowledge.

The theoretical level of pedagogical knowledge in the muse of comparative pedagogy is the theory that describes universal reality in different countries of the world. This is based on fundamental theories that include the basic concepts of the pedagogy of education, education, teaching and development. At the Empirical level, comparative pedagogy studies educational practices in different countries around the world.

Analysis of the relevant literature

Development of technology is a professional work that requires knowledge of patterns from different areas of science, designer skills, painstaking experimental verification.

To understand the difficulties and difficulties of the conditions that the teacher to overcome the teacher in the development of author technology, we give nine

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stages or "the components of any pedagogical technology", allocated by V. P. Webalko:

1. Analysis of future student activities.
2. Determination of the content of learning at each stage of learning.
3. Check the degree of load of students and the calculation of the required time at a given method of building a learning process.
4. The choice of organizational forms of training most favorable to implement the intended pedagogical process.
5. Preparation of materials (texts, situations) to implement the motivated component of the pedagogical process.
6. Development of a system of exercises aimed at mastering items with specified quality indicators.
7. Development of materials (tests) for objective control over the quality of learning knowledge and actions, respectively, learning and criteria for assessing the degree of absorption.
8. Development of the structure and content of training sessions aimed at an effective solution of educational and educational tasks, planning classes and home independent work of students.
9. Approbation of the project in practice and verify the completion of the pedagogical process.

Analysis and results

Each teacher brings something individual to the pedagogical process. Therefore, there are a large number of copyright technologies. In the development of copyright technologies in recent years, the following pedagogical trends are traced:

- an increase in the heuristic possibilities of traditionally used forms of training, an increase in the specific gravity of creative tasks, tasks, problem situations;
- a flexible combination, integration of various forms of learning;
- an increase in the specific gravity of independent work of students;
- Improving the technique of pedagogical cooperation;
- strengthening flexible combination of promising and operational control over academic activities in almost all forms of training;
- compaction of information, the presentation of the material by large blocks, especially theoretical;
- strengthening and interdisciplinary relations in the concepts, theories, practical skills and students' skills;
- strengthening the humanistic and humanitarian component of the author technology;
- Flexible combination and interconnection of advanced domestic and foreign pedagogical experience.

Author's pedagogical technology is a systemic aggregate and procedure for the functioning of well-known techniques and methods used to achieve

pedagogical objectives, which are structured and around some kind of most significant author's idea.

Since the author's pedagogical technology is related to the learning process - the activities of the teacher and students, its structure, means, methods, the structure of the author's pedagogical technology include:

a) Conceptual basis (description of ideas, hypotheses, technology principles, support for the previous scientific concept).

Most teachers, when developing their own, more flexible author technology, are not based on some one, but into several didactic (pedagogical) concepts, building them in view of the specifics and priorities of the tasks of learning, education and development of the individual.

b) meaningful part (general and specific learning goals, the content of educational material);

c) procedural part (technological process: organization of the educational process, methods and forms of educational activities of students, the activities of the teacher to manage the process of mastering the material, methods and forms of work in the teacher, diagnosis of the educational process).

The following distinguishing quality copyright qualities can be distinguished:

- innovation (the presence of original copyright ideas and hypotheses relative to the restructuring of the pedagogical process);
- alternativeness (the difference between any of the main components of the pedagogical process, goals, content, methods, means, etc. from traditional);
- conceptuality of the pedagogical process (awareness and use in the author's technology of philosophical, psychological, socio-pedagogical and other scientific grounds);
- systematicity and complexity of the pedagogical process;
- social and pedagogical feasibility (compliance of the objectives of the educational institution by social order);
- availability of signs or results that determine the reality and efficiency of the Authority technology.

One of their main requirements imposed on copyright pedagogical technologies is a guarantee of a sufficiently high level of learning quality. In addition, the author's pedagogical technology must meet the following requirements:

- Scientific base (support for a certain scientific concept of assimilation of experience, scientific substantiation of the process of achieving educational purposes);
- Systemity (the presence of all signs of the system: the logic of the process, the relationship of all its parts, integrity);
- controllability (the possibility of goaling, planning, designing the learning process, phased diagnosis, varying by means and methods in order to correct the results);

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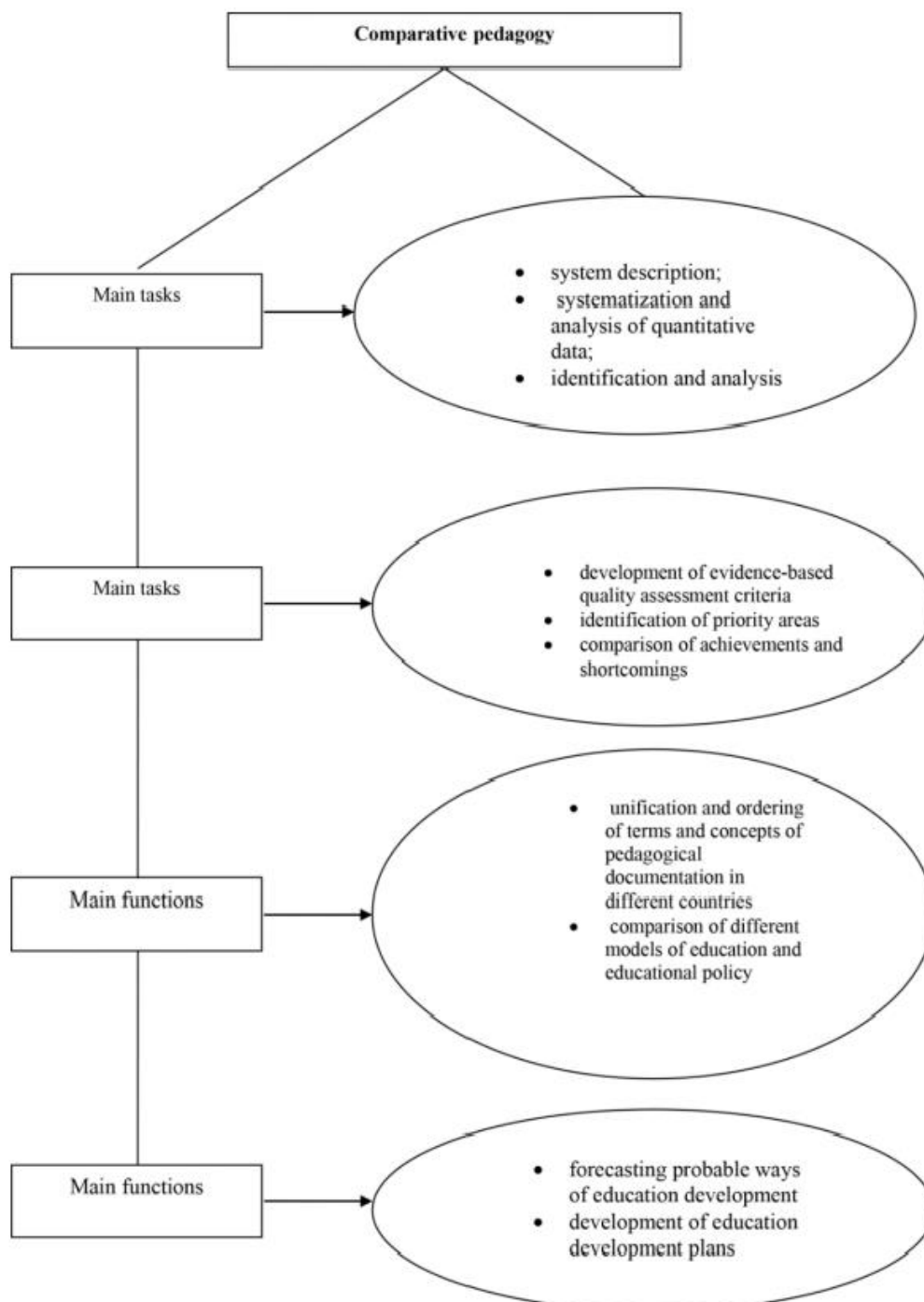
- reproducibility (the possibility of applying author technology in other educational institutions, other subjects).

Each author and the performer brings something individual to the pedagogical process. Therefore, in addition to the above pedagogical teaching

technologies listed above, there are a large number of copyright.

Any author technology relies on well-known techniques, methods, structures and organize them around some kind of most significant author's idea. We will illustrate this on the example of the author's learning technology V. F. Shatalova.

Figure 1. Tasks and functions of comparative education



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Training technologies V. F. Shatalova:

✚ The presentation of the theoretical material is carried out in a rapid pace and large blocks;

✚ use on the board when explaining the reference signals (schemes, symbol patterns, individual words);

✚ Detailed explanation by the teacher of the algorithm for solving a certain type of learning task; written, frontal repetition of material on supporting abstracts;

✚ fast, review repetition for 5 minutes significant by volume of educational material;

✚ general, frontal solution in conjunction with students of typical tasks;

✚ Check by a chain (a student who first decided the task, checks the teacher, and each of the following is the previous student);

✚ relay testing (students should reproduce solutions to a certain number of typical tasks on the topic under study); Active mutual assistance (with a student who missed classes, someone from class students, well-learning the appropriate topic);

✚ a lesson of open thoughts (any student can make a small message, a report associated with the topic studied);

✚ A paired interconnect (students who receive for their answers "excellent" interview their comrades on the same issue).

1. Comparative pedagogy is subject to integration processes in education, a sign of which is development of research cooperation in the form of international associations for comparative education. Purpose of scientific associations:

- holding international congresses, conferences, colloquiums;
- publication of international journals, development of research partnerships;
- intellectual support for international initiatives such as science days, congresses, seminars, and various events;
- development of new means of scientific communication using information technologies.

2. New trends in the development of comparative research content—the breadth of research field: from study of pedagogical process in a particular educational institution to thematic global studies on the world history of education and different countries' pedagogical theories. The main trend in development of modern comparative pedagogical research is connection with other sciences: philosophy, anthropology, psychology, sociology, history, ethnology, economics, cultural studies, etc.

At the same time, philosophical positions of modern scientists are characterized by diversity (positivism, Marxism, postmodernism). Various

research methods are used — natural science, sociology, and Humanities. Change in methodology takes place in direction of transition from "single methodology" (study of one country-nation) to "General methodology" (study of a country-nation in the context of entire world space).

Research is related to the processes of modernization of socio-economic and sociocultural development. This is especially evident in the European region. And now, in the conditions of formed modernization, it is extremely important for the Republic of Uzbekistan.

“These purposes are the driving force of each project, and all efforts of its participants are bent on their achievement. The formulation of purposes should devote special efforts because success of all implementation half depends on carefulness of performance of this part of work. At first the most common goals are determined, and then they are more detailed, until going down on the level of most specific objectives, facing each participant of work.

In this case, work on the project will turn into step-by-step achievement of goals from the lowest to the highest, if there is not to regret time and efforts to goal-setting”.

The analysis of the research made it possible to conclude that value is not blind copying, but creative use of foreign experience in the practice of Uzbek schools and pedagogy, which is why research on comparative pedagogy is so important.

Comparative pedagogy, accumulating knowledge about the development trends of foreign educational systems, allows you to better understand priorities of domestic education, guide and predict their development. It provides a holistic view of modern education problems and shows how they can be resolved.

Conclusions and suggestions

Pedagogical conditions of interaction of legislative regulation and reform of education are: scientific concept almost of reforms, which provide the prediction of education system development and personality; peculiarities and actual practice; creating a flexible model of education as pedagogic interpretation of legal norms and relations.

Thus, the study of education system development of the Republic of Uzbekistan that if changes in the education system meet the needs of personal development the changed socioeconomic conditions, they are created for the effective influence of education system on functioning of various society institutions, since content and methods of work of all educational institutions most accurately meet with interests of society as a whole.

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