Methodology of Pedagogical Science and its Axiological Possibilities

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ABSTRACT: *Pedagogy is a fundamental and Applied Science. Fundamental and applied research is distinguished primarily by the fact that it expresses priority goals in itself. The strategic goal of Fundamental research is the creation of theories and concepts, the identification of laws and patterns, the systematization of the significance and characteristics of real objects. In the process of Fundamental research, theoretical models of objects are created. Fundamental research performs not only ontological, prognostic, but also methodological and heuristic functions, that is, it reveals new aspects of the problem that need to be investigated, and serves as the basis for the development of heuristic strategies and technologies of Applied Research.*

KEYWORD: *pedagogy, methodology, science, axiological possibility, education, pedagogical technology, pedagogical skills, pedagogical abilities.*

At the present stage of the development of pedagogical science, it is necessary to clearly define the methodology of pedagogical science as a system of private knowledge, not limited to solving special topical methodological issues. This ensures, first of all, the reliability of pedagogical theories, and on the other hand, the impossibility of organizing and conducting pedagogical research without methodological knowledge.

In the creative process, today different approaches to the methodology of pedagogical science, its subject are being developed, which we will try to briefly explain their essence.

The methodology as a separate science performs two functions: descriptive (representing) and percriptive (normalizing). The first-the one that seeks to theoretically represent the object, the next-creates conditions for obtaining a clear landmark for the researcher. The presence of these two tasks necessitates the separation of the pedagogical methodology into two groups – theoretical and normative.

The theoretical methodology of pedagogy can include: definition of the concept of "methodology"; general description of the methodology of science, its levels; methodological knowledge and activity as a system; sources of methodological support for research activities in the field of pedagogy; methodological analysis of the object and subject of pedagogical research.

The regulatory framework covers the following range of questions:

scientific substantiation of aspects of pedagogy different from other forms of spiritual transformation of objective existence;

determination of the correspondence of work in the field of pedagogy to the fundamental foundations of science;

accuracy of purpose; separation of a special research object; application of special methods and means of cognition; uniform application of terms;

systematization of pedagogical research;

the basis of the study: Problem, topic, its relevance, research object, subject, goals and objectives, hypothesis, circumstances to be protected, scientific novelty, scientific and practical significance;

composition and logical sequence of pedagogical research;

the system of pedagogical sciences, their interaction.

The directive and regulatory documents adopted on the research problem also directly form the normative basis of the methodology.

From a philosophical point of view, methodology is considered as a system of principles and methods for organizing theoretical and practical activities, as well as a doctrine (theory) about this system. More precisely, the methodology means the subject – the theory about the organization of activities.

It can be seen that this definition covers two aspects of scientific cognition – the system of knowledge and scientific and research activities. Or two types of activity – methodological research and methodological support are taken into account. If the task of the former clarifies the laws and directions of the development of pedagogical sciences, the principles of improving the quality and effectiveness of pedagogical research, the content of their concepts, then the second means the use of methodological knowledge in substantiating research programs and assessing their quality.

At the same time, it is unacceptable to replace pedagogical problems with universal ones. Because, while the first clarifies the question "How to apply methodology to pedagogy", the second – universal questions will focus on the yyechimi of general questions, such as the subject of pedagogy, its relationship with other sciences, the essence of education and upbringing.

The issue of improving the quality of training of pedagogical personnel is becoming the focus of attention of researchers in our republic and the world. This problem is closely connected with the modernization of educational content, optimization of technologies and methods of organizing the educational process. Their full resolution can only be achieved through the widespread introduction of more flexible and progressive approaches to the implementation of pedagogical research. In turn, the science of pedagogy, like other sciences, develops on the basis of new and new evidence, technologies that allow you to achieve high results. And for this it is required to rely on scientifically based research techniques. And the methods of scientific research, in turn, will depend on a complex of theoretical principles, which is called the concept of methodology.

The analysis of scientific work carried out in the field of pedagogical methodology shows the presence of different approaches to the concept of "methodology", as well as "pedagogical methodology". In pedagogical science, the gnoseological interpretation of the concept of methodology acquires greater priority. According to this approach, the concept of "methodology" is close in content to such concepts as "gnoseology" (science of cognition), "theoretical cognition". Proponents of this direction approach the issue unilaterally, interpreting the methodology only as a "doctrine of methods of cognition" or a process of cognition of phenomena. At this point, they ignore the fact that this concept is "the doctrine of methods of changing being" and limit the methodology to a gnoseological mold.

In the current period, when globalization processes are expanding and deepening, the opinion of the president of the Republic of Uzbekistan Shavkat Mirziyoyev at the 72nd session of the United Nations General Assembly on September 19, 2017 is extremely important that more than 2 billion representatives of the younger generation around the world have a significant place in the development of the president of our country said at this conference that "tomorrow of the planet, the well-being is related to what kind of person our children will mature as... In this regard, it is not for nothing that people, first of all, draw the attention of representatives of all UN member countries to themselves, while the conclusion that the formation and education of the consciousness and thinking of young people on the basis of enlightenment is the most important task.

Based on this necessity, this paragraph first focused on the essence of the concepts of "Axiology", "Value" and "Value system", and then highlighted the axiological possibilities of pedagogical and psychological sciences.

Axiology is the science of values and studies the ways in which a valuable attitude towards the universe and man is formed.

In pedagogical science there is a separate branch of science-pedagogical Axiology, which studies the educational and educational capabilities of values, and in recent years, special scientific research has been carried out in this direction.

In the "Explanatory Popular Science Dictionary of independence", the definition is given that "values are a set of people in society who have authority, attention, respect, prestige, significance, relationships, circumstances, material things and spiritual wealth."

"Spirituality: Explanatory Dictionary of basic concepts" is interpreted as "value is a component of the spirituality of Man and society, a concept used to express the value of events, phenomena, processes, circumstances, qualities, requirements and procedures in the universe."

The Encyclopedia "Upbringing" describes "value – a concept that applies to show the Universal, socio-moral, cultural-spiritual significance of certain phenomena in reality."

The scientist who started writing a teaching manual on the subject of pedagogical Axiology in our republic B.X.Khodjaev from a pedagogical point of view clarified the following specific aspects of the concept of value:

"The origin of the concept of value suggests that three main characters converge in it: to describe the practical and emotional attitude of a person regarding the assessment of things and phenomena; to describe moral categories that determine the psychological description of a person; to describe social phenomena that characterize relations between people. The development of the concept of "value" conditionally makes it possible to distinguish between different manifestations of values(economic, psychological, moral, aesthetic, cognitive, social), to realize human nature, its mechanisms of striving for knowledge, to identify the driving forces of cognitive activity.

An analysis of the philosophical and pedagogical-psychological literature showed that there are different approaches to the interpretation of the concept of "value". Value from a philosophical point of view-is perceived by a person as a widely popular subjective image or imagination; in a sociological approach, value is interpreted in a strong connection with the social norms that make up a person's life activity, with his behavior; psychology expresses this concept in connection with the interests, needs of the individual. In pedagogy, the concept of value reflects a person's personal attitude to the world that arises on the basis of his individual life experience, knowledge about the world, aimed at a comprehensive harmonious development.

An analysis of national and foreign experience showed that the issue of the "value system" is more clearly covered from a philosophical point of view. Philosopher scientist Q.Nazarov noted, in a certain period of the development of society, its social structure acquires proportionality, and even relatively stable and mutually proportional general systems of values correspond to this period of time. Since this stability and proportionality are also inherent in the relationship between value systems, it is possible to distinguish between value systems that exist in one period and value systems that exist in other periods, to study the differences and differences between them.

In his research work "the formation of a value system in students of a pedagogical higher educational institution (on the example of the science of "the history of Pedagogy")". Sh.Taylanova noted that "the value system is the sum of views that arise as a result of a conscious attitude to reality, reflected in nature, society and culture, formed over the centuries." The concept of "sum of views" in this definition may have been correctly identified in connection with the teaching of the subject "history of pedagogy", but it is the same fact that the value system expresses a set of value forms.

I.P.Podlasiy distinguished three main systems of values: transcendental (has some kind of absolutism from the point of view of the religious essence), socially oriented – sociocentric (group, universal, professional, national, etc.) and anthropocentric (individual).

M.A.Makarevich divided the value system into the following groups:

defining the meaning of life (Good, Evil, happiness, prosperity), universal (vital (vital), democratic, social prestige, personal development, interpersonal relationships), informal (traditional, religious and urbanization-related) and collective (mutual assistance and solidarity). Vital (vital) values are understood as primary and ordinary needs aimed at protecting and prolonging human life. And the values that determine the meaning of life have a complex structure, expressing the richness of the entire human life in its complexities and oddities.

P.A.Sorokin distinguished three types of value systems:

➢ system of ideational values. The values and idiols of this system have an unchanged and constant, absolute description, through which emotional satisfaction is generated in a person by overcoming the obstacles that arise in the process of their understanding;

➢ system of emotional values. The values inherent in this system do not acquire absolute visibility, are valid in connection with the situation in which individ is involved;

➢ ideal value system. It is composed on the basis of generalization of ideational and emotional values.

"Value system" is a concept that expresses the interconnection and close connection of value forms that are related to certain social entities (person, nation, society, etc.), a period, historical stage or sphere. The value system forms the basis of culture and reflects the management of the spiritual and social needs, interests of members of society, their social actions and behavior.

In modern society, a re-understanding of the value system is taking place. In connection with this, the issue of the classification of values as the main axiological category is being transverse. This issue reflects one of the problematic questions of Axiology. For this reason, at the founding stage of the study, the focus was also on the analysis of the main approaches to solving this problem.

The analysis of the process of forming values confirms that the value system reflects in itself the social consciousness that expresses a certain cultural environment, which is considered as the results of the spiritual activity of the socium.

For each person, the spiritual culture of society and the spiritual world of a person have a hierarchy of personal values that serve as a link between the social and individual lifestyle. At the same time, the system of values characterizing society and a certain cultural environment reflects the result of spiritual activity carried out by society as a whole. In society, two processes take place, continuous and parallel to each other: the creation of new values and the transfer of cultural heritage from one generation to another.

Orientation towards the educational personality at the modern stage of the development of pedagogical education, recognition of a person as a higher value in society is one of the most important and large-scale areas of the social sphere. The idea of humanization of education is the result of the widespread implementation of the axiological approach in pedagogy.

The categorical apparatus of general Axiology considered above makes it possible to focus on pedagogical Axiology, which serves to clarify the specificity of pedagogical activity, its social role and capabilities in personality development. As B.X. Khodjaev noted, pedagogical Axiology as a science of educational values (their nature and relevance) performs the following functions:

content-related to the essence (since it combines the content and organizational aspects of education, stimulates intellectual initiative) - the process of thought, actualization of the object, setting clear evidence and evidence, critical observation of information, understanding of the meaning-content, the growth of personal opinion;

the evaluative-pedagogical process reflects the development of an adequate assessment of being and spiritual phenomena in its participants;

orientation function-associated with the possibility of determining the important rules of a personal, professional description based on certain parameters of the " hierarchy of values;

normative (normative) - the components of the axiosphere of the pedagogue and educator "legalize"the system of their relationship, reflecting in itself the style of value;

subjects of the system in the flow of national and universal values with a humane content on management, direct the development of the educational system, form a mutually necessary action in the field of education; the development of value in the context of control – cultural – historicism, allows the formation of a orientation towards value in the individual.

An analysis of various interpretations of the axiological approach to education showed that the axiological potential of pedagogical and psychological disciplines is manifested as a set of possibilities (reserves) of students in the formation of behavioral norms of real-life activity.

The methodological support of pedagogical research includes normative and methodological knowledge (approaches, principles, methods, criteria), as well as descriptive general and special scientific knowledge (classifications, concepts, systems, models) that perform a methodological task.

E.G.Yudin "in the evolutionary development of scientific cognition, the task is often set in such a way that asbract cognition performs a methodological function in relation to rational cognition. In fact, any scientific theory performs a methodological function...". For example, the concept of education in cultural studies acts as a methodology in relation to research in the field of didactics, theory of upbringing, private methodologies.

A layer of descriptive knowledge of varying degrees (philosophical concepts, general and special scientific picture of the world, general and special scientific categories, concepts, theories and concepts, empirical facts) expresses the "existing" sphere in itself ("what is there?"). Therefore, it is necessary to distinguish

between "methodological knowledge" and "functional methodological knowledge". In the structure of the paradigm, these descriptive components perform a methodological (prescriptive, normative) function.

In the conditions of globalization of information, the enrichment of science with various information, the high degree of freedom to analyze and interpret information, as well as other sciences, decides the feeling of looking at pedagogical science from different points of view and angles. Even in recent years, attempts to forcefully instill in this science concepts and approaches that do not correspond to its nature are noticeable. The main way to preserve the fundamental nature of pedagogical science is to clarify and correctly explain its methodology.

In the methodology of science, an incredibly large "reserve" of methodological tools has been developed. There is a problem of their systematization. The ability of the researcher to independently select the same methodological tool for the purpose and issues of the study depends on his knowledge of the level, form, type, sources of methodological support and methodological reflection in it.

The main idea of the types and levels of methodology was first described by V.A.Lektorsky and formed by V.S.Shvirev, later further filled by E.G.Yudin. They distinguish the following levels of methodological knowledge: philosophical, general and private. In our opinion, it is advisable to single out the level of the methodology of the socio-humanitarian sciences, which includes anthropological, axiological, phenomenological, hermeneutical methodological approaches characteristic of the socio-humanitarian field of knowledge. These approaches (philosophical concepts, like general approaches) are determined taking into account the specifics of concrete scientific research. The philosophical level of methodology is formed by philosophical categories, concepts, approaches: dialectical materialism, existentialism, philosophical anthropology, pragmatism, postmodernism, global evolutionism, etc. As the basis of scientific research, philosophical concepts, approaches perform the following tasks: ontological (a new model of reality, reflected in philosophical categories), heuristic (a new type of objects, a new categorical matrix defining a new "circle of understanding" of the essence of objects, a "way of feeling" reality, the degree of development of the categorical apparatus of exact-scientific Sciences, new strategies of, axiological (the "ideology" of the study, new ideals, mastermind of the worldview determine the axiological direction of concrete scientific research and form the researcher's understanding Dakar, his ideals and worldview).

One of the main issues of pedagogical research in the context of the ideas of postmodernism is the design of polyphonic educational systems that create conditions for each person to realize "his own uniqueness and duty", to create a hierarchy of universal values that are consistent with his uniqueness, taking into account the diversity of talents and opportunities, needs, evidence, interests, his cultural From the position of postmodernism, the possibility of the existence of an invariable universal model of education, no matter how rationally it is based, is denied.

The axiological framework of pedagogical research aimed at developing models of scientific substantiation and humanitarian education is formulated under the influence of the following philosophical concepts: existentialism, philosophical anthropology, postmodernism, etc.: man as integrity, axiological reality; Man's life and health as a value; recognition of the versatility of each individual person; subjectivity as a value; Man as a value; the development of "individuality", "identity" in a person as a value (unique individual genetic code, individual content, individual life content, individual style of consciousness and understanding, etc.).

The examination of dissertations written in pedagogical sciences shows that:

a) it is clear-the philosophical foundations of scientific research are often presented at the stage of its design or "formalization" of the dissertation;

b) philosophical concepts and approaches are not revealed in the harmony of relations with theoretical, axiological and normative models of research, and sometimes they contradict one or another didactic model "based" For example, in the form of a thought in the style of "methodology in philosophical dictionaries" is interpreted as a doctrine of the methods of organization and implementation of theoretical and practical activities."

The general level of methodology includes:

a) general theory, concepts that reflect the general picture of the world (for example, mechanical or synergistic);

b) the implementation of such general activities as idealization, formalization, modeling, design norms for the research of various things-phenomena, the substantiation and structure of scientific theories, and normative knowledge formed as a result of research in the field of logic and methodology of science related to the categorical apparatus of research, as well as an invariable methodological description of research: problem, object, subject, hypothesis;

c) general approaches (cybernetic, systemic, synergistic, etc.) and research methods (systematic analysis, systematic modeling, "clarification of hypotheses" (K. Popper) and others).

Particular attention should be paid to systematic, technological and cultural-humanitarian approaches as sources of pedagogical research.

In the scientific literature, many definitions are given to the concept of "system", among which T.I.Shamova, T.M.Davidenka, R.Akhliddinov, S.Turganov, N.Muslimovs characterized by the fact that the comments made by the to this concept reflect modern methodological approaches.

A system is a set of objects in mutual movement, conditioned not only by components with a specific characteristic, but also by their new integrative qualities. The system reflects in itself the following signs: the presence of a structure, that is, a clear connection and relationship between elements; the presence of an integrative quality (systematicity); purposefulness; the presence of communicative properties.

T.I.Shamova points out that a system is the targeted integrity of interconnected elements with a new integrative quality, denying the existence of each one; the integrity linked to the external environment.

According to N.A.Muslimov, the system (Greek system – holistic, composed of parts, attached) means many elements that form a certain integrity, unity, interact and relate. A system is a whole that represents a unit of parts that are located in an orderly manner and are interconnected. "System" is a set of elements that are regulated in a particular analysis, which, in an interconnected state, form a certain holistic unit.

Based on the definitions given to the concept of "system", it can be concluded that the concept of "systematicity" can reflect such situations as the ability of processes and phenomena on being to form a system, the existence of a system, the possession of the material world, as well as forms of its cognition, into systemic construction.

The systematic approach is the direction of the methodology of scientific knowledge and social practice, on the basis of which the perception of objects as a system lies. In this, it is required to visualize the object as a whole, in a holistic way, according to the content and essence of its connections and means. When studying a research object, the characteristics of the interaction and interaction between them are determined by dividing them into several parts that have special properties, since each part has its own effect on the change of the holistic system.

The rapid development of Science and production creates the basis for the occurrence of radical changes in the content of social relations in the same region with the economic development of society. Also, great

importance is attached to the implementation of a technological approach in the field of social, including education, as in the economic sphere.

"Technology" is a Greek word and means "techne" – skill, art and "logos" – concept, doctrine, science. The meaning of the phrase "educational technology" – (English "An educational technology") means a science, a teaching that provides information about the organization of the educat ional process with high skill at the art level. At the moment, there is no single idea of the definition of this concept, as well as its essence. There are different approaches to the coverage of the essence of this theory.

"Pedagogical technology is a consistent method of creating, implementing and defining all the processes of teaching and knowledge acquisition in technical and Human Factors and through their joint actions, which has the task of accelerating educational forms" (UNESCO).

"Pedagogical technology-refers to the systematic totality and order of putting into practice in personal capabilities, equipment and methodological tools used to achieve pedagogical goals" (M.V.Klar).

"Pedagogical technology is a meaningful generalization that covers the content of all definitions of various authors (sources)in itself." (G.K. Selevka).

"Pedagogical technology is the totality of psychological and pedagogical orientations and is a special set of forms, methods, methods, ways of teaching, educational means. At the moment, it also indicates the organizational and methodological factor of the pedagogical process" (B.T.Likhachev).

"Pedagogical technology – a meaningful technique for the implementation of the educational process" (V.P.Bespalko).

"Pedagogical technology-a description of the process of achieving the results of planned training" (I.P. Volkov).

"Technology is the sum of the art, skills, qualifications and techniques of processing, state change" (V.M.Shepel).

"Pedagogical technology-by technologizing the educational process, increasing its recoverability and the stability of the pedagogical process, by freeing it from the subjective characteristics of the participant in the process." (V.M.Manakhov).

"Pedagogical technology is a set of methods and techniques used in the processes of teaching and mastering knowledge, clarifying educational goals, taking into account the interaction of human potential and technical means for the convenience, guarantee and objective assessment of educational forms on the basis of systematic, technological approaches." (M.O.Ochilov).

"Pedagogical technology is the process of influencing the student with the help of teaching (upbringing) tools by the teacher (educator) and the formation of personality qualities predetermined in them as a product of this activity" (N.Saidakhmedov).

"Pedagogical technology is the content of the process of pedagogical activity, which is organized on the basis of a specific project, is aimed at a specific goal and guarantees the result of this goal" (O.Q.Talipov).

Proceeding from the above points, it can be said that the importance of pedagogical technology is determined by the emergence of strong connections between previously mastered theoretical knowledge and newly assimilated knowledge. In this process, it is required to follow the following rules:

➤ the rule of equal value (equivalent) practice: the educationist's behavior in the educational process is fully consistent with the behavior expected to be organized by the educational person during the test or exam period;

➢ similar practice rule: educators will not have the obligation to organize the behavior that is expected to be committed, but will have the opportunity to practice in conditions that are essentially so;

➢ the rule for determining the results: informing the educational institution on the results of the assessment of the content of each of its actions, this condition is observed in most cases in the process of organizing current control;

➢ incentive rule: stimulating the student's optimal behavior, for negative behavior committed by the student in the process of pedagogical activity, he is not reprimanded, but given a practical instruction that gives rise to the desire to eliminate them. For example, "try again bip times", "think more deeply", "there is an even easier way to solve the issue, try to find it" and judges.

In educational practice, the concept of" pedagogical technology " is used at three levels:

Generalpedagogic (macro) level. Technologies corresponding to this level belong to a holistic pedagogical process and make it possible to apply in all types of educational systems.

Private-methodical (meso) level. This level reflects in itself a certain educational science, a separate group of educators, orientation towards educators belonging to a certain specialty.

Local level (micro). Technologies belonging to this level serve as a separate component of the educational process, the formation of individual qualities, the formation of special educational skills and abilities.

The technologization of education is a pedagogical direction that studies and reveals patterns of optimal ways and effective means of achieving educational goals based on a technological approach to the teaching process. The technological approach to education is the analysis of the general, private goals of the educational process through a thorough analysis of information and educational content, the achievement of the intended benchmark by the ways of design and implementation of education based on the establishment of the didactic goal of education at the meeting points of the goals of the teacher and the student (In general, when it comes to educational technology, there is a need to distinguish the following phenomena from each other: didactic design of education; project implementation; correction and modification of the didactic project according to the current and intermediate result of education; consists of repetition of education and final control. The first and second of these phenomena are also found in traditional educational experience. The difference between educational technology and the traditional educational system is that the result of education and its presence at the level of the benchmark is always the focus of attention of the teacher and the student. The teacher often checks the result of education, keeping students aware of the achievements they have achieved, and students, realizing the achievements and shortcomings they have achieved, try to further increase their achievements, and eliminate their shortcomings. Students notice the need for education at the time when they become a real subject of the educational process.

In recent times, attempts have been made to put the concept of "technology" above methodology. In fact, the concept of "methodology" stands above technology. Because methodology is metatechnology. If we apply this concept to the educational process, there are general requirements regarding the definition of the educational process, purpose, objectives, content, form, method and means. The implementation of each training session is based on a certain established algorithmic sequence. The methodology requires the justification of the general and private rules of this algorithmic sequence. The teacher can freely choose the technology of conducting training in connection with the educational goal. To be more precise, in each session there is an opportunity to design the training stages separately in accordance with the expected result, to select the form, methods and tools used at each stage.

In some cases, when distinguishing between the concept of "methodology" and "technology", an attempt is made to substantiate the activities of the teacher and the student. That is, the methodology states that if the

teacher's activities in the lesson process are illuminated, the educational actions of students in technology will be clarified. However, such an approach cannot be approved. Both "methodology" and "technology" diagnose teacher-student activities in integrity. Technology, in contrast to the methodology, separately clarifies the content of teacher-student activities at each stage. It makes it possible to diagnose and timely correct the results achieved at each stage. This aspect is the most fundamental characteristic aspect of the technological approach to education.

In connection with both the controversial framework of the concepts of "methodology" and "technology", some different aspects can be distinguished. In particular, the methodological system "how to teach?", "Why training?", "What to teach?" looking for answers to questions like, while technology says, "How to achieve effective teaching?" puts the question in the center. The methodology provides for how the educational process should be organized, in what way technology will focus on the implementation of the educational process in the most convenient, optimal way.

Another important issue that should be paid attention to in real educational practice is the application of the concepts of "method" and "technology" in the same context. It is also not appropriate to say that only practitioners-educators are to blame for this. The reason is that in the literature on pedagogical technology, the situation of using the word "technology" instead of the concept of "method" is very common. Method-as a way to achieve the goal is a separate element of the holistic educational process. If the specialists who express interactive techniques with the word "technology" are based on such an approach, referring to the fact that their application is carried out in stages, then such a theoretical-methodological basis is completely erroneous from a didactic point of view. Because the technological process consists of two design and planning stages. The educational project begins with an analysis of the content of information based on the requirements of state standards. The analysis will focus on how the elements of the information content (knowledge, skills and abilities, experience of creative activity, relationships) are given in programs, how they are reflected in textbooks. Then the content of education is studied, the goal envisaged by the study of one or another topic, the didactic goal of education, the goal of the teacher and students, the implementation and accounting sheets of goals, the amount of household chores to be given, test questions on topics, stages of rating control, mastering at the benchmark level form, method and means are predetermined. All this work leads to the creation of an educational model. Planning requires the design of training stages, clarification of the activities of professors and teachers and students at each stage, clarification of the sequence of steps. As a result, a technological map of the training is created.

Summarizing the above points, we can say that educational technology is an effective technique for designing each stage of the teaching process separately, based on the expected results, relying on its laws, principles, forms, methods and Means, built on the methodology of teaching, performing the activities of the teacher and student in a clearly defined sequence in accordance with the project.

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