

## THE DIFFERENCE BETWEEN PEDAGOGICAL TECHNOLOGY AND METHODOLOGY

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**Abstract:** The role of new pedagogical technologies in the education of the individual and advantages. The difference between pedagogical technology and methodology. Teachers access and implement innovations without always realizing their full implications for them and their students. However, this is not necessarily a negative thing, because if no one used innovations, little progresses would be made and there would be nothing to evaluate.

**Key words:** The concept of educational technology. Definitions of educational technology. Methodology. The difference between pedagogical technology and methodology.

The concept of technology in relation to the science of pedagogy, the field of production, the word "technology" is widely used in the Greek text - art, logos means skill. Scientists say that "technology" this term focuses on "the art of influencing the personality of the child" in each period has been modernized, updated and improved. "Pedagogical Teaching the term "technology", pedagogical skills in the educational process, art can be understood as. Any activity, be it technology or art possibly. Art is based on intuition, and technology is based on science. However, technology is close to the concept of skill in a lexical sense, and skill it is the fruit of learning, art, science. Logic every what skill embodies the inner feeling, emotion, intuition they speak.

Technology is the methods used in work and art. (Explanatory Dictionary). Technology is the art of processing, modifying, skill is a set of techniques. (V.M.Shepel).

Pedagogical technology is the process of formation the teaching (education) of a teacher (tutor), the influence of the student (student) on specific conditions and sequence using tools to show and determine the qualities of human, predetermined in them as a product of this activity. (N.Saydaxmedov)

Clear concepts and ideas about pedagogical technologies today due to some shortcomings, it is almost equated to special methodologies going on. In fact, there are significant differences between them, which are discussed below briefly described. Pedagogical technology - allows students to learn on their own, it is a process that guarantees knowledge, learning to think. Methodology - knowledge, skills, personal qualities of a teacher, depending on temperament, a specific person teaches a teacher. This is a set of methods and techniques. It is divided into separate methodologies. Subject of pedagogy studies the laws of teaching certain subjects. For example, languages methodology, arithmetic methodology, etc.

The development of national education is characterized by the diverse innovative activity of schools. One of the directions of personality-oriented education, along with differentiated teaching and the variable organization of the educational process, is the construction of a learning process on an integrative basis. Integrative-pedagogical activity is a specific kind of pedagogical activity, during which certain integrative tasks in the field of educational theory and practice are actualized. When intrinsically motivated, people willingly participate in activities that interest them, and they do so freely, without the necessity of material rewards or constraints [Deci& Ryan1985]. As for the extrinsic motivation, there are four types of it (external, interjected, identified, and integral forms of regulation), all driven by some extra linguistic factors but nonetheless important in creating a fruitful studying environment.

Even in the United States and other Western European countries, almost half a century of experience in teaching gifted children through special programs emphasizes that such education cannot be guaranteed to be of high quality everywhere and needs to be improved. Much research has been devoted to the problem of teaching gifted and talented children in school on the basis of a special program (S. Kaplan, 1982; Renzulli, 1977; Forraine, 1988; Sheblanova E. I., Averina I.S., 1994; Shumakova N.B, 1994-1996 .). The results of this research have made it possible to distinguish the requirements for curricula created for gifted children. These requirements are generally recognized requirements for theoretical, practical, and extracurricular activities for gifted students.

In ensuring the development of the talents of students with high abilities, the creation of special curricula that can meet their needs and capabilities is important in solving many problems. The emergence of opportunities for high-achieving children in our country has led to the development of teaching practices that provide the development of the talents of such students, ie the opening of schools, classrooms, science-based programs and educational content. The resulting scientific and practical disruption has led to negative results, in particular, imbalances in form and content. There are many private schools, but they have a small number of specially trained teachers and programs approved by the academic community. Significant work has been done in this direction in our country since independence, and as a first step, the law on education provides for the establishment of specialized schools for the development of education of gifted children. Many such schools now operate. However, in all such schools, where the development of gifted students is the main focus, practical training is not at the required level. J. Freeman, former President of the European Council for Gifted and Talented Children (ESNA), said: "There are many educational programs for gifted children, the authors of which are based on speculation.

As you know, most of the time students spend at school. A step into the future begins at school. The following methods will help students develop the knowledge, skills and competencies that they develop. The school is focused on the development of personality, the identification and development of creative abilities of the young generation, the development of oral and written speech, as well as the rational use of their free time. Since the school is an integral part of the

lifelong education system, its main task is to educate and educate students, as well as spend free time outside of school and in the classroom, instill in young people a national idea and this instill a sense of patriotism.

A feature of a foreign language, as an academic discipline, is that, by definition, I.A. Winter “pointless”. It is studied as a means of communication, and the subject of speech is imported from outside. A foreign language is open to use content from various fields of knowledge. “Interdisciplinary ties are becoming very relevant at the present stage of the development of education, the improvement of which is on the way of integrating knowledge. Interdisciplinarity can help to address today's complex issues since it is believed that across disciplinary approach facilitates a comprehensive understanding (Newell 2007). This belief has led to an increased interest in interdisciplinary higher education over the years (Newell 2009). Integration is the process and the result of creating an indissolubly connected whole. In teaching it can be carried out by merging in one synthesized course of study subjects, summing up the fundamentals of sciences, revealing complex educational topics and problems”.

Since didactic games depend on the simultaneous improvement of the three main directions of improving the quality of primary education, they represent the development of the material and technical base of secondary schools, providing it with educational and methodological References:, teaching the introduction of modern pedagogical and information technologies in the process. The use of modern pedagogical and information technologies in primary education includes pedagogical teaching materials, lesson plans, etc. Currently, according to the experience of primary school teachers, “Wheel”, “Brainstorming”, “Round Table”, “BBB”, “Fish Cycle”, “Who is Faster”, “Mysterious Bag” is completely new in content and organization. “Boomerang”, “Cluster” and methods of work in small groups. The use of these methods in the classroom increases the effectiveness of training, forms the process of independent thinking of students, motivates students to study topics and increases interest, enhances the acquisition of knowledge, develops skills and competencies for using them in practice. For example: the BBB method (I know, I want to know, I learned) encourages students to think independently. The acquisition of knowledge promotes responsibility and curiosity. This makes it possible to introduce a learning mechanism in separate groups depending on their interests and ability to communicate freely. All knowledge and information provided to students must be accurate and consistent with modern science. It is believed that the best way to increase the effectiveness of training in modern conditions is to organize classes using didactic games. With the help of interactive didactic games, the introduction of private forms of secondary education in our lives creates a healthy competitive environment in education. It is well known that today in the world of education, interactive learning is carried out in the following forms.

The manual corresponds to the content of state requirements for the development of preschool children, which sets out effective methods and recommendations for meeting these requirements. The main attention is paid to the development of preschool children, such as

“Physical development and the formation of a healthy lifestyle”, “Socio-emotional development”, “Speech skills, communication, reading and writing skills”, “Development of the cognitive process” and “Creative development”. Materials for the development of these areas are collected in accordance with the requirements of the state. In turn, the main attention is paid to the spiritual and educational aspects of social and emotional development. Because this sphere and its subspheres correspond to the goals and objectives of spiritual education. This manual serves as a training tool and a training tool for teachers and parents

Practical trainings on the basics of foreign language teaching are organized in a planned interactive way, where students learn not as passive listeners, but in-depth understanding of the material studied, comparing them with the criteria in the native language, independent research and correct conclusions. The technologicalization of the educational process in practical classes aimed at teaching communication in foreign languages is carried out through the conceptual principles of communicative approach, which is recognized as a priority in modern methods of teaching foreign languages.

The Conclusion, thanks to the positive attitude to foreign languages and fruitful work, these days young people studying in academic lyceums and professional colleges "Yangi Avlod" or "English B1" for first-year, second-year and third-year students "Student's book" and "Work book" is increasing its knowledge on the basis of textbooks. The advantage of the new generation of textbooks is that they are designed for our young language learners to use both on a daily basis and in a branched order.

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