



PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE STUDENTS THROUGH PROBLEM EDUCATIONAL TECHNOLOGIES

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ANNOTATION

The association for educational communications and technology (AECT) defined educational technology as "the study and ethical practice of facilitating learning and increasing productivity through the creation, use and management of relevant technological processes and resources." He cited educational technology as "the theory and practice of designing, developing, using, managing and evaluating processes and resources for learning." Thus, educational technology belongs to all real and reliable applied educational disciplines, for example, equipment, as well as processes and procedures obtained as a result of scientific research, which in a certain context can refer to theoretical, algorithmic or heuristic processes: necessarily referring to physical technology. Educational technology is the process of integrating technology into education in a positive way, which provides a more diverse educational environment and a way for students to learn about the use of technology, as well as their general assignments.

Key words: technology, general assignments, several separate aspects

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INTRODUCTION

Accordingly, there are several separate aspects of describing the intellectual and technical development of educational technology:

Educational technology as the theory and practice of educational approaches to learning.

Educational technology as technological tools and media, such as mass online courses that help transfer, develop and share knowledge. This is what people usually mean when they use the term.

Educational technology for educational management systems (LMS) such as student and curriculum management tools and Educational Management Information Systems (EMIS).

Education management systems for logistics and Budget Management and educational technology such as back-office management such as Learning Record Store (LRS) for learning data storage and analysis.

Educational technology itself as a subject of education; such courses can be called "Computer

Studies" or " information and communication technologies.

Educational technology is an inclusive term for material means, processes and the theoretical basis for the support of education and teaching. Educational technology is not limited to high technology, but anything that improves learning in the classroom when using mixed, face-to-face or online learning.

MATERIALS AND METHODS

An educational technologist is a person trained in the field of educational technology. Educational technologists try to analyze, design, develop, implement and evaluate processes and tools to improve learning. Although the term educational technologist is mainly used in the United States, the learning technologist is synonymous and is used in the United Kingdom as well as in Canada.

Modern e-learning technology is an important part of society today. Educational technology includes electronic Education,

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Educational Technology, Information and communication technologies in education (ICT), edtech, educational technology, multimedia education, technology advanced education (TEL), computer-based education (CBI), computer-controlled training, computer. based learning (CBT), computer-aided learning or computer-aided learning (CAI), internet-based learning (IBT), flexible learning, web-based training (WBT), online education, digital education collaboration, Distributed Learning, Computer-Mediated Communication, cyber-education and multimodal education, virtual education, personal learning environments, network-connected learning, virtual learning environments (VLE) (they are also called Learning Platforms), m-learning, ubiquitous learning and digital learning.

Each of these many terms has defenders that indicate its own characteristics. However, many terms and concepts in educational technology have been described in an ambiguous way; for example, Fidler's review of literature determined the complete lack of components of the personal educational environment. In addition, Moore saw these terms not fundamentally similar in concept or principle, but emphasizing specific features such as digitization approaches, components, or delivery methods. For example, m-learning emphasizes mobility, which allows you to change the learning time, location, accessibility and context;

Nevertheless, its purpose and conceptual principles are educational technology.

In practice, as technology developed, a separate "narrowly defined" terminological aspect, originally highlighted by the name, joined the general field of educational technology. Initially, "virtual learning", as a narrow definition in the semantic sense, implies an introduction to environmental simulation in the virtual world, for example, in the treatment of post-traumatic stress disorder (PTSD). In practice, the "virtual education course" refers to any training course, all or at least a significant part of which is offered via the Internet. "Virtual" is used in a broader sense to describe a course taught face-to-face in the classroom, but conceptually through a substitute regime that can be "almost" linked to classroom teaching, that is, people do not have to do it. go to a physical class to learn. Accordingly, virtual education refers to a form of distance learning in

which the content of the course is delivered in different ways, such as course management applications, multimedia resources and videoconferencing. Virtual learning and simulated learning options such as games or partitioning allow students to connect class content to real situations.

The educational content common to objects is around the student, who may not even understand the learning process. The combination of personalized learning using an Individual interface and materials, which corresponds to the individual, thus receiving a personally differentiated education, has the ability to use digital resources and learning opportunities in different places and at different times everywhere. Intelligent education is a component of the concept of a smart city.

Helping people and children learn in easier, faster, more accurate, or cheaper ways is associated with the emergence of early labor weapons such as paintings on cave walls. Different types of ABAC were used. Scribe slates and whiteboards have been used for at least a thousand years. From the preface, books and pamphlets played an important role in education. Since the early twentieth century, copy machines such as mimeograph and Gestetner stencil devices have been used to produce short copies (usually 10-50 copies) for classroom or home use. The use of media for educational purposes was generally observed in the first decade of the 20th Century with the advent of educational films (1900s) and mechanical teaching machines of the Sydney press (1920s). The first multi-choice, large-scale assessment was the Army Alpha, which was used to assess the intelligence and, more precisely, the abilities of the servicemen of the first World War. Later, the use of large-scale technologies was used in the training of soldiers during and after World War II with the help of films and other intermediary materials, for example, projectors. The concept of hypertext came from the memex description by Vannevar Bush.

Slide projectors were widely used in educational institutions in the. Kitchen sticks were developed in the s and have been common since the late.

In the mid, Stanford University psychology professors Patrick Suppes and Richard C. Atkinson conducted an experiment to use computers to



teach arithmetic and spelling to elementary school students in the Palo Alto United school district in California through teletypes. Stanford's education program for gifted young people came from these early experiences.

Online education appeared at the University of Illinois. Although the Internet was not created for another ten years, students had access to classroom information through connected computer terminals. Online education appeared in when the Western Institute of Behavioral Sciences in La Jolla, California opened the school of management and Strategic Studies. The school used a computer conference through the New Jersey Institute of Technology's electronic information exchange system (EIES) to deliver a distance education program to business leaders. Connected Education offered its first full online master's degree in media research through the New School in New York City, as well as through the EIES computer conference system. Further courses were offered in by the Electronic University network for DOS and Commodore 64 computers. In, MIT began offering online classes for free, Approximately 5.5 million students had at least one lesson online. Currently, one in three college students takes at least one online course while attending college. About two-thirds of the requirements of 80% of all students receiving a bachelor's degree from DeVry University are obtained via the internet. Also in 2014, 2.85 million students of 5.8 million students who took online courses received all their courses online. From this information, it can be concluded that the number of students taking online classes is constantly growing.

In an article entitled "Change happens: online education as a new paradigm in learning", recently published by Linda Harasim covers an overview of the history of online education, as well as the basis for understanding what needs it meets, the concept of Distance Education has already been invented for many centuries. The importance of online education lies not in its ability to create a distance learning method, but in its ability to make this type of learning process more efficient by providing a tool with which it can interact practically with the teacher and their students. other in real time. The topic of online education began, first of all, in the late 1900s, when institutions and enterprises began to produce

products that would help students study. These groups wanted the need for further development of educational services around the world, primarily in developing countries. In 1960, the University of Illinois created a system of connected computer terminals known as Intranet to allow students to access recorded lectures and course materials that they could watch or use in their free time. This type of concept, called Plateau (programmed logic for automatic training operations), was quickly introduced around the world. Many institutions adopted this similar style at the time when the Internet was in the development stage.

In 1971, Ivan Illich published a very influential book, *The Society for separation from school*, in which he conceived "learning nets" as a model for people to transfer the necessary learning to the network. The 1970s and 1980s were greatly contributed to computer-based education by Murray Turoff and Starr Roxan Hilts at The New Jersey Institute of Technology[25], as well as developments at Guelf University in Canada can be cited as examples. In the UK, the Council on educational technology supported the use of educational technologies, notably the government's "National Development Program for Computer-Assisted Learning" (1973-1977) and the microelectronics education program (1980-1986).

By the mid-1980s, it became possible to access course content in many college libraries. In Computer-Based Learning (CBT) or computer-based learning (CBL), learning interaction was between student and computer exercises or micro-world simulations.

Digital communication and networking in education began in the mid-1980s. Educational institutions began to use the new tool by offering distance learning courses using a computer network to obtain information. Early computer-based learning/training-based e-learning systems often repeated autocratic teaching methods in which the role of the e-learning system was intended to transfer knowledge, as opposed to systems later developed on the basis of computer-supported collaborative learning (CSCL.), which stimulated the general development of knowledge.

Videoconferencing was an important founder of educational technologies known today. This work was especially popular with museum education. Even in recent years, video conferencing has risen in popularity in 2008-2009 to cover more



than 20,000 students across the United States and Canada. The disadvantages of this form of educational technology are easily visible: the image and sound quality are often granular or pixelated; for videoconferencing, it is required to set up a kind of mini-TV studio for broadcasting in a museum, the location becomes a problem, and special equipment is required for both the provider and the participant.

Open University in Britain and University of British Columbia (now Blackboard Inc. included in the Web CT was the first to be developed) began a revolution in the use of the internet to provide learning. Training based on the easy use of the internet base, online distance education and online discussion among students. Practitioners such as Harasim pay great attention to the use of learning networks.

With the advent of the World Wide Web in the 1990s, teachers began a method of using emerging technologies to use Multi-Object-oriented sites with text-based online virtual reality systems and to create a simple set of guidelines for building course websites.

By, the first online high school was established. In, Graziadei described criteria for product evaluation and technology-based course development, which are portable, reproducible, scalable, affordable, and have a high probability of long-term economic efficiency.

Improved Internet functionality has activated new schemes for communicating with multimedia or webcams. The National Center for Educational Statistics estimates that from 2002 to 2005, the number of K-12 students admitted to online distance education programs increased by 65%, which is more related to flexibility, ease of communication between the teacher and the student, and quick lectures and assignments.

According to a 2008 study by the US Department of Education, in the 2006-2007 school year, approximately 66% of public and private post-secondary schools participating in financial aid programs offered distance education courses to students; records show 77% of enrollment for online component credit courses. In 2008, The Council of Europe adopted a statement approving the potential of e-learning to improve equality and education in the European Union.

Computer-Mediated Communication (CMC) between students and teachers, computer-

mediated. In contrast, CBT/CBL generally refers to individual (self-learning) learning, while CMC includes teacher / tutor assistance and requires a flexible educational activity scenario. In addition, the modern ICT provides education with tools to support learning communities and related knowledge management tasks.

In this digital age, growing students have a wide influence on various media. Large high-tech companies funded schools to enable their students to teach through technology.

2015 was the first year private non-profit organizations registered more online students than non-profit organizations, although public universities still listed the most online students. In the fall of 2015, more than 6 million students enrolled in at least one online course.

In 2020, due to the COVID-19 pandemic, many schools around the world were forced to close, which led to more and more graders participating in online education and university-level students enrolling in online courses to strengthen distance learning. Organizations such as UNESCO have listed educational technology solutions to help schools facilitate distance learning. The pandemic's extended blockages and focus on distance education have attracted record venture capital to the ed-tech Sector. In 2020, only in the United States, ed-tech startups raised \$ 1.78 billion in venture capital, covering 265 transactions, ed, which was \$ 1.32 billion in 2019.

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