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CLASSIFICATIONS OF PEDAGOGICAL TECHNOLOGY AND EDUCATIONAL MODULES

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Annotation

This article examines the theoretical and practical essence of pedagogical technologies and lesson modules in the context of modern education. It explores the evolution of pedagogical technology, its defining features, classifications, and its importance in improving teaching effectiveness and learners' personal development. The study also highlights the experience of Uzbekistan in implementing innovative pedagogical technologies within the national education system.

Keywords: Pedagogical technology, educational modules, innovative methods, instructional design, modern pedagogy, Uzbekistan education system, learner-centered approach.

Аннотация

В данной статье рассматривается теоретическая и практическая сущность педагогических технологий и учебных модулей в контексте современного образования. Анализируется эволюция педагогических технологий, их основные особенности, классификации, а также значение в повышении эффективности обучения и развитии личности обучающихся. В исследовании также освещается опыт Узбекистана в реализации инновационных педагогических технологий в национальной системе образования.

Ключевые слова: педагогическая технология, учебные модули, инновационные методы, проектирование обучения, современная педагогика, система образования Узбекистана, личностно-ориентированный подход.

Over time, the goals, content, and objectives of education have evolved, leading to continuous improvement in its forms and methods. In the modern era, the primary areas of human activity have transformed into integrated systems – technologies – that enable the comprehensive realization of educational aims. Consequently, the



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term pedagogical technology has recently gained prominence within the field of education. Pedagogical technology represents a broad and multifaceted concept that emerged in response to the practical needs of educational development and has since established itself as a distinct area of study within pedagogy and psychology. Unlike industrial technologies, pedagogical technology operates upon intangible material – namely, the learner's intellectual, moral, and spiritual qualities. These are shaped through the purposeful influence of teachers and educators to achieve defined pedagogical outcomes.

Pedagogical technology possesses several defining characteristics:

1. It functions as a response to the societal demand for optimizing and improving the pedagogical process.
2. It integrates theoretical and practical knowledge, ensuring the effective and skillful organization of educational and didactic activities.
3. It constitutes a holistic system that embodies the essential nature of the educational process.
4. It performs a guiding function, facilitating learners' intellectual, moral, and personal development.
5. It has a personalized character, allowing flexibility rather than adherence to rigid standards or norms.
6. It enables each educator to apply technological approaches tailored to the specific internal and external conditions of their teaching environment.
7. It embodies the unity of education, upbringing, and personality development.

Although the theoretical foundations of pedagogical technology were established nearly a century ago, it began to be taught as an independent discipline in higher education institutions of Uzbekistan only in the 1990s. As a practical-pedagogical science, pedagogical technology builds upon the core principles of general pedagogy while occupying a distinct place in pedagogical methodology. The discipline reflects the dynamic development of contemporary pedagogical thought and practice.

During the period of Uzbekistan's independence, particular attention has been paid to the active implementation of advanced pedagogical technologies within the national system of continuous education. This has led to significant progress in improving the efficiency and quality of teaching and learning.



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Various scholars have offered differing interpretations of the concept. For instance, **V.P. Bespalko** defines pedagogical technology as “a project of a specific pedagogical system realized in practice,” emphasizing the pre-design of the teaching process. **N.F. Talyzina**, in turn, considers it “an independent science developing methods for the systematic application of principles bridging theory and practice.” Other researchers have also presented diverse perspectives:

- **M.V. Klarin** views it as a systematic combination of personal, technical, and methodological resources employed to achieve pedagogical goals.
- **B.L. Farberman** regards it as a pedagogical expression of social-engineering thinking—a technocratic standard applied to education.
- **U.N. Nishonaliyev** defines it as the design of the educational process to achieve specific didactic objectives.
- **N. Saidahmedov** sees it as the systematic process through which teachers use instructional tools to form predetermined qualities in learners.
- **A. Kushnir** identifies it as an optimal means of solving pedagogical challenges.
- **I.P. Volkov** interprets it as the description of the process leading to the expected educational outcomes.

In Western Europe and the United States, where the concept of “pedagogy” as an independent science does not exist, the term “educational technology” is more common. There, the process of imparting knowledge is referred to as the *educational process*, while the disciplines aimed at enhancing teaching efficiency are collectively termed *methodology*. In contrast, in Uzbekistan, pedagogy encompasses both the organization of education and upbringing, emphasizing the comprehensive development and perfection of the individual.

It is essential to distinguish between educational methodology and educational technology. The former refers to the collaborative methods employed by teachers and learners to accomplish specific instructional tasks, while the latter represents the systematic, step-by-step implementation of predesigned educational processes aimed at achieving defined objectives. Educational technology, therefore, encompasses not only methods and tools but also their effective use and management within a cohesive instructional system. From a linguistic perspective, the term educational technology (from English educational technology) denotes a science and



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art concerned with organizing the teaching process at a high level of professional mastery. Despite the lack of consensus regarding its conceptual boundaries, pedagogical technology serves as a vital means of enhancing the effectiveness of both education and upbringing.

Historically, the notion of technologicalization in education emerged in Western Europe and the United States during the early 20th century as part of broader educational reform movements aimed at improving instructional effectiveness and promoting individual socialization. Initially, this was introduced under the concept of pedagogical technique—a set of methods and tools for the efficient organization of teaching. By the 1950s, the use of technical aids became central to educational technology, focusing on expanding instructional reach, improving information capacity, and individualizing education. Subsequent developments emphasized the integration of technical means with pedagogical design, leading to the modern conception of pedagogical technology as a comprehensive system for managing and enhancing the educational process.

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