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Importance of Implementing Pedagogical Technologies to Education System

Key words: *pedagogical system, technology, process, education, interconnected, elements, components, elements, effectiveness, characteristics,*

Annotation*: This article clearly describes the importance of implementing innovation at the educational process, as well as the importance of pedagogical technologies. The usage of new interactive methods, learning outcomes, pedagogical system and assignment procedures briefly analyzed.*

The pedagogical process is based on the pedagogical system. The pedagogical system is a unified set of organizers, and they remain stable in the change. If the change (innovation) exceeds any possible limit, the system will be corrupted, and a new, more specific system will be replaced.

The pedagogical system is a very solid combination of elements. The structure of any pedagogical system is currently composed of the following elements, which interconnected as follows: a reader; the purpose of the training; educational content; educational process; teachers (or TTV - technical facilities); organizational forms of educational work.

Each of the components of this system can be displayed at any level and spread over the elements.

We have reason to believe that the observed system is not a perfect construction. Those who do not agree with these can also be considered as important components of the pedagogical system, as well as the "outcomes", "educational process management" and "technology".

They are presented in the model of the pedagogical system on the given chart. The objectives are consistent with the results and consist of a continuous process. Achieving the goal is a measure of the confidence of the pedagogical process. The pedagogical system is a relatively independent part of all management elements, because they have their own goals and structures.

As a constituent of the pedagogical system, it is often referred to as the technology of teaching and learning, emphasizing them as a unit of particular factor. In this approach, the pedagogical system will be a robust organizational technological complex that will achieve its intended purpose. It should be noted that the pedagogical system is always a technology. It is easy to distinguish the pedagogical system from the voluntary "collection" of components. Technology is the inner quality of a system that is capable of adhering to strict organizational logic.

At the same time, at the level of assignment, technology is based on specific processes and events. Certain processes are used as proof of success, and the results of incredible events are realized as new sources and formulas. Design of educational technology does not give an improbable conclusion that the methodology "differs from experience". For technology it is

only a matter of time and expense. Technology is based solely on well-known, verified, basis-based, doubtful ideas. Technology works with clear outcomes without conducting experiments.

Technology does not allow for the option, its main function is to get the guaranteed result, which is always the simplest solution. Understanding the basic solution explains the rest of the system, the elements of the system of the elements, and the order.

No part of technology can be abolished, there will be no more, and maybe not. This is a very complicated situation, with every second teacher working in a search and research style, thus increasing the uncertainty of the child's school life.

There is always a line of trainers, especially known as "net" subjects, who will find the pedagogical abilities and will always begin with the revision and modeling of the pedagogical model. Here are some basic features of the processes that take place in the pedagogical system below. We come from the rule that each of the specific modifications of the pedagogical system has certain characteristics and capabilities to achieve the desired outcome.

This feature is strictly determined by the precise characteristics of the system. In this way, if we want to achieve the desired level and quality of education and upbringing, then we have to think about the appropriate pedagogical system and its work should provide the necessary direction and intensiveness of the pedagogical process. As a result, the higher efficiency of the educational process is the consequence of improving the pedagogical system. This is a very complex problem, and their development is now in the world.

Currently, it is possible to collect a very visible, "expense" and "outcome" of the overall appearance, and to find out why this problem can be solved economically. Intuitive and subjective judgments can easily be said to be inaccurate, with the exit from the situation only to collecting points.

The maximum overall productivity of any pedagogy is 100%, which is fully achieved, and is less than what was previously achieved for the educators.

Looking at the structure of any other pedagogical system is also the same for the "bad" and "good" pedagogical system. The teacher is also one. We simplify it to the teacher, the students' attitude. These attitudes were previously studied, and the general conclusion is that: almost 50% depends on teachers and 50% on the reader.

This means that, for example, the effectiveness of the worst pedagogical system, say teachers, will not be less than 50% if the system does not work at all. The traditional pedagogical system's coefficient of efficiency does not exceed 60%. This means that only a small percentage of schoolchildren can fully master the program.

Another noteworthy idea is that the general theory of the system is unlikely to improve the system by several parameters. The right thing to do is to gradually check for innovation, to check its usefulness, to examine it in every possible way, and to think about the future.

Experience has shown that each created innovation will certainly work worse than ever before. It is necessary to study this process, to adapt, to overcome it.

The main ways to improve the pedagogical system are two: intensive and extensive. Intensive development involves the pedagogical system at the expense of the internal resources, and the extensive way of involving additional forces - that is, the means, equipment, and technologies. The potential of pedagogical technology, intensive development is deemed to have ended: the existence of the school has been a test of all the ways in the millennium, reducing the share of modern pedagogues, deepening the logic of education and its deep roots.

Once again we say that if the school has not yet been dead, it is only a conservative nature, if it lives, develops and teaches children. Some theorists say that in the very near future, innovation in pedagogy only suggests a return to a peaceful, backward, thought-provoking, spiritually-minded, nonviolent and unstoppable system.

Today, technologies used to improve and facilitate learning can be found everywhere. Leaving other contextual factors to the side – such as unequal access to technological innovations and connected technologies across schools and districts – we can only say that we have embraced technology in education when it is used for both teaching and learning. With the incorporation of technology into schools, the main purpose is to change how teachers and students gather, access, analyse, present and transmit information. This can democratize information in classrooms as well as help differentiate instruction, particularly for students with special needs.

Research has illustrated that many educators have had a hard time integrating technology into education. This may be because many educators have yet to explore the relationship between technology and pedagogy. Doing so could play a huge part in encouraging critical thinking by teachers as they attempt to integrate technology into education.

At the same time, for technology to work effectively, it should only be incorporated in classroom if it is appropriate for a given instructional task. Also, technology can only be an effective teaching tool if teachers participate in decisions to adopt technology. This is because teachers have the responsibility of facilitating instruction and incorporating technology at the classroom level, yet many school administrators tend to make decisions related to technology adoption/training without consulting teachers.

Overall, technology is central to many sectors of society and its integration into the education process has great promise for student learning. With technology, one can expect increased efficiency and effectiveness on both the part of teachers and students. Technology can also prompt pedagogical change and address issues that affect learning, teaching and social organization. Technology can therefore be seen as both a tool and a catalyst for change. Students should embrace technology for them to benefit and teachers should be open to introducing technology into the classroom to improve and innovate their teaching practice.

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