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Student Technological Determination Pedagogical Content and Practical Condition of Development of Knowledge of Concepts

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Annotation: This article examines the essence of the concept of technological determinism, its definition in dictionaries and the views and attitudes of scientists in various fields, its importance today in the development of technology and in the process of technical education.

Keywords: technique, determinism, technological determinism, concept, education, technical education, technical field, professional knowledge.

INTRODUCTION

To deepen students' understanding of the content of technical education in higher education, as well as to explain the perspectives of technical education, in particular, to teach approaches within the concept of technological determinism and technostatic determinism, thereby linking technical and technological development to cause and effect chains in society. Understanding of technological development through, it is important to improve the methodology of teaching the system of views in this regard.

In the context of deepening and improving the relations of the market economy, the main task is to form in future professionals such qualities as competence, high professional training, dedication to their profession, adaptability to changing social life, continuous improvement of their knowledge, ability to make suggestions and recommendations; is It should be noted that the quality of the higher education process is directly related to the training of highly qualified specialists. Because in the context of civil society, higher education is embodied as a key achievement in human activity and an important factor in the sustainability of life. At the same time, the training of competitive professionals in higher education is a complex process not only for professors but also for students. The main reason for this is that the process of training highly qualified specialists requires the formation of professional knowledge, skills, personality traits and aspects of competitiveness in future bachelors and masters.

RESEARCH MATERIALS AND METHODOLOGY

Numerous sociological and pedagogical researches on the negative aspects of man-made civilization, the process of human automation and robotics, the competition of artificial intelligence with the human mind have been conducted and are still being conducted.

Scientists J. Martin, H. Beck, F. Dessauer, S. Hawking, N. Wig, J. Elliul, M. Heidegger, K. Jaspers, studied in the research work of D. Medous.

In the countries of the Commonwealth of Independent States in the scientific research of such

scientists as VS Stepanov, B.Stepin, M.I.Shchadov, Yu.A.Chernegov, N.Yu.Chernegov Socio-pedagogical aspects of the development of the methodology are also covered.

Theoretical, conceptual and technological bases of increasing the knowledge of students of higher technical education institutions in Uzbekistan on the basics of the concept of technological determinism RH Djuraev, AR Khodjabaev, UI Inoyatov, NA Muslimov, KT Olimov, E.O.Turdikulov, M.B.Urazova, J.A.Hamidov, M.Toshov, O.A.Abdukuddusov, M.Jumaniyozova, R.A.Mavlonova and others.

RESEARCH RESULTS

Today's development requires professionals to have in-depth knowledge of their work, entrepreneurship, to be highly qualified professionals, to develop the qualities of an organizer who can make non-standard decisions. It should be noted that the content of the curriculum for the training of highly qualified specialists in higher education institutions consists of two parts: ensuring the acquisition of professional knowledge of the future specialist and the formation of personal, moral, spiritual, patriotic, business qualities necessary for a modern specialist. Current curricula for masters and bachelors should be distinguished by their scientificity, the need for future professionals, the direct connection with practice, the focus on solving future tasks.

In technological education, it is important to understand the relationship between technical progress and social development through a chain of cause and effect, and on this basis to form an educational methodology. Cause and effect is a concept that expresses the general necessary connection between things and events, and the cause that causes another event in the chain of events is called the cause, and the event that occurs is called the consequence. Therefore, all the negative and positive changes in technical and technological development also depend on the sequence of cause and effect. Therefore, by considering the current negative consequences of technical and technological developments, it is important to predict future threats and thus develop strategic plans. Indeed, "cause, firstly, precedes the consequence in terms of time, and secondly, serves as a cause of the consequence, that is, a necessary condition for the occurrence of the consequence" [1]. Therefore, one of the important pedagogical tasks is to understand the causes and consequences of technological development in the process of technological development and to explain to students, and thus to explain to students the causes and consequences of man-made civilization.

The teaching of technological concepts in higher technical education is less satisfactory. Today's technical education remains in the form of stereotypes, innovative changes are carried out slowly, taught according to the methodology of the old system and taught according to the ideology of the time. At the same time, in today's technical higher education there is a lack of laboratories for technical engineering, which are limited to providing only old information, theoretical knowledge and not linking it with practice. According to the experience of developed countries, higher technical education focuses more on students to study independently, to improve practical skills, to develop creative projects in their field. At the same time, in addition to imparting technical and technological knowledge in developed countries, it emphasizes the need to change their worldview as a cadre, to serve the future of mankind by constantly absorbing theories and scientific concepts in this area.

- In recent years, our country has also changed its approach to education and training on the basis of reforms in the higher education system. In particular, it is not enough to introduce innovative approaches to higher technical education, to teach students knowledge and technical information, to direct them to creativity, readiness for innovation, innovative change, understanding the dynamics of technical development.
- Therefore, there is time and need to develop the knowledge of students of higher technical education on the concept of technological determinism and to develop a

curriculum, program and introduce it to the world of tastes. The main purpose of teaching this subject is to develop the knowledge of future technicians on the concept of technological determinism, to acquaint scientists with the views of the relationship of man-made civilization with social development on the basis of cause and effect, thereby increasing their technological knowledge, professionalism, innovative methods of innovation. and help to acquire the skills of effective use of tools, to create new ideas on this basis, to create new solutions, to put into practice the existing material and spiritual potential, to solve the following tasks:

- The formation of an axiological assessment of the development of students' knowledge of the concept of technological determinism in higher technical education;
- Development of axiological, intellectual and functional bases of the concept of technological determinism, substantiation of necessity of its realization;
- to form an understanding of the general social and creative nature of the activities of the person who creates and implements innovations on the basis of the concept of technological determinism, as well as the features of his embodiment in a specific professional activity;
- to develop the ability to promote new ideas on the basis of cause and effect relationships in the development of technology and technology, and to analyze the process of its implementation, and to rely on universal morality;
- Promotion of innovative ideas on the basis of deterministic approaches in the professional activity of future technologists, the formation of skills for their practical implementation;
- to develop the ability to perform strategic, tactical, operational tasks related to the expression of the worldview on the concept of technological determinism;
- along with the acquisition by students of the values of technological determinism, to identify the necessary individual potential in their creative activity, to create the basis for its further strengthening;
- Formation of skills for working with global technical and technological information, evaluation of new technical and technological projects based on the principles of the concept of technological determinism.

DISCUSSION

Based on these priority principles of the pedagogical process based on the concept of technological determinism, it can be said that the problem of developing knowledge of the concept of technological determinism in future technical specialists includes many independent issues and defines a number of conceptual rules. These require the development of solutions, proposals and solutions to specific technological issues related to the teaching of the concept of technological determinism. These conceptual rules require a dialectical relationship between the teacher and the subject of education in the process of teaching the concept of technological determinism on an innovative basis [4].

The main problem in our national education system is that new approaches and complex theories or concepts are not brought into the education system. While higher technical education also understands the need for new approaches to the teaching, development and maintenance of technical fields, it sees this process as a very complex task to reform. That is why today's higher technical education needs to create a system of teaching based on deterministic concepts and improve teaching technologies. Technical education is an integral concept, the components of which consist of such structures as technical knowledge, ethical culture, creative culture, aesthetic culture, culture of innovation, management culture [3]. In our opinion, in order to consistently achieve this goal, to limit, prevent the negative effects of

man-made civilization, to rationalize and humanize technological work, it is possible to introduce the teaching of "Fundamentals of Technological Determinism" among all higher technical education institutions. The main educational goal of teaching this subject is to promote the innovative idea of creating a new competitive product or service, which is viable in the professional activity in accordance with the changing market requirements of technical specialists, to improve the work process through its implementation, as well as to create technology. , an approach based on the concept of technological determinism in use and improvement, is the formation of a culture of activity in which technology serves the welfare of human life, the creation of convenience, rather than the management of man. The following educational goals are achieved in teaching this subject:

- “The formation of knowledge about the concept of technological determinism in higher technical education is a vital necessity, its description as a way to survive in the competitive world of technology, its types, the level of professional and qualification training to develop a worldview of technological deteminism;
- Orientation of students to deterministic thinking in the classroom, extracurricular activities, independent work, research work, internships provided for in the curriculum on the concept of technological determinism, to establish an approach based on this concept in higher education, other enterprises and institutions "[2] . To do this, it is important to take into account the differentiation and integration of two opposing processes currently taking place in the field of scientific knowledge in determining the exact direction of education, the disciplines required for a particular specialty or specialty, the optimal definition of the content of each discipline. .

Within the framework of the proposed module "Fundamentals of Technological Determinism" in higher technical education, it is necessary to improve two important components of the integrated education system - teaching and learning. One of the promising areas in higher education is the training of future technicians, taking into account the level of competence required for professional activity. Professional knowledge and skills in technological determinism are also important to understand the problems in the field in which the specialist works, to prioritize ethical responsibility, to solve them at a high level, to increase the level of training necessary to take full responsibility for their work. The reality of the new era is that in today's rapidly changing world, professional knowledge and skills have a new meaning, not only the effective use of methods, techniques and tools specific to reproductive activities, but also the introduction of innovations, innovative ideas where possible. it also expresses the ability to advance independently and realize them. The development of students' knowledge of the concept of technological determinism in higher technical education is a very complex and multifaceted educational process [5]. It would be appropriate to consider its development as a multi-stage educational task.

CONCLUSION

The current state of practice in the development of students' knowledge of the basics of technological dereminism and the formation of their worldview in higher technical education is unsatisfactory.

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