

**CONCEPTUAL FOUNDATIONS OF MODERN EDUCATIONAL
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Annotation. This article discusses the conceptual foundations of modern educational technologies, their classification, and the significance of modern educational technologies within the education system.

Keywords: modern educational technology, conceptual framework, constructivism, learner-centered approach, didactic principles, pedagogical models, cognitive development, instructional design

Introduction. In the Resolution PQ-4623 of the President of the Republic of Uzbekistan dated February 27, 2020, "On Measures for the Further Development of Pedagogical Education", the revised Law "On Education" (O'RQ-637, 23.09.2020), and the Decree PF-158 of September 11, 2023 within the "Uzbekistan – 2030 Strategy"[1], the implementation of innovative educational technologies in teaching processes, the preparation of competitive specialists, the introduction of new textbooks, the establishment of interactive learning systems, and the practical orientation of modern educational technologies are emphasized. Ensuring the localization and compatibility of modern educational technologies with the national education system has become one of the most urgent tasks today, as stated in other relevant normative-legal documents.

Educational technology refers to the overall content of the process aimed at achieving educational objectives — that is, planning the educational process in advance as a holistic system, implementing it step by step, developing a specific set of methods, techniques, and tools to achieve the intended goals, using them effectively and productively, and managing the educational process at a high level[2].

According to UNESCO, the most appropriate and optimal definition of educational technology has been provided as follows:

“Educational technology is a systematic process of designing, applying, and evaluating human and technical resources and their interaction, aimed at optimizing teaching and learning processes.”[3] Thus, educational technologies serve to optimize the teaching process, shape the relationship between the subject (teacher) and object (learner), and improve the quality of education through programmed instructional technologies.

Today, modern educational technologies and their instructional models are rapidly entering the education system of our country, and these pedagogical innovations are being actively implemented in practice. This ongoing process defines the conceptual foundations of educational technology.

According to B.L. Farberman[4], the conceptual basis of educational technology is a theoretically grounded foundation—scientific, pedagogical, psychological, and methodological—that determines its goals, content, principles, and methods. Similarly, N. Sayidahmedov states that “The conceptual basis of educational technology is the theoretical-methodological foundation relied upon in designing the teaching process, which determines the objectives, content, and principles of the educational process.”[5]

The content of education is based on ideas such as humanization, integration, standardization, multi-level structuring, practical orientation, informatization, individualization, and continuity of the teaching process. It answers the question: “What should I teach?”

Educational principles refer to the process built upon the fundamental principles of teaching, ensuring the ideological coherence and integrity of instruction. Thus, the conceptual foundation of the education system can be regarded as a pedagogical term that serves to organize the key components of the educational process.

The conceptual foundations of the education system may include the following:

Pedagogical ideas and theories — including constructivism, active learning, learner-centered education, and others.

Constructivism is an epistemological approach in which knowledge is not perceived merely as a simple reflection of the external world, but rather as an active construction (a model) created by the learner[6].

Fundamental principles of education — such as scientific validity, consciousness and ideological orientation, motivation in learning, continuity of education, socialization, and others.

Psychological foundations — scientific views on learner development, memory, thinking, and the process of learning.

Didactic approaches — setting objectives, selecting content, justifying methods and tools.

The logical-structural model of technology — determining the stages of implementation and expected outcomes of the process.

Thus, the conceptual basis of the education system serves to develop the learner’s cognitive abilities, understanding of the disciplinary structure, cognitive competencies, and the ability to apply acquired knowledge in practice[7].

Conclusion

As the conceptual foundation of modern educational technology, the primary focus is placed on positioning the learner at the center of cognition and ensuring the achievement of the developmental objectives of the educational process. It should be emphasized that modern educational technology serves to strengthen the interaction between the subject (teacher) and the object (learner), properly organize the cognitive process, and place learners at the core of knowledge acquisition.

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