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# The Importance of Defining the Purposes and Tasks of Using Pedagogical Technologies

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**ANNOTATION:** This article discusses the concept of "Pedagogical Technology", the integration of pedagogical technologies in the educational content, the use of pedagogical technologies, a number of problems and solutions of pedagogical technologies, the most effective "Case-study" educational technology, effective teaching technology.

**KEYWORDS:** Pedagogy, training, quality of teaching, National training program, understanding, application, introduction, process, education, purpose, case-study, pedagogical technology, traditional teaching, advanced pedagogical technologies, method.

Every state relies on the intellectual competence, culture and creativity of its future citizens. Because it is impossible to build a new society on the basis of old education. In this regard, the future of our country, of course, depends on the training of personnel. In order to acquire mature, organized and intelligent personnel with innovative thinking and modern knowledge, it is necessary to radically change the conditions in educational institutions, first of all, to raise the level of education from the former councils to the level of modern requirements.

The fact that in our country it is a fundamental task to bring up the younger generation in all its aspects is reflected in the reforms that are being carried out to create more opportunities for them. In particular, continuing education and emphasis on professional development help young men and women to play an important role in society.

In order to further develop science in our country, to educate our youth as masters of deep knowledge, high spirituality and culture, to continue the work we have begun to build a competitive economy and to raise it to a new, modern level it is no coincidence that in our country, 2020 is called the "Year of science, education and digital economy".

The second stage of the "National Program of Personnel Training" is to deepen the reform of the system of continuing education, the transition to a differentiated education according to the abilities and capabilities of students, the educational process, high-tech education and literature it envisages the implementation of tasks such as the introduction of distance learning in higher education. In order to fulfill these tasks, teachers in the higher education system are required to have high professional skills and computer literacy. In this process, a number of problems of pedagogical technologies have been solved. That is: - the resource, personnel and information bases of educational institutions will be further strengthened; - The educational process is fully provided with new teaching methods, advanced pedagogical technologies; - decision-making and development of national (elite) higher education institutions; - Strengthen the forms of independent activity and self-government of vocational education institutions; - Informatization of the educational process, the system of continuous education is fully covered by the computer information network, which connects to the global information network. In accordance with the state and social order of the system of continuing education by increasing the efficiency of the educational process in higher education, by implementing the latest achievements of science the task is to bringing up competent, patriotic, educated in the spirit of national and universal values, creative, youth in a sense of duty and responsibility to the state and society, to instill in their minds and hearts the idea of national independence ideology.

Successful solution of these tasks requires the use of pedagogical technologies in the educational process. Extensive research is being conducted on the integration of pedagogical technologies into the curriculum, the theoretical and practical enrichment of the content of education, increasing the capacity of modern teaching aids, the organization and further improvement of specialized education in specific disciplines.

"We will do everything possible to give our children the opportunity to grow up not only physically and spiritually healthy, but also to grow up to be a harmoniously developed people with the most modern intellectual knowledge, fully meet the requirements of the XXI century."1 New pedagogical technologies and their introduction are invaluable in

achieving this goal. A number of measures have been taken in this direction over the past period. In particular, state educational standards have been developed for general secondary education, secondary special education, vocational education and higher education in the system of continuing education. In addition, a lot of work has been done in these areas on the use of new pedagogical technologies in the implementation of education, a number of studies on the introduction of its known elements. In particular, the research of our Methodist scientists N. Saidakhmedov, JG Yuldashev, S. Umarov, II Tursunov, HY Khakimjonov, J. Tolipov and others on the introduction of new pedagogical technologies is gives its result. However, this approach and methods do not solve all the problems of full implementation of new pedagogical technologies in the teaching process. Because there are different views on the nature, stages, principles and components of pedagogical technology: the difference between pedagogical technologies and the current methodology, and ultimately the pedagogical and psychological basis for its application in the educational process, there are many unresolved problems. The fact that the development of education in many ways is closely linked to the correct solution of the problem of pedagogical technology, even at the special conferences of the world-famous UNESCO, indicates that much research is still being done in this direction. In recent years, along with developed countries such as Bulgaria, Hungary, Poland and Russia, the problems of introducing pedagogical technology into the education system are being addressed in our country too.

The ability of the pupil and the teacher to think freely and creatively, to use methods and tools, refraining from conducting classes on the basis of the same size and accepted tradition, is used in practice.

The concept of "Pedagogical Technology" is defined by UNESCO as follows: "Pedagogical technology is the process of accelerating the process of learning and acquisition of knowledge, taking into account the human and technical resources and their interaction for the adoption of forms of education".

Pedagogical technology is a project of a known pedagogical system that can be put into practice. Pedagogical technology includes the concepts of: teaching technology, new pedagogical experience, advanced pedagogical technology, pedagogical technology, information technology, new experience and teaching methods. Therefore, pedagogical technology is a way to effectively implement didactic tasks, to achieve goals in this area.

The ability of the pupil and the teacher to think freely and creatively, to use methods and tools, refraining from conducting classes on the basis of the same size and accepted tradition, is used in practice.

Based on the above goals and objectives, we present the ways and means of transitioning some topics from different disciplines on the basis of specific approaches. This educational technology, which is used in the classroom, in a sense, is aimed at the practical application of the elements of pedagogical technology and is of practical importance in improving the education system on the basis of new pedagogical technologies.

Students studying in the field of bachelor's education in accordance with the fundamental and special training in their specialties, with the following types of professional activities, for example the field of teaching: they work as teachers of vocational education on the basis of the approved curriculum in vocational colleges, academic lyceums, vocational schools.

Specialists in this bachelor's degree program mainly teach specialty subjects during the course. Therefore, the creation of pedagogical software tools, the formation of skills in the use of computer technology in the education system is important in improving the professional skills of students of this bachelor's degree. Our main goal is to quickly and effectively teach undergraduate students of vocational education in the field of ICT to create a virtual learning environment through the Case-study teaching method, one of the modern educational technologies.

Case-Study is the application of the teaching method in the study of different situations, that the learning process aimed at organizing the study of typical situations taken from life or requiring learners to look for appropriate solutions to relevant problems based on artificially created situations.

This method allows learners to design a project that allows them to diagnose relevant life situations, express assumptions, identify problems, gather additional information, clarify assumptions, and solve problems as well as clear steps to accomplish them.

The use of case studies on specific life situations connects the learning process with real life. In reviewing the case, the learners created the learning process. In the process, there is a real exchange of ideas. The case gives learners the freedom to analyze, compare, and solve problems.

That is why we aim to teach using the most effective case study technology, case-study, which is being used today. The Samarkand branch of the Tashkent University of Information Technologies named after Muhammad al-Kharazimi teaches this technology to students of the bachelor's degree program "Vocational training in the field of ICT". We aim

to use it to accelerate the development of students' knowledge and develop their ability to acquire knowledge independently.

To do this, we use a method of teaching based on problem-based analysis of the situation, created in a realistic or artificial way, which expresses the problem being studied in the subject and directs students to search for appropriate solutions.

**Case statement:** The student can easily edit and process documents when working with text editor instructions. For example, MS Word, WordPad or many other modern text editors.

With the help of such programs we can create an electronic document in any font, size, left or right alignment, or change the design of the document by placing colors and images on it. However, we cannot publish this electronic document online. That is why text editors and their capabilities, which are used on personal computers, can not be used on the Internet.

In order to avoid such inconveniences, modern web programming languages, such as HTML "hypertext markup language", JavaScript, JQuery, CSS and many other modern standards have been created. These standards are web programming languages that consist of a set of specialized operators that can be used to publish electronic documents directly on the Internet.

Suppose a learner is given an independent task in the course of a lesson, that is, to create a web page based on a virtual learning environment in HTML, the student receives a web page created from a teacher-ready template. This website had a beautiful design and convenient effects. The design and effects of this website are written in JavaScript, JQuery and CSS programming languages and are compatible with Mozilla Firefox4.5, which is considered to be outdated for modern operating system requirements. When a student loads this web page on his or her personal computer, the web page may not display the original design and effects. The reason is that modern Internet browsers (Google Chrome, Yandex, Microsoft Edge) adopt new standards.

**Case question:**

1. What should a student do in this situation?
2. What would you have done in this situation?
3. What should be done in this situation?

**Instructions for students:**

1. Understand the essence of the case.
2. Based on the given sources, identify the situations that serve to find a solution to the problem.
3. Try to justify the solution based on the identified cases.
4. Explain the solution.

**Rules of work in groups:**

- Listen carefully to your partner.
- Participate actively in group work, take responsibility for assigned tasks.
- Be sure to contact if you need help.
- If you are asked for help, be sure to help.
- Everyone should be involved in evaluating the results of the groups.

**We need to clearly understand the following:**  
We learn by teaching others. We are a ship on the page. Let's swim together or sink together.

**In the process of solving the case:**

1. The student identifies the circumstances that help to solve the problem by getting to know the essence of the case two or three times, discussing it with a partner (in pairs), peers (in small groups) or teammates (in a community).
2. Identifies situations that help to find a solution to a problem when discussing it with a student partner (in pairs), peers (in small groups), or teammates (in a group).
3. The student (pair, small group, community) decides on the basis of the circumstances which he has determined.
4. The solution is discussed individually, in small groups or in groups.

**Guidelines for problem analysis and resolution****Evaluation criteria**

“Excellent”	“Good”	“Satisfactory”
86 – 100 %	71 – 85 %	55 – 70 %
5 mark	4 mark	3 mark

**Teacher's solution:**

**First solution.** Today, the World Wide Web Consortium (W3C) meets the general principles of the global Internet. Develops and approves all available web standards that are compatible with all web pages posted on the Internet. Therefore, in order to display sites and web pages correctly, the browser must support the approved web standards and know better how well they know them. Therefore, the student must first install one of the modern browsers on his personal computer.

**Second solution.** The programmers pay special attention to the design of the website in order to demonstrate all the features of the website. Web pages may not be supported by some outdated browsers. To this end, the programmer uses all possible ways to troubleshoot the website. In view of this problematic situation, the student should enter the following codes into this document code in the HTML editor.

```
<!--[if lt IE 8]><link rel="stylesheet" type="text/css" href="<?php echo Yii::app()->request->baseurl;?>/css/ie.css" media="screen, projection" /><![endif]-->
```

As a result of this educational technology, it can be said that in this problematic situation, students debated in different ways, students worked independently or in groups. As a result, conclusions and solutions were collected on the problematic situation. The collected conclusions and solutions were compared with the teacher's ready solution.

In conclusion, if we transfer the above concepts to the learning process, as a result of the systematic influence of the teacher on students through the use of teaching aids in certain conditions, they become necessary for society. It can be described as a social phenomenon that accelerates the formation of existing and predetermined social qualities, or in other words, the process of influencing students by the teacher through teaching tools and the formation of predetermined personality traits in them as a product of activity.

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