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Modern Pedagogical Technologies in the Educational Process

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ABSTRACT: This article deals with the effective use of innovative technologies in the system of continuing education of the Republic of Uzbekistan, the organization of innovative activities in secondary schools, ensuring the continuity of cooperation between teachers and students and its implementation in a targeted manner.

KEYWORDS: Innovative activity, management, directed, assimilation, introduction, process, education, conditions, opportunities.

Today, one of the priorities is the further introduction of modern information and communication technologies in the system of state and society building. Therefore, under the leadership of the President of our country, special attention is paid to this area.

The creation of an appropriate legal framework is the basis for a gradual increase in efficiency in this area. In particular, the Law on Informatization is of great importance. Indeed, it plays a special role in the widespread application of modern information and communication technologies in all spheres of society, including in the educational process.

In 2011, the Committee on Information and Communication Technologies of the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan paid special attention to the implementation of the law "On Informatization" in the Ministry of Public Education and the center for secondary special and vocational education.

Expanding the scope of introduction of modern pedagogical technologies in the educational process, the use of foreign experience in this area, the development and implementation of specific plans for each subject, textbooks, manuals, programs and lectures transfer to electronic diskettes, their provision It is important to provide each student with the necessary tools to achieve the widespread introduction of pedagogical technologies in scientific and methodological work, as well as in the educational process.

It is known that today the quality of education can be improved through the use of pedagogical and information technologies in the teaching of many subjects. The task of education today is to teach students to work independently in the growing information educational environment, to use information flow wisely.

Hitherto, in traditional education there are prepared knowledge that students and teachers are learned. This approach is not intended to engage students or independent learners in independent thinking, creative inquiry. There is a growing interest in interactive methods in the effective use of pedagogical and information technologies in the current educational process. Classes using modern technologies are designed to allow students to independently search for and analyze the knowledge they have acquired, and even to draw their own conclusions. In order to solve the problems facing the education system in the current pedagogical process, the acquisition of new information requires independent and free-thinking individuals who are able to make the necessary decisions, able to assess their own knowledge.

The general content of the process of achieving educational goals of pedagogical technologies, that is, the gradual implementation of the previously developed learning process on the basis of an integrated system, the development of specific methods, techniques and tools means a clear goal. To do this, it is necessary to create opportunities and conditions for their continuous independent work. An important condition for the development of our country is to achieve an improved system of training on the basis of modern economic, scientific, cultural, technical and technological development. Ҳозирги кунда таълим самарадорини ошириш учун билимларни мустақкам эгаллашдан ташқари замонавий педагогик технологияларни ва интерфаол усулларни биладиган, улардан ўқув ва тарбиявий машғулотларни ташкил этишда фойдаланиш коидаларни биладиган ўқитувчилар керак. In order to increase the effectiveness of education today, in addition to a solid acquisition of knowledge, we need teachers who know modern pedagogical technologies and interactive methods, know the rules of their use in the organization of teaching and educational activities. Various trainings, seminars, special courses on pedagogical technologies have been

organized in order to develop the skills and abilities of young talented teachers and researchers working in educational institutions.

The practical aspect of "pedagogical technology" in education and the use of organizational and methodological opportunities, its implementation by specific means is gaining the attention of teachers around the world. There are different views on the technological direction. While some educators see the concept of "pedagogical technology" as a means of differentiating education, others are interested in its ability to achieve high results through hard work and the ability to bring all learners to a predetermined level of knowledge, skills and competencies. Some educators are hoping that with the help of educational technology, there will be a turning point in the practice of public education. Education is one of the most important processes for a rapidly evolving society. In order to improve the quality of education, it is important for teachers to acquire skills and explain to them the essence of the subject, using modern pedagogical technologies in a completely new way. Expanding the introduction of advanced pedagogical technologies in the training sessions, application of foreign experience in this field, develop and implement specific plans in this area for each subject, transfer textbooks, manuals, programs and lecture notes to electronic diskettes, to provide each student with them, to achieve the widespread introduction of pedagogical technologies in scientific and scientific-methodical work, as well as in the process of reading lessons, tasks such as adequately providing the process with the necessary media are important. The features listed above are the basis for understanding the essence of pedagogical technologies and the need to implement them in educational practice with proper assessment. The above analysis shows that the organization and conduct of training in higher education institutions in accordance with the requirements of the time is one of the main tasks and determines the relevance of the chosen topic. Oral methods of teaching include: storytelling, lecture, conversation, etc. In their use, the educator narrates and explains the learning material through words, and students actively accept it by listening and remembering.

In the storytelling style, the content of the lesson topics given to the students is given orally. Certain pedagogical methods are used in its application. For example, activating attention, describing, comparing, separating, concluding.

Lecture— a common form of teaching and plays a leading role in pedagogical activities. The lecture uses pedagogical methods such as oral presentation of knowledge, keeping students' attention for a long time and activating, proving, describing, systematizing, generalizing their ideas.

The subjects are usually described in the form of more lectures. Because such courses are more theoretical or generalizing in nature. When organizing the lecture, the teacher should emphasize the important aspects of subject. The lecture material is quickly and fluently mastered. Lectures are effective only when the main issue of science is the acquisition of knowledge. All existing training issues can be divided into three groups: knowledge, skills, and instruction.

If didactic goals such as memorization, categorization, definition, assessment and explanation are to be achieved in the course of the training, it is of course advisable to organize training in the form of lectures.

The material of the lecture, which is related to life, daily life, important events, is easily mastered. It is also important that theoretical knowledge and worldview information are provided using the lecture. Any high-level lecture, if it lasts too long, will cause students to lose their hearing and become tired. Therefore, lectures based on advanced pedagogical technology will be effective. The speaker will divide his speech into several blocks. Each block lasts 15-20 minutes, and after each block, a question and answer session is held. Some problems will be raised during the lecture. During this time, students' attitudes to the problem are determined, and their opinions are listened to.

The speaker should observe the growth of students' interest, aspiration, responsibility, and encourage active participation during this time. It is advisable to create a technological map of the report for the lesson.

The conversational style involves a conversation between the educator and the students using well-thought-out questions, leading their independent thinking to acquire new concepts and laws. In its application, methods are used to ask questions, discuss student responses and feedback, formulate conclusions, and correct answers.

Demonstration style can be divided into two groups: exhibition and demonstration styles. The visual style involves showing students manuals, including a map, a poster, a drawing on the board, and pictures. Demonstration style is usually associated with the demonstration of a device, equipment, experiments, and so on.

Practical methods. In practice, the following methods are used: setting a task (goal), planning the method of its implementation, managing the process of execution, analysis, identifying the cause of shortcomings, making adjustments and changes to the training process to achieve the goal. During the practical exercises, the student actively observes the future behavior, speaks to himself and comments on the future event. Movement interpretation helps the student to understand his / her mistake and make corrections to the action.

Practical methods are used in close connection with the process of verbal expression of education and its consolidation with visual methods, in which the educator explains, demonstrates before performing the exercise, training, labor operation. Oral explanations and visual demonstrations are usually conducted at the same time as the exercise process itself. In recent years, frontal laboratory work has taken a strong place in educational institutions.

Discussion style. Many disciplines and their topics require debate-based learning, depending on the educational standards, subject programs, curriculum, and the specifics of the educational institution, as well as the student body. In this case, students are active, there is no room for questionable situations, their wishes are fully satisfied, it is important that the study material is fully mastered, the basics, conclusions are in perfect appearance and content.

There are controlled and free discussion types. The teacher's participation in the controlled discussion will be significant. Free discussion is held with the democratic participation of teachers and students. The outcome of the discussion should be projected by the educator in advance. The fact that the final conclusions do not contradict the theory of scientific knowledge is ensured by the professional potential of the teacher. The success of the discussion depends on the interest and knowledge of the students.

Group work style. This is a popular teaching method abroad. In Denmark, for example, no education or occupation is acquired without group work. The participation of a small number of students in some important educational event and their joint activities determine the effectiveness of such training. The level of performance and its quality is controlled by the teacher. Based on pedagogical goals and objectives, such groups are formed for a specific situation.

Problem assignment style. Depending on the specific situation and the nature of the problem, problem-solving tasks can be used effectively. It is useful to create a problematic situation in the mastering of facts and lecture materials, assignments and exercises and problem solving. In this case, small groups are formed. The study material is given to the groups individually. Once the final conclusions and solutions are found, the topics are exchanged between groups. When solutions and opinions differ, the educator says the decisive word.

Project assignment style. This approach is effective for a comprehensive study of a study material. A long-term designed plan is needed to study, analyze, evaluate, draw conclusions, and make a final decision. Basic background information is required to conduct this event. It is applied periodically in the stages of mastering the science. Such assignments increase academic creativity and lead to independence.

Collaborative pedagogy style. From the point of view of classical pedagogical views, the teacher is the subject of the pedagogical process, and the student is the object. In this style, the student is seen as the subject of his own learning activities. In this case, the teacher and the student are equated as subjects of the pedagogical process, and the process of collaborative pedagogy is formed. They act as mutual partners, like-minded, co-creators. Partnerships are established between educators, with the administration, with the student and pedagogical community, and between leaders and parents. This method ensures high quality and efficiency through the development of the student's educational motivations and the implementation of the principles of humanization of this process.

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