

EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF TEACHING

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Abstract. The article describes educational technologies applied in practice. Educational technology is a classic example of social technology and represents a relatively new trend in educational science. Educational technologies are associated with increasing the effectiveness of training and education and are aimed at the final result of the educational process - the training of highly qualified specialists.

Keywords: pedagogical process, pedagogical technology, design method, modernization of education, problem presentation method, case study method, modern technologies.

INTRODUCTION

The implementation of the "National Program for Personnel Training" provides for the high quality of knowledge of a future specialist in the modern conditions of globalization, whose personality should be characterized by comprehensive education, creative thinking, and a high professional socio-cultural level. Such preparedness will provide an opportunity to enter the international scientific, professional and cultural context. The gradually changing socio-economic situation in modern Uzbekistan has renewed the need to modernize education, rethink theoretical approaches and the accumulated practice of educational institutions.

THE MAIN FINDINGS AND RESULTS

In recent years, various educational technologies have begun to be widely used in teaching practice at the Tashkent State University of Oriental Studies. Pedagogy has long been looking for ways to achieve, if not absolute, then at least a high result in working with students and has constantly improved its means, methods and forms. It is this goal that the technologization of the pedagogical process serves. Technologies are divided into industrial and social. A feature of social technology is that a person is the initial and final product, and the main parameter of change is one or more of his qualities. Educational technology is a classic example of social technology and represents a relatively new trend in educational science. The initial concept of pedagogical technology involved teaching with the help of technical means; at present, it is considered as a systematic and consistent implementation in practice of a pre-designed educational process. Thus, pedagogical technology is a project of a certain pedagogical system, implemented in practice. The modernization of education at a higher educational institution presupposes a search for ways to activate the activity and creative principles. The glossary of modern education examines three approaches to defining the concept of educational technology:

– a systematic method of planning, application, assessment of the entire learning process and assimilation of knowledge by taking into account human and technical resources and the interaction between them to achieve a more effective form of education;

– solving didactic problems in line with the management of the educational process with precisely defined goals, the achievement of which should be amenable to a clear description and definition;

– the identification of principles and the development of techniques for optimizing the educational process by analyzing factors that increase educational efficiency, through the design and use of techniques and materials, as well as through the methods used.

Thus, educational technology is a systematic method of design, implementation, assessment, correction and subsequent reproduction of the educational process. It is characterized by the following features: diagnostic formulation of goals, orientation of all educational procedures to guaranteed achievement of goals, operational feedback, assessment of current and final results, and reproducibility of the educational process. In order to improve the quality of teacher training in modern Uzbekistan, enhance the cognitive activity of students, disclose creative potential, organize the educational process with a high level of independence of the teacher of the Tashkent State University of Oriental Studies, the following educational technologies are used in their work: personality-oriented, block-modular training, multilevel, distance and problem learning in cooperation, test forms of knowledge control, project method, case method.

The advantages of using educational technologies are that there is a change in the functions of the teacher and the student, the teacher becomes a consultant-coordinator, and students are given greater independence in choosing the ways of mastering the educational material. The result of the use of educational technologies is less dependent on the skill of the teacher; it is determined by the entire set of their components.

Educational technologies are associated with increasing the effectiveness of training and education and are aimed at the final result of the educational process - the training of highly qualified specialists:

–having fundamental and applied knowledge;

– capable of successfully mastering new professional and managerial fields, flexibly and dynamically reacting to changing socio-economic conditions;

– possessing high moral and civic qualities in an innovative educational space.

Currently, our Republic is undergoing major changes in the entire education system. One of the factors that determined the processes of reorganization of the university model of education are the processes of globalization, which have affected almost all aspects of our life, and the informatization of the educational process associated with modern computer technologies. The emergence of more progressive

concepts, acquaintance with the advanced experience of countries and the development on this basis of a national, Uzbek model of education are aimed at solving the problem of the demand for a future specialist-graduate of the university in a market economy. The traditional methodology involves communication between a teacher and a student, constant control by the former for educational activities, assimilation of educational material. In other words, the effectiveness of this dialogue depends on the teacher's correct solution to the following tasks:

- setting an educational goal and the resulting motivation for the student;
- the implementation of the transfer of material of certain content and its interpretation for students.

At the same time, the teacher also performs the function of methodological study of educational material:

– knowledge control. This training model is prescriptive. The result of training is regarded as the transfer of the amount of knowledge due to the rational organization of the content of the educational process, when a one-sided dialogue takes place, where the teacher acts as an active initiating party of information. Reproduction of the information received is mechanical: the student's activity, his interest in the learning process is difficult to trace. On the basis of new information and pedagogical technologies, teaching methods, it became possible to change the role of the teacher - to make him not only the bearer of knowledge, but also the leader, the initiator of the student's independent creative work, contributing to the student's independent development of criteria and methods of orientation, the search for the rational in the information flow. In other words, in the current conditions of the development of the educational services market and the requirements of the era of information technologies, teaching should combine the developed practical directive and modern, innovative, interactive teaching models. Note that both training models under consideration have both positive and negative sides. So, the main criteria of the directive model of teaching are the accuracy, indisputability, reliability of what is presented, the final control, presumably the presence of independent work outside the classroom. The main criteria for an interactive learning model are the possibility of informal discussion, free presentation of the material, fewer lectures, but more seminars, practical classes, student initiative, the presence of group tasks that require collective efforts, constant monitoring during the semester, and writing. It would be a mistake to stick to any one model. It is reasonable to combine both of them in order to achieve the efficiency and quality of the educational process.

Let's consider the main aspects of the possible application of modern teaching methods at a university. As part of our presentation, we will pay attention to interactive teaching methods. One of the most effective methods of enhancing the learning process is the method of problem statement. With this approach, the lecture becomes like a

dialogue, teaching imitates the research process. This technique allows you to interest the student, to involve him in the learning process. The contradictions of scientific knowledge are revealed by posing a problem. The learning problem and problem situation are the main structural components of problem learning. Before starting to study a certain topic of the course, a problematic question is posed to students or a problematic task is given. By stimulating the solution of the problem, the teacher removes the contradiction between the already existing understanding of it and the knowledge required from the student. The effectiveness of this method lies in the fact that individual problems can be raised by the students themselves. The main success of this method is that the teacher seeks from the audience an independent solution to the problem posed. Another effective method is the case study method, or the case study method. Its central concept is a situation, a set of variables, when the choice of any of them decisively affects the final result. The existence of the only correct solution is in principle denied. With this method of teaching, the student is independently forced to make a decision and justify it. It is a teaching method in which students and teachers are directly involved in discussing business situations or tasks. These cases, usually prepared in writing and based on real facts, are read, studied and discussed by students. Cases form the basis of a classroom conversation led by a teacher. Therefore, the case study method includes both a special type of educational material and special ways of using it in the educational process. In general, the method of case study situations allows you to make the right decisions in conditions of uncertainty, develop an algorithm for making a decision, master the skills of studying a situation, develop an action plan, apply the theoretical knowledge gained in practice, and take into account the points of view of other specialists. The main thing is that it contributes to the development of the ability to solve practical problems, analyze situations, evaluate alternatives, and instill skills in solving practical problems. The general technology of work using the UKS method has been developed.¹ Before the start of classes, the teacher: selects a case, determines the main and auxiliary materials, develops scenarios. The student's duties are to receive a case study and a list of recommended literature, to prepare for the lesson. During the lessons, the teacher organizes a preliminary discussion of the case, divides the group into subgroups, and leads the discussion of the case. The student asks questions, suggests options for solutions, makes a decision, and draws up a written report on the work. Modern technologies –computers and the Internet-play a special role in teaching methods and tools. New concepts in teaching methods closely associated with modern technical means, logically lead to the idea that the use of all kinds of technical means, in particular, modern personal computers, in the learning process is interactive teaching methods. Consequently, the rest of the methods in the educational process do not stand up to any criticism. Let us disagree with this interpretation and attitude to interactive methods in the educational process.

In our opinion, when determining the correctness or incorrectness of teaching methods, it is important to rely not on the degree of technical support of teaching methods, which is certainly important, but on the final effectiveness of teaching methods. It is from these positions that we should talk about both the degree of demand for each of the methods, and about the content of modern educational methods. Adhering to these provisions, we will try to define interactive teaching methods. This term is understood as such methods of the way and means of teaching, which are aimed at active participation and active involvement of the student in the educational process. So, the updated education forms in future specialists a system of knowledge directly related to the cultural heritage, its reconstruction and use, with activities in the field of interethnic relations; personal qualities - mobility and the ability to solve problems that have arisen. Using the resources of university education increases the competitiveness of the graduate and the degree of his adaptation in the market conditions of life. The quality of education is the quality of the future life, its style. The development of the state requires human, intellectual resources, and they are formed at the university. Educational technologies stimulate our graduates to continuous self-improvement, due to which not only specialists of a new type will appear, but also personalities of a new type.

CONCLUSION

Summing up the above, I would like to note that the methods and ways of teaching should not be elevated to the rank of an end in itself; these are, first of all, the means of solving educational problems in the university. Therefore, the methods must be used taking into account the specifics of each academic discipline.

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