

FACTORS OF USING METHODS AND TOOLS OF PEDAGOGICAL TECHNOLOGY USED IN EDUCATIONAL ACTIVITIES

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Annotation: This article talks about the implementation of didactic goals, such as acquiring new concepts and laws of independent thinking, monitoring the growth of students' interest, aspiration, and responsibility, memorizing during training, dividing by categories, giving definitions, evaluating and explaining.

Key words: development of activity, problem statement, reproductive, formation of conclusions, statement, comparison, separation of the main ones,

Any pedagogical technology applied to the process of educational training, regardless of whether its components are passed through the content of the training, the curriculum, the textbook or the activity of the pedagogue, is required to be aimed at the development of the student's free and creative activity.

Teaching methods are a key part of the learning process. Pedagogical activities cannot be carried out without appropriate methods. Depending on the nature of knowledge transmission and reception, verbal expression is divided into demonstrative and practical methods. Explanatory-illustrative, reproductive, problem statement, private search or heuristic, and semi-research methods are used in mastering the content of educational subjects. Oral methods of education include: story, lecture, conversation. When using them, the pedagogue describes and explains the educational material using words, and the students actively receive it by listening and memorizing.

In the style of a story, it is intended to verbally express the content of the subjects of the training session given to the students. Certain pedagogical methods are used in its application. For example, to activate attention, to describe, to compare, to distinguish the main ones, to conclude.

The lecture is a common form of teaching and occupies a leading place in pedagogical activity. Pedagogical methods such as oral presentation of the knowledge given during the lecture, keeping students' attention for a long time and activating their thoughts, proving, defining, summarizing are used.

The subjects are usually presented more in the form of lectures. Because such courses tend to be more theoretical or general in nature. During the organization of the lecture, the pedagogue should emphasize the important aspects of science. In the lecture, the educational material is learned quickly and accurately. Lectures are effective only when the main issue of science is the acquisition of knowledge. All existing issues of education can be divided into three groups: knowledge, skills and instructions. Didactic goals such as memorization, classification by categories, giving definitions, evaluation and explanation should be implemented in the course of training sessions, then it is appropriate to organize training sessions in the form of a lecture. Lecture material related to life, daily life, and important events is easy to learn. It is also important that theoretical knowledge and information of worldview importance are given with the help of a lecture.

Any lecture given at a high level, if it goes on for a long time, will weaken and tire the students' hearing. That is why lectures organized on the basis of advanced pedagogical technology are effective. The speaker divides his speech into several blocks. Each block lasts 15-20 minutes, and after each block there is a pause and a question-and-answer session. During the lecture, some problems will be revealed. During this period, students' attitude to this problem is determined, their opinions are listened to.

The speaker should monitor the growth of interest, aspiration, and responsibility of the students, and during this time, he should encourage the active

participants. It is appropriate to make a technological map of the lecture for the training.

The conversation style, with the help of carefully thought-out questions, envisages a conversation between the pedagogue and the students, which leads to their independent thinking and acquisition of new concepts and laws. It uses the methods of asking questions, discussing students' answers and comments, forming conclusions, and correcting answers.

Demonstration style can be divided into two groups: demonstration and presentation styles. The visual method involves showing students visual aids, including maps, posters, blackboard drawings, and pictures. Demonstration style is usually related to the demonstration of devices, equipment, experiments, etc.

Practical methods, the following methods are used in practice: setting a task (goal), planning the method of its execution, managing the execution process, analyzing, determining the cause of deficiencies, making corrections and changes to the training process in order to fully achieve the goal. During practical exercises, the student actively observes the future behavior, speaks to himself and interprets the future event. Commenting on the movement helps the student to realize his mistake and make corrections to his movement.

Practical methods are used in close connection with the process of expressing education through words and strengthening it with demonstrative methods, in which the pedagogue gives an explanation and shows before performing the exercise, training, work operation. Verbal explanation and visual demonstration are usually carried out simultaneously with the exercise itself. In the following years, frontal laboratory work took a strong place in educational institutions.

Discussion style. Most subjects and their subjects require discussion-type learning activities, depending on the educational standards, subject programs, curriculum, and the identity of the educational institution and in relation to the

student body. In this, students' activity is ensured, there is no room for suspicious situations, their wishes are fully satisfied, the most important thing is that the educational material is fully mastered, the foundations and conclusions are in perfect form and content.

There are guided and free discussion types. In the guided discussion, the participation of the pedagogue is significant. A free debate is held with the democratic participation of teachers and students. The pedagogue should plan the outcome of the discussion in advance. The fact that the final conclusions do not contradict the theory of scientific knowledge is ensured by the professional potential of the pedagogue. The success of the discussion depends on the interest and knowledge of the students.

Group work style. This is a popular teaching style abroad. For example, in Denmark, no education or profession can be obtained without group work. The participation of a small number of students in some important educational activity and their cooperative activity determines the effectiveness of such an activity. The level of performance and its quality is controlled by the pedagogue. Based on pedagogical goals and tasks, such groups are formed for a specific situation.

Problem assignment style. Depending on the specific situation and the nature of the problem, problem assignments can be effective. It is useful to create a problem situation in the acquisition of facts and lecture materials, tasks and solutions of exercises and problems. In this, small groups are formed. Study material is given to groups separately. After the final conclusions and solutions are found, the topics are exchanged among the groups. If there are different solutions and opinions, the pedagogue will say the deciding word.

Project assignment style. This approach is effective for a comprehensive study of a learning material. A long-term designed plan is necessary to study, analyze, evaluate, draw conclusions and come to a final decision. Basic information is required to run this event. It is applied periodically at the stages of

learning science. Such tasks increase educational creativity and lead to independence.

Method of cooperative pedagogy. From the point of view of classical pedagogical views, the pedagogue is considered the subject of the pedagogical process, and the student is the object. In this method, the student is considered as the subject of his educational activity. In this case, the pedagogue and the student become equal subjects of the pedagogical process, and the process of cooperative pedagogy is established. They work as partners, like-minded, co-creators. Cooperation relations are established among pedagogues, with the administration, with student and pedagogic teams, leaders, and parents. This method ensures the achievement of high quality and efficiency by developing the student's motivation for education and implementing the principles of humanization of this process. In order to use pedagogical technologies in the course of training, specific means of introducing these technologies are necessary. They are different:

- verbal (speech, lecture, conversation, question-and-answer, debate, negotiation, giving information and information, consultation, advice or rebuke);
- non-verbal (expressing or emphasizing a certain meaning with the help of gestures, hand and body movements);
- visual (elements of demonstration: posters, tables, pictures, diagrams, schemes, writing and images, photographs, handouts, videos, animate and inanimate objects, various items, etc.);
- audio (such as magnetic recordings, lingophone and radio tools, music and speech works);
- natural (people, animals, plants, machines and mechanisms, equipment, buildings, etc.);
- educational materials (book, atlas, map, reagents, etc.).

No matter how modern and different the tools are, if the pedagogue's skills and responsibility for his work are not sufficient, such a process will end ineffectively. It is recommended to use the pedagogue's program aimed at developing technological design skills developed by L.V. Shmelkova. In this program, the following requirements are placed on the technological design ability of the pedagogue:

- to know the general rules of pedagogy;
- to have an understanding of the primary sources of the technological approach to education and the interrelationships of the processes of design, individualization, and technology;
- understanding the role of technologies in the development of education;
- to have an idea about the main purpose, form and levels of personalization of education;
- to know the connections and differences between the concepts of individual approach, differentiation of teaching, individual teaching;
- to know ways to develop the individual characteristics of the student through the means of organizing the educational process;
- to know the possibilities of individual developing technologies in directing the educational process to the individual;
- to be able to distinguish the main stages in the design of education;
- knowledge of the main pedagogical objects related to design;
- being able to set a goal that can be diagnosed based on the existing conditions;
- to know the general criteria of technology;
- dividing the learning material into measurable and observable parts;
- facilitating the logical structure of the educational process;

- being able to design a technological map of the educational subject;
- to know how to design information maps that record students' learning and development.

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