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Modern Technologies for Organizing the Educational Process

Akhmedova Aziza Akmalovna [1], Tadjibaeva Makhmuda Riksiboevna [2]

Annotation: The article deals with a theoretical review of modern pedagogical technologies. For this purpose, modern technologies for teaching students are considered, modern technologies for organizing the educational process are cut out, and modern author's pedagogical technologies are indicated.

Keywords: personality of the student, critically comprehend, evaluate ongoing processes, pedagogical culture, pedagogical technologies.

To solve modern psychological and pedagogical problems facing the education system in need of updating, it is important to radically change the priorities of the learning goals. The developing function should be brought to the fore, which to a greater extent ensures the formation of the personality of the student, the disclosure of his individual abilities, the development of mental, creative and social activity, which is an important condition for their psychological preparation for life in society, for both mental and physical work. Through the development of this activity, the formation of important personality traits occurs: responsibility for one's actions, the ability to self-organize, critically comprehend and evaluate ongoing processes.

Pedagogical technologies are currently based on the theories of psychodidactics, psychology, cybernetics, management and management and are understood as a systematic and consistent implementation in practice of a pre-designed pedagogical process. The technological chain of pedagogical actions, operations, and communications is built strictly in accordance with the target settings, which have the form of a specific expected result. However, any educational technology is not a guarantee of success. The main thing is the organic combination of effective educational technologies and the personality of the teacher.

Once again, it should be emphasized that under the new paradigm of education, the teacher acts more as an organizer of the student's independent active cognitive activity, a competent consultant and assistant. This role is much more difficult than in traditional teaching and requires a higher level of professional and pedagogical culture from the teacher.

Pedagogical technology is a scientifically based choice of the nature of the impact in the process of interaction with children organized by the teacher, made in order to maximize the development of the individual as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methodology of education on the practice of education, focused at one point, short in time, barely perceptible in ways, individualized due to the widest variety of personal characteristics of the personality of the teacher and student.

Pedagogical technology reveals a system of professionally significant skills of teachers to organize the impact on the pupil, offers a way to comprehend the technological effectiveness of pedagogical activity [1].

Of course, modern pedagogical technologies, based on reasonable expediency, tend to take into account as many factors as possible that affect the learning process, and under these conditions, the place and role of the teacher in the educational process is significantly changing. The world pedagogical science today considers the teacher as a manager who manages the student's active

[1] senior teacher, Tashkent Institute of Chemical Technology
[2] senior teacher, Department of Uzbek language and professional education, Tashkent Institute of Chemical Technology

developmental activity. In this situation, the teacher must master all the tools of teaching methods, and the role of technology in achieving the modern quality of education in these conditions increases significantly [1].

Let us conduct a theoretical review of modern technologies for teaching students, the most common in the scientific literature.

Technology of student-centered learning

The focus of the teacher's attention is the child's unique integral personality, striving for the maximum realization of its capabilities (self-actualization), open to the perception of new experience, capable of making a conscious and responsible choice in various life situations. In contrast to the formalized transfer of knowledge and social norms to the pupil in traditional technologies, here the achievement by the individual of the above qualities is proclaimed the main goal of education and upbringing.

In traditional didactic systems, the basis of any pedagogical technology is explanation, and in student-centered education, understanding and mutual understanding.

The fundamental idea is to move from explanation to understanding, from monologue to dialogue, from social control to development, from management to self-government. The main orientation of the teacher is not on the knowledge of the "subject", but on communication, mutual understanding with students, on their "liberation" (K.N. Wentzel) for creativity. Creativity, research search are the main way for a child to exist in the space of personality-oriented education. But the spiritual, physical, intellectual capabilities of children are still too small to independently cope with the creative tasks of learning and life problems. The child needs pedagogical help and support.

Personal orientation technologies try to find methods and means of training and education that correspond to the individual characteristics of each child: they use psychodiagnostic methods, change the relationship and organization of children's activities, use a variety of teaching aids (including technical ones), and adjust the content of education.

The peculiarity of personality-oriented technologies lies in their goal-orientation to the properties of the personality, its formation and development not by someone else's order, but in accordance with natural abilities. The content of education is the environment in which the formation and development of the child's personality takes place. It is characterized by a humanistic orientation, appeal to a person, humanistic norms and ideals [3].

Gaming technologies

A game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved. Most games are distinguished by the following features (S.A. Shmakov):

- free developmental activity, undertaken only at the request of the child, for the sake of pleasure from the process of activity itself, and not just from the result (procedural pleasure);
- creative, largely improvisational, active nature of this activity ("creativity zero");
- emotional elation of activity, rivalry, competitiveness, competition ("emotional stress");
- The presence of direct or indirect rules that reflect the content of the game, the logical and temporal sequence of its development.

Pedagogical games are a rather extensive group of methods and techniques for organizing the pedagogical process. The main difference between a pedagogical game and a game in general is that it has an essential feature - a clearly defined learning goal and a pedagogical result corresponding to it, which can be substantiated, explicitly identified and characterized by an educational and cognitive orientation.

In the educational process of the school, until recently, the use of the game was very limited. In a modern school that relies on the activation and intensification of the educational process, gaming activities are used in the following cases:

- as amateur technologies for mastering a concept, topic, and even a section of a subject;
- as elements (sometimes very significant) more extensive technology;
- as a lesson (class) or part of it (introduction, explanation, consolidation, exercise, control);
- as technologies for extracurricular activities (collective creative work).

Determination of the place and role of gaming technology in the educational process, combinations of game and learning elements largely depend on the teacher's understanding of the functions and classification of pedagogical games.

The specifics of gaming technology are largely determined by the gaming environment: there are games with and without objects, desktop, indoor, outdoor, on the ground, computer games, with various vehicles, etc.

The features of the game in senior school age are the focus on self-affirmation in society, the desire for a draw, and orientation on speech activity.

The business game is used to solve complex problems. The assimilation of new things, the consolidation of material, the development of creative abilities, the formation of general educational skills enable students to understand and study educational material from various positions.

In the educational process, various modifications of business games are used: simulation, operational, role-playing games, business theater, psycho- and sociodrama.

Simulation games. In the classroom, the activities of any organization, enterprise or its division are imitated. The scenario of the simulation game, in addition to the plot of the event, contains a description of the structure and purpose of the simulated processes and objects.

Operation games. They help to work out the implementation of specific specific operations. Games of this type are played in conditions simulating real ones.

Role play. In these games, the tactics of behavior, actions, the performance of the functions and duties of a particular person are worked out.

"Business theater" - any situation is played out, human behavior in this environment.

Psychodrama and sociodrama. They are very close to "role-playing" and "business theatre". It is also a "theatre", but already a socio-psychological one, in which the ability to feel the situation, assess the state of another person is worked out [6].

Active learning methods.

The method of activating the personality in learning as a leading factor in achieving learning goals is based not on increasing the volume of transmitted information, not on strengthening and increasing the number of control measures, but on creating didactic and psychological conditions for the meaningfulness of teaching, including the student in it at the level of not only intellectual, but personal and social activity.

A. Verbitsky interprets the essence of this concept in the following way: active learning marks a transition from predominantly regulating, algorithmic, programmed forms and methods of organizing the didactic process to developing, problematic, research, search, providing the birth of cognitive motives and interests, conditions for creativity in learning.

M. Novik identifies the following distinctive features of active learning:

- forced activation of thinking when the trainee forced to be active regardless of his desire;
- a sufficiently long time for the involvement of students in the educational process, since their activity should not be short-term and episodic, but largely stable and long-term (i.e., throughout the lesson);
- Independent creative development of solutions, an increased degree of motivation and emotionality of trainees.

There is a classification of active learning methods. M. Novik, for example, singles out non-imitation and simulation active learning groups. These or other groups of methods determine, respectively, the form (type) of the lesson: non-imitation or imitation.

A characteristic feature of non-imitation classes is the absence of a model of the process or activity being studied. Activation of learning is carried out through the establishment of direct and feedback links between the teacher and students.

A distinctive feature of simulation classes is the presence of a model of the process being studied (imitation of individual or collective professional activity). A feature of simulation methods is their division into game and non-game methods.

Let us characterize the features of some active teaching methods.

A problem lecture is a lecture form in which the process of cognition of students or students approaches search, research activities. The success of a problematic lecture is ensured by the joint efforts of the teacher and students. The main task of the lecturer is not so much to convey information as to introduce listeners to the objective contradictions in the development of scientific knowledge and ways to resolve them. In cooperation with the teacher, students and students "discover" new knowledge for themselves; comprehend the theoretical features of their profession or a separate science.

Analysis of specific situations (case-study) is one of the most effective and common methods of organizing active cognitive activity of students. The method of analysis of specific situations develops the ability to analyze unrefined life and production tasks. Faced with a specific situation, the student must determine whether there is a problem in it, what it consists of, determines their attitude to the situation.

Imitation exercises are an active teaching method, the distinguishing feature of which is the presence of the correct or best (optimal) solution to the problem known to the teacher (but not students) in advance. An imitation exercise more often takes on the status of an imitation game, in which, unlike a role-playing game, the activities of specific specialists, workers, and managers are not modeled. The only thing left is the model of the environment. In simulation games, economic, legal, socio-psychological, mathematical and other mechanisms (principles) that determine the behavior of people, their interaction in a specific simulation situation can be reproduced.

Brainstorming (brainstorming, brainstorming) is a widely used method of producing new ideas to solve scientific and practical problems. Its goal is to organize collective mental activity to find non-traditional ways to solve problems.

The problem formulated in a brainstorming lesson should be of theoretical or practical relevance and arouse the active interest of students. The general requirement that must be taken into account when choosing a problem for brainstorming is the possibility of many ambiguous solutions to the problem that is put forward to students as a learning task [3].

Problem learning

Problem-based learning is a type of learning in which the teacher, systematically creating problem situations and organizing the activities of students to solve educational problems, ensures the optimal combination of their independent search activity with the assimilation of ready-made conclusions of science.

A problem situation is the main element of problem-based learning, with the help of which the thought, the cognitive need of students are awakened, and thinking is activated. To answer the questions: "What does the problem situation include? What are its main components? — It is important to imagine the psychological structure of the problem situation, and, of course, its didactic possibilities and conditions of application in teaching.

The problem situation in its psychological structure, like thinking, is a rather complex phenomenon and includes not only the subject-content, but also the motivational, personal (needs, capabilities of the subject) sphere. Based on this, A.M. Matyushkin defines a problem situation as a special kind of mental interaction between a subject and an object, characterized by such a mental state that occurs in the subject (student) when he performs a task that requires him to find (discover or learn) new knowledge or methods of action previously unknown to the subject. An unexpected difficulty always surprises, puzzles a person, stimulates mental search. The verbal expression of the content of a problem situation constitutes a learning problem. The way out of a problem situation is always associated with the awareness of the problem (what is unknown), its formulation and solution.

In order for a problem situation to become a didactic tool for a teacher, knowledge of the types of problem situations is necessary. More than 20 classifications of problem situations are known in the literature. The most recognized in pedagogical practice is the classification of M.I. Makhmutov. It indicates the following ways to create problem situations and, accordingly, defines their types:

- when students encounter life phenomena, facts that require theoretical explanation;
- when organizing the practical work of trainees;
- when encouraging students to analyze life phenomena, bringing them into collision with former worldly ideas about general phenomena;
- when formulating hypotheses;
- when encouraging students to compare, contrast and opposition;
- when encouraging students to preliminary generalization new facts:
- at research buildings.

There are other modern pedagogical technologies that have shown their effectiveness and proven themselves in practice. These include developmental learning technologies aimed at revealing much potential intellectual capabilities in students, and integrative learning technologies that involve various options for a holistic approach to learning.

To solve modern psychological and pedagogical problems facing the education system in need of updating, it is important to radically change the priorities of the learning goals. The developing function should be brought to the fore, which to a greater extent ensures the formation of the personality of the student, the disclosure of his individual abilities, the development of mental, creative and social activity, which is an important condition for their psychological preparation for life in society, for both mental and physical work. Through the development of this activity, the formation of important personality traits occurs: responsibility for one's actions, the ability to self-organize, critically comprehend and evaluate ongoing processes.

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