

PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF EDUCATION

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ANNOTATION:

In this article, teaching methods can be considered in the minds of teachers, the general design of activities in a certain area of a certain direction, features of manifestations. This project is introduced into practice as a set of specific actions, practices or methods, mutual agreement of the practice, teachers and students aimed at training and learning. Methods cannot manifest themselves in other forms, which means that the teaching method is a didactic activity model as a whole.

Keywords: Method, teaching, pedagogical technologies, didactic processes.

INTRODUCTION

Greek translation of the word "method" means "study, methods, ways to achieve the goal". In the philosophy, this concept was described as a whole as "ways to achieve the goal". Currently, it is possible to testify that the definitions, the concept of the concept of "teaching method" during pedagogical sources is different. We will quote some of them:

There are also considerations that teaching methods are interaction of ordered activities of teachers and students.

However, despite the existence of various views on the disclosure of the essence of the concept of "teaching method", there is a community that brings them with each other. Most authors share the views that the "methods of education" are considered as the methods of organizing educational and educational activities of students. This means that teaching methods are used in the educational process and are a set of methods that ensure its effectiveness.

Training methods are always introduced using certain training tools, so it is permissible to note that they are mutually due.

Naturally, the result achieved in general does not always correspond to the purpose of the teacher set at the beginning of the lesson. The purpose of education will be evaluated on the basis of the activities of the teacher and students, as well as using educational tools, the mechanism will be activated in this process aimed to a specific purpose. Educational systems serve to express how the main ring and based on exactly what mechanism is in the process of achieving the goal, as well as how to use the available structural elements.

These functions are not entered separately from each other or alternately in the process of using the educational method, in contrast, they include each other. For example, the diagnostic function is performed by the teacher, due to the visual use of several methods.

Along with the term "education method", the concept of "Methodical Method" is also used (synonyms - pedagogical method, didactic method). It is described as an integral part of the educational method, its important element, a separate step in the introduction of the method. Each formation method is introduced through certain training methods. The variety of methodological methods does not allow them to classify, but may be distinguished by frequently used methods in the activities of the teacher:

Each method can successfully solve a certain educational task, and the rest may be more ineffective. Universal education methods do not exist, so you can use various training methods in the lesson or their complex.

The choice of education methods is determined based on the following criteria:

- Based on didactic purposes;
- Based on the content of education;
- Based on the level of acquisition and development of students in learning skills;
- Based on the experience of the teacher and the degree of vocational training.

The complex of the educational method, which is applied by the teacher, varies from older primary classes to higher grades and will be profile a complex feature as increasing. If the frequency of certain methods in this process increases, the use of some methods is reduced. The use of educational methods varies depending on the level of training and teacher skills.

Another important object that causes the debate in the didactics is a classification of educational methods. "The classification of educational methods is a system that is the order of their characteristics. Dozens of teaching methods are currently known", emphasizes I.P. Podlasiy and his opinion will continue as follows, "But today the leading didactic idea helps to understand that the desire to create a set of uniform and unchanged methods is ineffective. The teaching is an emergency movement of the dialectical process. The system of methods is also a degree that reflects this movement, it must take into account the constant changes in the practice of methods".

The problem of selection of educational methods is studied since a long time. However, the number of studies is large, although in this respect it has not reached a single conclusion. We will focus on the methodological system (classification) method in educational practice.

The classification of educational methods is systematized according to the basic didactic purposes.

The authors believe that the recommended methods should be applied according to the following drawings:

1. Announcement of material oral (history, explanation, school lecture). The development of knowledge from students is carried out in exchange for active adoption of teacher's explanation and careful thinking. Teachers are important as a means of transferring knowledge. In this case, the teacher's management on the activities of students is to put the topic, declare the plan, manage students.
2. Conversation. The process of mastering students from students consists of: understanding the essence of the issue aimed at their attention, mobilizing current knowledge and experience, mutual comparison of objects related to the issue, careful thinking and preparing the correct answer to questions.

The leadership of the teacher is manifested in cases where the topic is investing, issues are presented, these answers to questions, filling and generalization, are corrected.

In mastering knowledge using the "conversation" method, students are based on their knowledge and experience.

3. Working with the textbook (as a whole) (understanding of the generalization and conclusions, is used to save their memory).

The source of knowledge is used printed text. The leadership of the teacher is reflected in such forms as a description of the problem, determining the development goal, learning students with new methods of working with textbooks, as well as the level of understanding and strengthening acquired knowledge.

4. Teacher monitoring (in class and outside class), including in (travel and excursion processes).

Observing the state of academic performance and events of students on educational subjects, distributing them into parts on the instructions of teachers of various subjects, is sent to identify specific, similar and important aspects of each student.

5. Laboratory works. The exact task in this process is to monitor certain events under certain circumstances. Students track and analyze the recurrence process.

Sources of knowledge are the observed events and recurrence process. The teacher represents the essence of the task, equips students with theoretical knowledge, teaches ways to monitor the general process and stages to bring final results.

6. Exercises (mental and active exercises). When the feature of the educational process on the part of students, the theoretical foundations are mastered, there is a multiple repetition of similar actions in some materials.

Source of knowledge: are mastered knowledge and private experience.

The teacher marks the place and time to perform exercises, represents the assignment of the task, controls the process of execution steps, manages, and also checks the final results.

7. Creative exercise. This method is characterized by unique characteristics, a deep understanding of the essence of the issue, sorting it and applying evidence of its appointment, as well as the use of knowledge in the creative indicators of the teacher asked.

As a source and material of knowledge, such as creative work experience, existing knowledge, observation, personal experience, read the story, management of socio-useful work.

The teacher's leadership is manifested in such cases as ensuring the development of theoretical materials representing this topic, the definition of the nature of creative work, control and analysis of their implementation, screening, instructions for errors and correct them.

The above classification is a "source of knowledge" on systematized methods - embodied orally, visual and practical methods at a particular level. However, MA Danilov and B.P. Esipov focus on "the right choice of educational method". The fact is that an unlimited multiple technician in the educational process of former sections does not even cover them, so the main factor and the most important factor in the success of educational and educational work was calculated to choose a basic method, Despite the fact that this "idea" is incorrect in essence, it occupies a significant place in the development of didactics for decades.

These methods for approving the authors also vary from each other by the nature of knowledge in the development of educational content of students and varies depending on the state of teachers who form various types of students' activity.

Essence of explanatory and visualization methods of education (other name information reception): Typically, theoretical knowledge is transmitted ready, and students accept them (reception). There are various educational materials on this path (including visual materials). The activities of the teacher will consist not only from the transfer of information, but also from the organization of their adoption by students.

When using an explanatory and visual method, the following cases occur in the educational process:

As noted, the essence and content of educational methods, the description of the oral method in the system of educational methods plays an important role.

Oral exercises are widely used in the educational process. They are associated with the development of a common culture, logical thinking and the ability of students to know. Also, the increase in speech development is important in oral exercises and in the knowledge of foreign languages is invaluable.

The story is a compact, short and consistent description of the evidence, incidents and events on this topic through shaped devices and figurative descriptions using images. The efficiency of the method largely depends on the speech skills of the teacher, expressive words to the place, and its expressiveness, and also depends on the age of students and the approach to the level of development. Therefore, the content of the story should serve in order to rely on the existing knowledge of students and expand them. It is advisable to enrich the story with information.

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