Use of Modern Teaching Technologies and Methods in The Educational Process

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Abstract

Modern pedagogical technologies in the educational process is a well-thought-out model of joint pedagogical activity, which creates unconditionally favorable conditions for students and teachers in the design, organization and conduct of the educational process, a meaningful approach to the implementation of the learning process.

Keywords: Modern pedagogical technologies, educational process, pedagogical activity, learning process, collective learning technologies.

I. INTRODUCTION

In recent years, the issue of using new information technologies in education has become increasingly important. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The introduction of ICT in the pedagogical process increases the prestige of the teacher in the community, as teaching is carried out at a modern, high level. In addition, the teacher’s self-esteem develops his or her professional competencies.

Pedagogical excellence is based on the unity of science, technology and their products - knowledge and skills that correspond to the current level of development of information technology.

II. LITERATURE REVIEW

At the same time, you need to get information from a variety of sources, use it, and create your own. Extensive use of ICT opens up new opportunities for teachers to teach their subject, as well as significantly simplifies its work, increases the effectiveness of teaching and improves the quality of teaching.

Modern technologies used in teaching and learning
1. Corrective and developmental learning technologies.
2. Game technologies.
3. Differential learning technologies.
5. Technology of individualization of education.
6. Project study technologies
7. Problem-based learning technologies
9. Person-centered technologies
10. Information and communication technologies.

III. Analysis

Corrective development teaching technologies.
These technologies allow for the most flexible response to each child’s learning needs and capabilities.

Priorities of pedagogical correction:
1. Improve movement and sensorimotor;
2. Correction of certain aspects of mental activity;
3. Development of basic mental operations;
4. Development of different types of thinking;
5. Correction of disorders in the development of the emotional and personal sphere;
6. Speech development;
7. Broadening ideas about the world around them and enriching vocabulary;
8. Correction of individual problems in knowledge.

Game technologies.
The concept of “game technology” encompasses a very wide range of methods and techniques for organizing the pedagogical process in the form of various pedagogical games.

Unlike games in general, pedagogical play has an important feature - a clearly defined goal of teaching and a corresponding pedagogical outcome, which are characterized by clarity, clear distinction, and cognitive orientation.

The play form of the classes is created through learning motivation, which serves as a means of motivating and motivating students to engage in learning activities.

The implementation of game techniques and situations in the classroom is carried out in the following main areas.
- A didactic goal is set for schoolchildren in the form of a game task;
- Educational activities are subject to the rules of the game;
- Educational materials are used as a tool;
- An element of competition is introduced in educational activities, which turns the didactic task into a game;
- Successful completion of the didactic task depends on the outcome of the game.

The place and role of game technology in the learning process, the combination of game and learning elements largely depends on the teacher’s understanding of the functions and classification of pedagogical games.

The psychological mechanisms of play activity are based on fundamental needs for self-expression, self-affirmation, self-regulation, and self-expression.

The goal of gaming technology is to solve a number of problems:
- didactic (expanding the scope of knowledge, the formation of certain skills and abilities required in practical activities).
- developing (attention, memory, speech, thinking, imagination, the ability to develop creative ideas, create patterns, find optimal solutions);
- educational (education of independence, will, formation of moral, aesthetic and worldview positions, education of cooperation, collectivism, politeness, etc.);
- socialization (acquaintance with the norms and values of society; adaptation to environmental conditions, etc.).

Educational technologies.

A differentiated (multi-level) approach to teaching is seen as an opportunity to individualize teaching in a small group / group. The differential approach is one of the components of students’ psychological comfort, as it removes as much of the stressors of the learning process as possible, creating an environment that relaxes children in the classroom, making them feel “at home” and improving the quality of education involve creating.

Collective teaching technologies.

The use of the method of collective organization of educational activities increases the effectiveness of educational and developmental education:
- promotes independence, the development of educational activity;
- develops speech and communication skills.

Independent technologies of teaching.

Such an organization of the learning process, in which the individual approach and the individual form of education is a priority.

Project teaching technologies.

Project style is nothing new in world pedagogy. It was proposed and developed by the American philosopher and enlightener George Dew in the 1920s and is based on humanistic ideas in philosophy and education. J. Dewey encouraged students to build learning based on active outcomes, using targeted activities, taking into account their personal interest in this knowledge.

The project method is based on the following.
- Development of students' knowledge and skills;
- Ability to navigate in the information space;
- Ability to design their knowledge independently;
- Ability to combine knowledge in different fields of science;
- Ability to think critically.

Design technology includes:
- The existence of a problem that requires integrated knowledge and research;
- Practical, theoretical, cognitive significance of the expected results;
- Independent activity of the student;
- Development of the project structure, showing the step-by-step results;
- Use of research methods.

Problem reading technologies.

The problem of organizing lessons using active methods has attracted the attention of many researchers, as this knowledge and skills are effectively formed in the process of problem-based
learning. The use of problem-based learning elements helps to increase the level of scientific knowledge, students’ independence, thinking and creative abilities, emotional and voluntary qualities, the formation of students’ interest in learning.

Teaching is not only based on memorization of knowledge, but also on the conscious application of knowledge in the process of solving cognitive tasks. In this case, students learn to justify and use the available information.

V. CONCLUSION

In the process of organizing the study, the following are used: problem questions, programmed tasks, distributed tasks on the cards at the stage of checking and consolidating knowledge, didactic games. All this didactic material provides a variety of aids (organizational, motivational, training) in the process of shaping mental operations.

Thus, we can conclude that teaching usually requires not one, but a number of methods, their complex. Different teaching methods increase students’ cognitive activity. The combination of methods allows you to choose the most sensible ways of mastering knowledge, taking into account the best features of the training material. Conditions are created for the full development of students’ cognitive abilities through the use of active learning technologies.

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