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Research Article

USE OF EDUCATIONAL TECHNOLOGIES IN TRADITIONAL AND NON-TRADITIONAL LESSONS

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ABSTRACT

The content of the use of educational technologies in traditional and non-traditional classes is logically and consistently covered in the article.

KEYWORDS

Education, training, information, process, content, form, law, science, independence, project, thinking, thinking, assignment, cooperation.

INTRODUCTION

Formation of the educational process in educational institutions, imparting knowledge to students through effective methods is the main direction of the law of the Republic of Uzbekistan "on education". According to it, "introduction of advanced forms of teaching and innovative educational technologies, technical and informational means of education into the educational process" [12] is one of the main issues.

The issue of establishing the educational process in a new content and form applies to every discipline. Therefore, we need innovative technologies for modern education. The term technology has been widely used in every aspect of our life since independence. One of them is the pedagogical technology that we want to think about.

Today, the concept of pedagogical technology is defined differently by everyone, and its understanding is also different. Pedagogical technology is defined in different ways, but its essence is a set of principles that enable the perfect design of the curriculum, setting clear goals and achieving it.

According to the definition given by UNESCO, pedagogical technology is the consideration of technical and human resources. According to M.V. Klarin, "pedagogical technology is the design of the

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educational process" [2]. V. P. Bespalko says that "pedagogical technology does not depend on the teacher's skills" [3], while B. L. Farberman says that it is "a social phenomenon related to the expression of social consciousness, making it a standard based on technical thinking and creating its optimal project" [4] - he says.

Uzbek scientists U. Nishonaliev, N. Saidakhmedov, O. Tolipov made a significant contribution to the creation of pedagogical technology in Uzbekistan. Within the framework of pedagogical technology, mastering new educational material is divided into elementary, algorithmic, creative, heuristic levels. Professor N. Sayidahmedov pays special attention to the concepts of subject and object. He emphasizes that the didactic process is the basis of any educational technology [5]. Professor N. Khojaev suggests introducing integrated technology into pedagogy and recommends applying pedagogic-psychology to teaching (technology) [6].

Indeed, if we do not know the psychology of students and their unique individual characteristics, we cannot achieve the full goal of education. Because studying the age characteristics of students, and then organizing lessons based on this basis, it is doubtful that it will give the expected result. B.Ziyomuhammedov, Sh.Abdullaeva emphasize that pedagogical technology is different from previous methods in the educational process as a whole, and emphasize that the result of the lesson does not depend on the teacher's pedagogical skill [7]. V.P. Bespalko also confirms this opinion.

We cannot agree with the above opinion (teacher skills are not needed). Because in order to prove the systematicity of the active approach and to create motivation, it is necessary to design didactic processes for students, in which the skills of the teacher are considered necessary and necessary.

In our opinion, pedagogical technology is the study of practical standards and objective existence as a whole, the reflection of philosophical laws in the study of a subject, getting used to imaginative thinking, satisfying the interests and needs of students in learning, teaching to know because of need, activating students, independent and free thinking based on DTS, use of technical and informational means, non-standard thinking, variety of opinions.

Accumulation, variety of thoughts. Pedagogical process, in essence, comes from dialectical laws and categories. The purpose, task, content and methods of pedagogical technology determine its integrity. Taking into account the specific laws of dialectics in the improvement of pedagogical technology is its scientific and practical guarantee.

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Pedagogical technology is called "innovative pedagogical technology", "advanced pedagogical technology", "modern pedagogical technology". In our opinion, the concept of "new" is a phenomenon related to time, it does not always remain new, in advanced pedagogical technology, the concept of advanced is not always correct, in our opinion, the concept of modern is correct. Because each period (time) has its own technology, and there are ideas that

correspond to that time and are considered new. In this respect, it makes sense to call it modern technology.

As there are methods that increase the quality and efficiency of education, modern pedagogical technologies also show their positive results. For this, first of all, the personality of a creatively searching teacher is important. It is appropriate for the teacher to allow students to think independently, to teach them to draw conclusions and give their own ideas. In connection with the introduction of modern pedagogical technologies in the state educational standards, the following requirements are set for pedagogues:

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As a result, those who know can learn and those who don't know can sit back. Students who struggle to master knowledge learn from them; we cannot agree with the opinion that everyone is equal and everyone can think freely when working in groups. Psychologist Z. Nishonova admits the following about this: "Intellectual leader among opinion leaders is a person who differs from the group members with his own opinion, ideas, principles, and values. They are independent thinkers and motivators who encourage others to think independently and freely" [8]. Researcher K. Khusanboeva includes "interactive methods" among problem-based learning methods [9].

How to work in groups and what requirements it should meet are reflected in the following: - making sure that students have enough knowledge, skills, qualifications and competencies to perform this work; - showing clear directions to groups; allocate enough time for the task; - to ensure the employment of the group that fulfilled its duty ahead of time; - reduce the number of groups and increase the number of group

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members when the problem is complex; - taking into account that evaluation and reward are influenced by the activity of group members; - reward strong groups; - evaluation of the results of the performed work and announcement of grades; - to create an opportunity for the freedom of the team.

It can be seen that in the implementation of interactive methods, it is important to pay attention to issues such as time, correct assessment of students' knowledge and ensuring their activity. Problem-based teaching technology is also part of modern pedagogical technologies. In this technology, a puzzle is created, the students find its solution independently, the answers to the same question are different, the answers are required to be based on evidence, during creative thinking, ideas are proved theoretically and practically, as a result, philosophical thinking and logical conclusions are realized.

The teacher really acts as a guide in this technology. Philosophical thinking is the basis of thinking development. (This is given in Chapter II). Our experiences confirm that the problem-based learning technology is the main tool in teaching computer science, because it is a phenomenon of mental stimulation. Teaching through didactic game technology shows that students' learning activities are combined with game activities. Pedagogical game harmonizes interaction between teacher and students.

In the "National Personnel Training Program", it is emphasized that the use of new methods, methods, and the use of various forms and means of teaching should be programmed for each teacher. The problem-based method of teaching encouraging students to acquire knowledge independently, discussions, didactic games, special creative tasks, combined tasks for groups of different ages, general and 1 group, and the like should take a proper place in the pedagogical process [10].

In order for teachers to conduct lessons in an unconventional way, it is important for them to be aware of the essence of modern educational technologies, to be able to effectively use this unconventionality in the organization of pedagogical activities. There are many opinions and discussions about modern pedagogic technology and unconventionality, which is a form of it, but their theory and its practical proof have not been reflected yet. That is why today it is necessary to create theories that reveal the essence of each science separately.

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