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NEW TECHNOLOGIES TO IMPROVE THE LEARNING PROCESS

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Kholida D. Sharipova

Lecturer, Gulistan State Pedagogical Institute, Uzbekistan

ABSTRACT

The integration of new technologies in education has brought about a significant transformation in the learning process. This abstract explores the impact of emerging technologies on education and the various ways in which they have enhanced the learning experience. The article delves into the use of artificial intelligence, virtual reality, augmented reality, and adaptive learning systems to foster personalized and immersive learning environments. Additionally, it discusses the role of digital collaboration tools and online platforms in facilitating interactive and inclusive learning experiences. The abstract also examines the challenges associated with the implementation of these technologies and provides insights into the potential future developments in the field of educational technology. Ultimately, this abstract sheds light on the promising prospects of new technologies in revolutionizing the learning process and preparing students for the demands of the 21st century.

KEYWORDS

Integration, new technologies, education.

INTRODUCTION

Innovation processes are a pattern in the development of modern education. However, about what are the changes taking place, what are the starting points for innovative didactic searches? Data from comparative pedagogical research show that, despite the differences in systems and curriculum content, general

ideas about the traditional educational process in different countries of the world have similar features.

Traditional is a simultaneous lesson with a whole audience, during which the teacher reports, transfers knowledge, and develops skills and abilities, based on the presentation of new material (message, presentation), its reproduction by the students, and

evaluates the results of this reproduction. Traditional education is predominantly reproductive in nature. The work of a teacher is focused, first of all, on communicating knowledge and methods of action, which are transmitted to students in a ready-made form and are intended for reproducing assimilation; The teacher is the only proactive person in the educational process. In the context of mass education (and yet in opposition to the average practice of mass education), attempts to transform traditional education are associated with the didactic search for a “new education”, mainly in experimental “new schools” during the first decades of the 20th century. Throughout our century, the level of mass education has also changed. In recent decades, in the conditions of post-industrial society, education in higher education has become widespread. Since the middle of the century, didactic experimentation has become widespread and covers all levels of education. Particularly significant for the development of approaches to learning was the change in the social and life role of knowledge and human cognitive and creative capabilities. Modern foreign sociologists give the following characteristics: “During the period of classical industrialization, the role of physical work decreases, knowledge increases somewhat, and capital increases significantly. In the post-industrial period, which is characterized by information and innovation, the ratio of the three named factors changes.

RESULTS AND DISCUSSION

Research shows that over the past few years in different countries of the world, it has been unconventional for teachers to structure training in the context of lifelong education, to create opportunities for students to take not just an active, but also an

initiative position in the educational process, and not just “learn” what the teacher offers (program, textbook) material, but to explore the world by entering into an active dialogue with it, to look for answers yourself and not to dwell on what you find as the final truth. In this vein, searches are being conducted aimed at transforming traditional learning into lively, engaged problem solving.

But at the end of the 20th century, pedagogy approached the need to switch to personality-oriented education, since society as a whole demands that graduates be ready to make informed and responsible choices in a variety of life situations. Achieving such qualities by an individual is declared the main goal of training and education, in contrast to the formalized transfer of knowledge and social norms to the student in traditional technology.

Currently, there is a problem - the need to increase the efficiency of the educational process, and especially that side of it that is associated with the humanization of education, the development of personal potential, and the prevention of dead ends in its development.

A decrease in learning motivation, overload, widespread ill health, and rejection from the learning process are associated not only with the imperfect content of education, but also with the difficulties that teachers experience in organizing and conducting the learning process. The problem is to provide the teacher with a selection methodology and a mechanism for implementing the selected content in the educational process. Individual forms and methods of teaching are being replaced by holistic educational technologies in general and learning technologies in particular.

Therefore, at the beginning of the 20th century, new approaches were born. Among the new approaches, a pedocentric concept is distinguished, in which the main role is given to learning - the activity of the student. This approach is based on the system of the American teacher D. Dewey, the labor school of G. Kershenstein, V. Lai. The concept is called “pedocentric” because Dewey proposed building the learning process based on needs, interests and abilities, trying to develop mental abilities and various skills, teaching them in the “school of work, life,” when learning is independent, natural, and Students acquire knowledge in the course of their spontaneous activity, i.e. “learning through doing.”

The structure of learning looks like this: a feeling of difficulty in the process of activity, formulation of the problem and the essence of the difficulty, conclusions and new activities in accordance with the knowledge gained. The stages of the learning process reproduce research thinking and scientific search.

A variety of activities - essays, drawings, theater, practical work (“pedagogy of action”) - activates cognitive activity, develops thinking, abilities and skills.

However, the absolutization of such didactics and its extension to all subjects leads to an overestimation of spontaneous activity, a loss of systematic teaching, a random selection of material, a large waste of time, and a decrease in the level of learning.

The modern didactic system proceeds from the fact that both sides - teaching and learning - constitute the learning process. The modern didactic concept is created by such areas as programmed, problem-based learning, developmental learning (P. Galperin, L. Zankov, V. Davydov), humanistic psychology (K.

Rogers), cognitive psychology (D. Bruner), educational technology, and cooperation pedagogy.

CONCLUSION

The learning goals in these modern approaches include not only the formation of knowledge, but also the general development of students, their intellectual, labour, and artistic skills, and the satisfaction of cognitive and spiritual needs. The teacher leads educational and cognitive activities while stimulating their independent work, activity and creative exploration. Pedagogical cooperation is a humanistic idea of joint developmental activities based on mutual understanding, penetration into each other’s spiritual world, and collective analysis of the progress and results of this activity. Collaboration and co-creation classes are a long process of restructuring students’ thinking from the “heard - remembered - retold” scheme to the “learned (by searching together with the teacher and fellow students) - comprehended - said - remembered” scheme.

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