

The Role of Modern Technologies in the Learning Process

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Abstract

this article examines innovative educational technologies and their pedagogical basis, as well as ways to effectively use modern-interactive teaching methods in the learning process. In order to increase the efficiency of the educational process, to form strong theoretical knowledge, skills and abilities of students, to ensure their transformation into professional skills, proposals and recommendations for the effective use of new pedagogical technologies in the teaching process have been developed.

Keywords: pedagogical skills, education, technology, method, interactive teaching methods, skills, abilities, qualifications.

According to the Law of the Republic of Uzbekistan "On Education" and the "National Training Program", the management of higher education and vocational education is a priority of state policy. The development of higher education institutions and vocational education is bringing their goals and objectives closer together and uniting them. The introduction of modern innovative technologies in the management of higher and vocational education, the implementation of a unified state policy in teaching and educating a harmoniously developed generation is bearing fruit [1].

The task of state and public organizations is, first of all, a complex process that requires a radical, reconsideration of the content of the institutions of continuing education. Social practice, public education, education and upbringing with a clear purpose are the basis for the formation of a free individual [2]. Modernization of the educational process and improvement of the material and technical base, spiritual renewal of society will be ensured, first of all, through the inculcation of humane and democratic values in the traditions of the younger generation. All this is of particular importance in the training and development of young professionals.

In the current process of globalization, the socio-pedagogical necessity of an innovative approach to education is measured by:

1. Scientific and technical progress and socio-economic renewal of the system of continuous education, in particular, the improvement of the educational process in higher education institutions through the study of best international practices, innovative approaches to education and the use of information technology;
2. Development and implementation of effective organizational forms, technologies of person-centered learning that serve to develop the level of knowledge of students, intellectual potential, social activism, creativity;

3. The need to develop professional and innovative competence of teachers in relation to the development and implementation of pedagogical innovations.

Indeed, the idea of an innovative approach to education differs from the traditional approach in that the content and results of education are person-centered, the content, form, methods and tools of education are combined with the latest achievements of science and technology, best practices, modern methods [3].

In order to solve the problems facing the education system in the current innovative processes, we need people who have mastered new information, are able to evaluate this information on their own, make the necessary decisions, think independently and freely. In this regard, the role and importance of innovative technologies in the management process in vocational education is incomparable. Innovative technologies are a pedagogical process, as well as innovations, changes in the creative activity between teacher and student, the implementation of which mainly uses interactive methods, because the role of management in education is played by the teacher. Implementation of interactive learning technologies takes the following forms: individual, pair, group and team work [4].

The teacher develops students' skills through interactive learning technologies, self-control and management, effective communication, working with peers, listening and understanding their opinions, independent, creative, critical thinking, promoting alternative ideas, free thinking it is possible to achieve the formation of qualities such as articulation, defending one's point of view, striving to find a solution to a problem, coping with complex situations. Most importantly, through the use of interactive learning technologies, the teacher organizes the actions of students based on interaction in order to achieve a specific goal in the educational process. It also allows students to objectively assess their knowledge and skills by directing, managing, monitoring, and analyzing specific areas of knowledge. Therefore, as a result of the use of interactive educational technologies in the teaching process: - arouses interest in students to acquire knowledge; - Encourages each participant in the educational process; - positively affects the psyche of each student; - creates favorable conditions for effective mastering of educational material; - has a multifaceted impact on students; - stimulates students' opinions and attitudes on the topics studied; - develops vital skills in students; - provides a positive change in student behavior.

Currently, the most popular interactive educational technologies are: interactive methods ("Case-study", "Blitz-survey", "Modeling", "Creative work", "Relationship", "Plan", "Interview", "Competition-competition" and b.); strategies ("Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Stairs", "Museum", "Rotation", "T-table", etc.); graphic organizers ("Fish Skeleton", "BBB", "Conceptual Table", "Venn Diagram", "Lily of the Valley", "Insert", "Cluster", "Why?", "How?") And others. We have briefly discussed the three types of methodological foundations that pedagogical processes must follow. In the learning process, every teacher (educator, tutor) must follow all three of these methodological principles. Only then can they give the expected result.

When using the method of "brainstorming" it is possible to involve all students, including the formation of a culture of communication and discussion among students. Students develop the ability to express their opinions not only orally but also in writing, and the ability to think logically and systematically. Failure to evaluate the opinions expressed leads to the formation of different ideas in students. This method serves to develop creative thinking in students. Participants of the "mental attack" can make any comments and suggestions on the problem. The said thoughts were recorded and their authors were able to recall their thoughts in their memory. The effect of the method is characterized by the diversity of opinions, and during the attack they are not criticized or

re-expressed. When the mental attack is over, the best suggestions in terms of importance are generated and the ones needed to solve the problem are selected. The method of "mental attack" is carried out depending on the purpose set by the teacher:

1. When the goal is to determine the basic knowledge of students, this method is carried out in the introductory part of the lesson.
2. When the goal is to repeat a topic or link one topic to the next topic - this is done in the transition to a new topic.
3. When it is intended to reinforce the topic covered - after the topic, it is done in the reinforcement part of the lesson.

Didactic games on innovative technologies are the closest method to real life and are more practical. The organization and application of didactic games in higher education institutions should be based on the following psychological and pedagogical principles:

- ✓ to transfer the model of the real situation in production and take into account the dynamics of production;
- ✓ We know that the development of the production process has the character of constant change.

It is this variability and dynamic development that must be taken into account in the organization of bilingual games.

Taking into account the content and form of professional activity. One of the main tasks of higher education is to deliver highly qualified personnel, to fulfill this task we need to develop business games that are unique to each teacher in the field of education management.

To teach them to be committed to their profession in vocational education and to work with respect and interest in their profession while working as a team. As today's student joins the work team tomorrow, he or she will perform a specific function as part of the team, working together with other members of that team. Therefore, just as it is necessary to learn to work as a team, it is very important for a new professional to learn the secrets of pedagogical management.

The use of technology that develops students' skills of logical, coherent thinking, analysis of the inner essence of the problem is carried out in the following order [5]:

The main task of educators is to organize teaching with a simple understanding of the subject and the effective use of various teaching aids and methods.

The complex use of these educational technologies in the organization of teaching in the educational process (from the above methods) serves to increase the quality and effectiveness of education. Therefore, it is recommended to conduct the teaching process in different ways together and in mutual cooperation.

In conclusion, it should be noted that interactive educational technologies improve the quality of education, increase its effectiveness, establish cooperation between teachers, students, groups of students, as well as the community, achieve ideological and spiritual unity, strive for a common goal, realize the inner potential of each student. output has the potential to create the conditions and environment necessary for it to manifest itself as an individual. Interactive methods, which are the most important component of interactive education, by their very nature, ensure a certain degree of effectiveness in achieving educational goals. Most importantly, tutors should pay attention to the topic, problem, or issue being studied when choosing interactive methods. In addition, the effectiveness of the course will increase if the use of interactive methods takes into account the age,

psychological characteristics, worldview, life experiences of students. This requires teachers to have professional skills, competencies, knowledge and intuition.

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