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METHODS AND TOOLS OF PEDAGOGICAL TECHNOLOGY USED IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

This article focuses on the development of free and creative activity of the student, regardless of whether any pedagogical technology applied to the process of educational activities, its components are conveyed through the content of the lesson, curriculum, textbook or pedagogical activity. Suggestions and recommendations are given on the use of pedagogical technologies in the process of educational activities.

Keywords

Educational Activity, Pedagogical Activity, Educational Process, Education, Design, Teaching, Lesson, Lecture.

Introduction

Nowadays Any pedagogical technology applied to the learning process, regardless of whether its components are conveyed through the content of the lesson, curriculum, textbook or pedagogical activity, must be aimed at developing the student's free and creative activity.

Teaching methods are the main part of the learning process. Without appropriate methods, pedagogical activity cannot be carried out. Depending on the nature of the transmission and reception of knowledge, they are divided into verbal, demonstrative and practical methods. In mastering the content of the topics of learning activities, explanatory-illustrative, reproductive, problematic statement, private search or heuristic and semi-research methods are used.

II. LITERATURE REVIEW

The following scholars have considered methods and tools of pedagogical technology used in higher education institutions in their research: B.H. Rakhimov, A. Mavlyanov, S.R. Abdalova, A.E. Ernazarov [1], Ernazarov A. E. [2], [3], [4], [5], [6], [7], [8], Mavlyanov A. S. [9].

III. RESEARCH METHODOLOGY

We used methods of logical analysis and synthesis, economic, logical, scientific abstraction, comparative analysis, monographic research, study in dynamics, data grouping, induction and deduction, statistical methods in the research.

IV. ANALYSIS AND RESULTS

Oral teaching methods include: story, lecture, conversation. When using them, the teacher explains and explains the educational material through words, and students actively perceive it by listening and remembering.

The narrative method involves verbally presenting the content of the training topics to students. Certain pedagogical methods are used in its application. For example, activating attention, describing, comparing, highlighting the main points, concluding, etc.

A lecture is a widespread form of teaching and occupies a leading place in pedagogical activity. Pedagogical methods such as verbally presenting the knowledge given during a lecture, holding the attention of students for a long time and activating their thoughts, proving, describing, systematizing, and generalizing are used.

Subjects are usually presented more in the form of lectures. Since such courses are inherently more theoretical or generalizing in nature. When organizing a lecture, the teacher should emphasize the important aspects of the subject. The learning material is quickly and clearly mastered in the lecture. Lectures are effective only when the main goal of the subject is to acquire knowledge. All existing issues of education can be divided into three groups: knowledge, skills and instructions.

If during the training session it is necessary to implement didactic goals such as memorization, classification by categories, definitions, evaluation and explanation, then, of course, it is advisable to organize training sessions in the form of lectures.

Lecture material presented in connection with life, everyday life, important events is easily assimilated. It is also important to provide information that has theoretical knowledge and worldview significance through lectures. Any high-level lecture, if it lasts for a long time, weakens and tires students' listening skills. Therefore, lectures organized on the basis of advanced pedagogical technology are effective. The lecturer divides his lecture into several blocks. Each block lasts 15-20 minutes, and after each block, a question-and-answer session is held. During the lecture, some problems are raised. During this time, the students' attitude to this problem is determined, their opinions are listened to.

The lecturer should monitor the growth of interest, aspiration, and responsibility of students, and at the same time actively encourage their participation. It is advisable to draw up a technological map of the lecture for the lesson.

The conversational method involves a conversation between the teacher and students with the help of well-thought-out questions, leading them to independent thinking, mastering new concepts and patterns. When applying it, the methods of asking questions, discussing students' answers and opinions, forming conclusions, and correcting answers are used.

The demonstration method can be divided into two groups: demonstration and demonstration methods. The demonstration method involves showing students materials that are displayed, including maps, posters, drawings and pictures on the board, photographs, etc. The demonstration method is usually associated with the demonstration of devices, equipment, experiments, etc.

Practical methods, in practice, the following methods are used: setting a task (goal), planning the method of its implementation, controlling the implementation process, analyzing, identifying the causes of shortcomings, making corrections and changes to the learning process in order to fully achieve the goal. When performing practical exercises, the student actively observes his future behavior, speaks to himself and explains the upcoming event. Explaining the action helps the student to understand his mistake and make corrections to his actions. Practical methods are used in close connection with the process of expressing education through words and reinforcing it with demonstrative methods, in which the teacher gives an explanation and shows before performing the exercise, education, labor operation. Oral explanation and demonstrative demonstration are usually carried out simultaneously with the process of performing the exercise itself. In recent years, frontal laboratory work has gained a strong place in educational institutions.

Discussion method. Many subjects and their topics, depending on educational standards, subject programs, curriculum and the characteristics of the educational institution, as well as the student contingent, require discussion-type learning activities. In this case, student activity is ensured, there is no room for doubtful situations, their wishes are fully satisfied, and most importantly, the educational material is fully mastered, the basics, conclusions are in perfect form and content.

There are controlled and free types of discussion. In a controlled discussion, the teacher's participation is significant. Free discussion is carried out with the democratic participation of the teacher and students. The teacher must plan the outcome of the discussion in advance. The teacher's professional potential ensures that the final conclusions do not contradict the theory of scientific knowledge. The success of the discussion depends on the interest and knowledge of students.

Group work method. This is a teaching method that has become popular abroad. For example, in Denmark, no education or profession can be obtained without group work. The participation of a small number of students in some important educational activity and their cooperative activity determines the effectiveness of such an activity. The level of performance and its quality is controlled by the pedagogue. Based on pedagogical goals and tasks, such groups are formed for a specific situation.

Problem assignment style. Depending on the specific situation and the nature of the problem, problem assignments can be effective. It is useful to create a problem situation in the acquisition of facts and lecture materials, tasks and solutions of exercises and problems. In this, small groups are formed. Study material is given to groups separately. After the final conclusions and solutions are found, the topics are exchanged among the groups. If there are different solutions and opinions, the pedagogue will say the deciding word.

Project assignment style. This approach is effective for a comprehensive study of a learning material. A long-term designed plan is necessary to study, analyze, evaluate, draw conclusions and come to a final decision. This activity requires initial background

information. It is periodically implemented at the stages of mastering the subject. Such tasks increase learning creativity and lead to independence.

The method of cooperative pedagogy. From the point of view of classical pedagogical views, the teacher is considered the subject of the pedagogical process, and the student is the object. In this method, the student is considered the subject of his own educational activity. In this case, the teacher and the student are equal as subjects of the pedagogical process, and the process of cooperative pedagogy is organized. They work together as partners, like-minded, and creative. Cooperative relations are established between teachers, with the administration, with teams of students and teachers, with leaders, and with parents. This method ensures the achievement of high quality and efficiency by developing the student's motivation for learning and implementing the principles of humanizing this process.

V. CONCLUSION/RECOMMENDATIONS

In order to use pedagogical technologies in the learning process, specific means of implementing these technologies are required. They are diverse:

- verbal (speech, lecture, conversation, question-and-answer, debate, negotiation, information and data provision, consultation, advice or reprimand, etc.);
- nonverbal (expression or emphasis of a certain meaning-content with the help of gestures, hand and body movements);
- visual (display elements: posters, tables, pictures, diagrams, schemes, writing and drawings, photographs, handouts, videos, animate and inanimate objects, various objects, etc.);
- audio (magnetic recordings, linguphone and radio devices, music and spoken works, etc.);
- natural (people, animals, plants, machines and mechanisms, tools, structures, etc.);
- educational materials (books, atlases, maps, reagents, etc.).

No matter how diverse and modern the tools are, if the teacher's skills and responsibility for his own work are insufficient, such a process will end in failure. It is recommended to use the program for developing the teacher's technological design skills developed by L.V. Shmelkova. This program sets the following requirements for the teacher's technological design skills:

- knowledge of the general laws and regulations of pedagogy;
- understanding of the primary sources of the technological approach to education and the interrelationships of the processes of design, individualization, and technologization;
- understanding the role of technologies in the development of education;
- having an idea of the main goals, forms, and levels of personalized education;
- knowing the connections and differences between the concepts of an individual approach, differentiation of education, and individualized education;
- knowing the ways to develop the individual characteristics of the student through the means of organizing the educational process;

- know the possibilities of individual development technologies in personalizing the educational process;
- be able to distinguish the main stages in designing education;
- know the main pedagogical objects for designing;
- be able to set goals that are diagnosed based on the existing conditions;
- know the general criteria for technologization;
- divide the educational material into measurable and observable parts;
- facilitate the logical structure of the educational process;
- be able to design a technological map of the educational subject;
- know how to design information maps that record the mastery and development of students.

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