



The System Of Introduction Of Pedagogical Technologies In The Didactic Processes Of Higher Education On The Example Of Young Psychology

Alimdjanova Dilbar
Negmatovna

Department of Pedagogy and Psychology
Samarkand State Institute of Foreign Languages,
Samarkand, UZBEKISTAN

ABSTRACT

One of the leading directions in the development of secondary special vocational education institutions in the system of vocational education in modern socio-economic conditions is the multi-stage continuous professional training of highly qualified and competitive young professionals in integrated groups of professions. This is due to the development of science and technology, integration processes in the economy, science, technology and production, which have a qualitative impact on the nature and content of labor and labor functions.

Keywords:

Technical development, vocational education, high qualification, high qualification, job description and soon.

Introduction

Currently, vocational training is developing on the basis of the rational organization of the educational process, the design and integrated use of teaching aids. There is a day-to-day combination of mental and physical activity in production functions.

Labor is becoming more informed, creative, with increasing functions of information processing, management, control, forecasting and adjustment of equipment and technological processes, which requires from a modern young specialist the knowledge and skills specific to a highly educated specialist.

A young specialist who meets these requirements must have the widest range of professional knowledge and skills in a group of related professions and have a high level of qualification in a particular specialty at a certain stage of education.

This will ensure that young professionals are more in demand in the labor market while undergoing social protection, allowing them to undergo accelerated vocational retraining or retraining. The set of

teaching aids helps to activate the learning process, to focus students' attention on the formation of learning material, to increase the activity and independence of students' learning activities, taking into account their individual characteristics, to control and self-control in the process of acquiring knowledge and practical skills gives.

Due to the diversity of types of teaching aids and their wide didactic potential, they can be used regularly in theoretical and practical education classes, but it should be borne in mind that the quality of training and the level of students' knowledge, skills and abilities depend on their application.

The methodology should take into account the science content of the teaching material, its specifics, the theme, goals and objectives of teaching, the degree of compatibility of teaching aids with the forms and methods of work of the teacher or production coach.

The integrated use of teaching aids does not mean replacing or even modifying existing teaching aids. Teaching methods and their

modification are based on the psychological and pedagogical laws of the learning process.

Special methods of teaching as methods and ways of studying a certain subject are developed for the introduction of general methodological situations. These specific methods should also specify the place, role, and methods of using the different types and sets of teaching aids.

Such guidelines, recommendations also constitute a methodology for the integrated use of teaching aids in the teaching of the subject. Therefore, the methodology of application of teaching aids is not based on changing their essence, laws and teaching methods, but on the principles and methods of teaching while serving them.

The methodology of using teaching aids is a productive part, an element of a specific methodology of teaching. Its purpose is to justify and ensure the implementation of certain elements of the joint learning activities of educators and students through a set of teaching aids.

The methodology of application of these tools should first of all answer the following questions: where, when, by what methods is this or that element of educational activity carried out? Only the right combination of teaching aids that can respond to the specifics of the problem under study and the specifics of students' learning activities will allow to achieve the best results.

Their use has a positive pedagogical effect only when they are related to the material being studied, and only when students are able to identify these connections. In this regard, the role of the teacher in the lesson using a set of teaching aids should be emphasized.

Not only knowledge, skills and abilities are formed in the learning process, but also the influence of the teacher's personality on students and the formation of their worldview, norms of behavior, inevitably impoverishes and destroys the educational process. The integrated use of teaching aids leads to changes in the lesson structure, the content of teacher and student activities.

At the same time, for example, the time for the teacher to present the material is

reduced and the time allocated to students to work independently is increased. The pedagogical effectiveness of the integrated use of teaching aids also depends on the pace of their use.

When teaching aids are used regularly and comprehensively, students develop the ability to work with them, and a stable focus is formed. On the contrary, when teaching aids are used infrequently, all the time, the very act of using them in the classroom becomes unusual. Students are easily distracted.

This does not allow for teaching success. Different views of the teaching aids in the complex can be used in different combinations. A teacher who is able to fully meet the requirements of educational standards and curriculum, the current state of production, its level of integration, taking into account the latest achievements of science and technology, etc., that is, its content and structure allows students to understand and master the information it is necessary to design, create and apply a set of teaching aids that will help in the management of learning activities and the formation of professional skills and abilities.

Analysis of the relevant literature

The integrated use of teaching aids allows them to increase their role as tools for managing the learning process. The introduction of management factors is known to be carried out by the educator when using different methods of teaching - oral, visual, practical methods.

In verbal methods, the priority factor of management is words and symbols, while in visual and practical methods - action, appearance and speech are the priority factors. Teaching aids allow the educator to implement all of these management factors more fully.

At the same time, it should be noted that the teaching aids used in the complex allow to strengthen the information functions of words, symbols, as well as actions as a structural element of a large part of the educational material. Teaching aids do not and cannot replace the educator.

Research methodology

Research works, Didactic design of teaching aids, scientifically based determination of their role and place in the educational process, selection and rational combination of their complexes, their effective, integrated application methods have a direct impact on improving the efficiency and quality, level and effectiveness of vocational training for integrated groups of professions.

The integrated use of teaching aids expands the functional didactic capabilities of some types of teaching aids and, consequently, their rational application in the learning process, which provides a more complete and in-depth disclosure of theoretical material, the effective formation of general and private professional knowledge, skills and abilities allows for a comprehensive impact.

Analysis and results

Pestalozzi also said that people have the right to education. Emphasizing that schools should be one of the most important means of social change, the most important social problems can be solved only when the real human forces of each person are mobilized and strengthened, and this is achieved through education. emphasizes that the achievement.

Didactic labor is the most important means of educating and training a person, and labor not only develops a person's physical strength, but also his mind, as well as morality. Pestalozzi's views on the theory of cognition are significant, as he begins with the perception of cognition through the senses and the processing of images to the level of cognition and ideas, although obvious, exist as a compelling force in the human mind, but in order for them to manifest and come to life, they need material that conveys the senses.

According to Pestalozzi's theory, upbringing is one of the simplest elements should gradually increase to a more complex level. Pestalozzi's theory of elementary education is physical education. labor education, moral and aesthetic education, and mental education and training. Pestalozzi suggested that these aspects of education be brought to bear on each other.

He said that only as a result of such upbringing can all aspects of a person be developed in harmony with each other. Pestalozzi said that the goal of cultivating all the physical forces and abilities of a child is to instill them in the child, to move, to play, to sit still, to cling to everything,

He also considered the natural urge to move to be the basis of physical training. Pestalozzi believes that the main task of education is to cultivate a person who will be able to participate in future social life and benefit from it, and who will grow up in harmony with all aspects of life.

By constantly training the child in activities that benefit others, his morals are developed. Pestalozzi considers the principle of demonstration to be the most important foundation of education. Pestalozzi, relying on his own didactic rules, specializes in primary education formed the basis of the methodology.

He believed that the main task of mother tongue teaching should be to develop the child's speech and increase his vocabulary. Pestalozzi put the sound method first in literacy teaching, at a time when the method of adding letters was dominant was important.

In order to develop writing skills in children, Pestalozzi first suggested that the elements of straight and curved lines be drawn and practiced. Pestalozzi suggested teaching writing by measuring things and drawing, as well as by increasing speech. To teach measurement, Pestalozzi suggested teaching first to draw a straight line, then to draw an angle, a square, and to divide this square into parts (halves, quarters, etc.).

In the context of strengthening and developing national independence socio-economic development of the republic. The events taking place in its political, cultural and spiritual life require its rapid entry into the world, as well as the acceleration of reforms in the formation of a socially oriented market economy. One of the important conditions for achieving this is the education of working people, especially young people. upbringing

There is a need to improve the professional skills and abilities of those

involved in Today, the interest in the use of interactive methods, pedagogical and information technologies in the educational process is growing day by day, and one of the reasons for this is the fact that so far in traditional education birds - students only while trained to acquire ready-made knowledge, modern technology teaches them to search for, learn, analyze, and even draw their own knowledge performs the function.

Today, a sharp increase in the flow of information has led to the acceleration of scientific and technological progress, the "obsolescence" of existing pedagogical, psychological, methodological, practical training, which in turn has led to the decline of pedagogical labor.

The professionalism of the students demanded that more attention be paid to the development of their creativity. This is one of the most important factors in achieving this goal. It means the introduction and perfecting of professional skills technology. This begs the question. Skills are the art of education and training that is constantly evolving. The process of skill activity is formed and developed. It develops through business acumen, ingenuity, ability and intelligence. All of these features are found in the activity process.

"Activity," wrote Academician A. Leontev, "is the first condition for mastering the world." Therefore, activity is a leader in the formation and development of pedagogical skills.

The pedagogical activity of the teacher plays a key role in the acquisition of pedagogical skills. Pedagogical skills are inextricably linked with pedagogical activity. Pedagogical activity is achieved through the professional skills and work of the teacher, and labor is one of the components of the activity (study, social work, play, sports, etc.). On this basis, pedagogical activity is a set of perspectives, technologies, tasks and methods of influence of the teacher's work.

The formation of pedagogical skills consists of mastering a certain field, having full theoretical and practical knowledge, constantly working on professional training. In

order to become a unique master of pedagogical skills, a teacher-educator must have inspiration, creativity and self-confidence.

It is the power that inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires, inspires Pedagogical activity plays an important role in the formation of pedagogical skills.

Activity is a complete system of methods, situations, and forms that can exist in a variety of contexts. As with any activity, teaching consists of a goal, a method, a tool, an object, and a subject.

Conclusions and suggestions

Here are some suggestions on how to look or get an appointment for antique items in school. The most common, but least effective, way to do this is to verbally recall certain concepts and rules that are based on the exercises in the lesson plan. Repetition of theoretical material before performing exercises

A more effective way is to set practical tasks for the application of this material. Selected dictation for such tasks includes writing words, analyzing specific parts of speech in a short time, distinguishing important parts of speech, working with didactic handouts.

Spelling recording. It is possible to include work with mathematical expressions, which are the basis for solving problems, and so on. The next way to refer to the theoretical material in the exercises is to do the student's next practical work is to justify his ways before doing so.

During the practical work, the theoretical basis was pedagogically justified. This method can be done in two ways. These include a broad explanation and interpretation of the next case. When working with students to fill in some gaps in their preparation, it is important to explain the next steps in detail justified.

At the same time, it is necessary to ask the student to think in a broad way, and fulfillment of the requirement will provide a

deeper understanding of the method of calculation. In the mind, the process gradually expands, and the movements proceed in a certain order, one after the other increases. The guiding role of the rule justifying the method of calculation is lost, and it is remembered only when a difficulty arises.

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