MODERN EDUCATIONAL PEDAGOGICAL TECHNOLOGIES AS A FACTOR OF IMPROVING THE QUALITY OF EDUCATION

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ABSTRACT: In the professional activity of a teacher, there is always room for search, pedagogical creativity, and no longer at the level of traditional methods, but at the level of integration of knowledge in subjects and teaching technologies. Technology comes from the Greek words technol (art, craft, science) and logos (concept, teaching). In the dictionary of foreign words: "technology is a set of knowledge about the methods and means of conducting production processes (metals, chemical ...)".

INTRODUCTION

Technology is a set of techniques used in any business, skill, medicine, art. A well-thought-out model of joint activities in the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers (Monks V. M.) - A systematic method of creating, applying and defining the entire process of teaching and learning, taking into account medical resources and their interaction, which aims to optimize the forms of education (UNICEF) A system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results (Selevko G. K.) The term "technology" is borrowed from foreign methodology, where it is used when describing differently organized learning processes. There are a number of definitions that characterize pedagogical technologies. 1) PT is a description of the pedagogical process that inevitably leads to the planned result. 2) PT is the algorithmization of the activities of teachers and students based on the design of all learning situations (Palchevsky, Friedman). 3) PT is a description, a project of the process of personality formation (A.P.Bespalko). 4) PT is a scientifically based prescription for the effective implementation of the pedagogical process (Tsvetkov).

The difference between pedagogical technologies from any other is that they contribute to more effective learning by increasing the interest and motivation of students

to it. There are many types of pedagogical technologies, they are distinguished for different reasons.

MAIN PART

I identify three main groups of technologies for myself: 1. The technology of explanatory and illustrated teaching, the essence of which is to inform, educate students and organize their reproductive activities in order to develop both general educational and special (subject) skills.

2. The technology of personality-oriented learning, aimed at transferring learning to a subjective basis with a focus on personal self-development.

3. The technology of developmental learning, which is based on a method of learning aimed at including the internal mechanisms of personal development of the student.

Each of these groups includes several learning technologies. For example, a group of personality-oriented technologies includes the technology of different-level (differentiated) learning, collective mutual learning, technology of full assimilation of knowledge, etc. These technologies allow me to take into account the individual characteristics of students, improve methods of interaction with students. Technology of formation of methods of educational work. It is presented in the form of rules, samples, algorithms, plans of descriptions and characteristics of something. This technology has found a fairly wide reflection in the methodological apparatus of a number of textbooks and is quite well mastered in the practice of many teachers. The teacher should pay attention, first of all, to this technology. For example, when studying the topic: "Breastfeeding", students are invited to answer questions: how to properly apply the baby to the breast? While working on the answers, students are offered a scheme where it is necessary to specify a logical chain, connect the correct answers with arrows. When studying, for example, an interactive method, the game "Snowball", we make a snowball out of paper. The assistant throws a snowball to one of the students and asks a question on a given topic. This game continues until the end of the given topic. Technology of differentiated learning. When using it, students are divided into conditional groups. When forming groups, students' personal attitude to the topic, the degree of training, learning ability, and interest in studying the subject are taken into account. Different level tasks are created, differing in content, volume,

complexity, methods and techniques of their implementation, as well as for the diagnosis of learning outcomes.

I am very closely associated with this technology, the technology of educational gaming activity. The educational game gives a positive result only if it is seriously prepared, when both the students and myself are active. Of particular importance to me is a well-developed scenario of the game, where educational tasks are clearly outlined, each position of the game, possible methodological techniques for getting out of a difficult situation are outlined, methods for evaluating results are planned.

Thus, using these technologies, the learning process becomes more complete, interesting, and intense. The modern period of society development is characterized by a strong influence of computer technologies on it. Currently, a new education system is being formed in Uzbekistan, focused on entering the world information and educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process associated with making adjustments to the content of learning technologies that should be adequate to modern technical capabilities and contribute to the harmonious entry of the child into the information society. Computer technologies are designed to become not an additional "appendage" in training, but an integral part of the holistic educational process, significantly increasing its effectiveness. Let's consider the possibilities and advantages of informatization of primary school education. The use of new information technologies in the educational process allows me to individualize and differentiate the learning process by implementing an interactive dialogue, providing the opportunity to independently choose the mode of educational activity and computer visualization of the studied objects. As my work experience shows, individual and differentiated approaches to learning are especially necessary in elementary grades. The frontal form of work and orientation to the average student do not justify themselves and lead to a loss of interest in what is happening in the classroom for the most capable and the inability for the weakest to actively engage in the learning process. Individual work of the student at the computer creates conditions of comfort when performing tasks provided by the program, the child works with an optimal load for him, does not feel the influence of others. Using the means of new information technologies allows you to strengthen the

motivation of learning due to the novelty of working with a computer. However, it is necessary to pay attention to the fact that entertainment does not become a prevailing factor in the use of a computer and does not obscure educational goals. The computer allows you to qualitatively change the control over the activities of students, while providing flexibility in the management of the educational process. At the stages of the lesson, when the main teaching influence and control is transferred to the computer, the teacher gets the opportunity to observe, record the awareness of mastering the received material, actively reproduce previously studied knowledge, track interest in replenishing missing knowledge from ready-made sources, and develop students' creative attitude to learning. However, the effectiveness of the learning process using computer technology is possible only if the necessary conditions are created for this. The computer in the teaching of students acts not only as an object of study, that is, a tool for the formation of computer literacy of students, but also as a means of teaching that affects the development of cognitive activity of future doctors. Only such a two-sided approach allows students to form the skill of using a computer in educational and cognitive activities. Therefore, in order to achieve maximum results in solving the set learning tasks, it is necessary that the introduction of computer technologies into the learning process of students also become an integral part of teaching academic disciplines at the university.

Thus, in general, the learning process is a process of management, i.e. the impact on the pedagogical system, the organization of knowledge. For its successful implementation in pedagogical science, models are being developed that contribute to optimal management in pedagogical systems. These include special methods (techniques) and teaching technologies. This paper presents pedagogical technologies as a factor in improving the quality of education in general education, in particular, universities.

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