TEACHING EDUCATIONAL TECHNOLOGIES IN PEDAGOGICAL ACTIVITIES

Imamnazarov Erkin Dexkanaliyevich
Senior teacher, Namangan Engineering Construction institute,
Republic of Uzbekistan

Parpiyev Otabek Tillayevich
Senior teacher, Namangan Engineering Construction institute,
Republic of Uzbekistan

Annotation. *This article discusses the effective use of personalized educational technologies in educational processes.*

Key words. *Personality, personalized education, educational technologies, pedagogical process.*

The globalization of education, the introduction of innovative technologies, and the flow of comprehensive information require constant updating and improvement of the content of education. One of the important tasks is the implementation of state policy in the field of education, improvement of the educational process on the basis of uniform state requirements in the field of personnel, provision of textbooks and constant methodological services for teachers.

The stronger the knowledge, the more developed the human intellect and intellectual potential. The use of modern educational technologies in the educational process, first of all, requires the humanization of pedagogical relations. Any technology that was used without it will not give the expected effect.

The current teacher is not limited to learning using electronic resources, but rather has the ability to create educational resources and effectively use the most advanced technologies available in practice to be able to transfer the content of science and its content to students.

Continuous optimization of the teaching and learning process depends on the use of new and improved educational technologies used in the learning process for various goals and objectives.

Personally-oriented technology of education puts the student's personality at the center of the entire education system and creates the most comfortable, safe and free environment for the success of nature. The identity of the student is not only the subject of this technology, but also a subject that is widely used, but not the ultimate goal of the educational system.

Pedagogical sciences have developed pedagogical technologies based on a student-centered approach to the educational process, which includes:

- personalized education;

- joint pedagogy;

- pedagogical technology of adaptive communication;

- gaming technology;

- advanced learning technologies;

- Problem learning technologies;

- differential education;

- modular training technology;

- technology of individual training, etc.

In each of these areas, education is organized taking into account the interests, abilities, abilities and circumstances of the student. In particular, in student-centered learning, the emphasis is on building the skill of striving to solve problems through independent thinking. It is important to have independent training, to be able to solve problems without the help of a teacher in stressful situations, and then rely on the help of a teacher to make sure that his conclusions are correct (2).

The main requirements for educational technologies widely implemented in practice were recognized by scientists as follows:

1. Reasonable scientific concept.

2. Systematicity is a holistic relationship between the pedagogical process and its components.

3. Optimality - maximizing the volume and level of information at the level of standards or requirements of public education.

4. Stabilize the results as far as possible.

5. You can repeat other participants, for example, sustainability.

The reasons why personality-oriented learning technologies are viewed as a pressing issue [1]:

- firstly, the breadth of the student's personal development;

- secondly, to provide wide access to the pedagogical process of a systematic approach;

- thirdly, the teacher should include steps that need to be taken from the pedagogical process, to monitor the results and necessary adjustments, when necessary.

- fourth, to be able to get results closer to the intended target due to activation factors.

When implementing student-centered learning, the following benefits will be shown: (3)

- o the student focuses on career-based professional activities, such as self-planning and performing tasks in solving real problem situations;
- o actions based on the knowledge and skills acquired by the student;
- o orientation on independent movement at the level of ability to learn;
- o to study specific professional behavior and use not theoretical knowledge, but with the help of a test;
- o implementation of measures aimed at the development of students of independent business skills, professional and personal qualities.

However, it is important to note that it is important for a person to be at the center of the pedagogical process in personalized education. However, the teacher is also a prominent participant in the process and recognizes that one of the participants has a higher reputation than the other. It is necessary to take into account the interaction of conscious interrelations, mutual communications, relationships and their opposite effects.

An active approach to the learning process may seem superficial. Instead of telling a story for a long time, the teacher instructs the student to independently

_____

study a specific subject in the textbook, independently carry out practical experience on the subject and prepare an independent answer to test questions for studying learning outcomes. If the student does not understand the essence of his curriculum, he / she does not recognize the goal of the training, understands or accepts the tasks set by the teacher.

Thus, the content of educational material proved to be effective only if the teacher first positively mastered and improved the student, became interested in the student's personal experience and identified the features that disturbed his mind. Only then the student considers himself a direct participant and creator of these events.

Literature

1. Abdukudusov OA, Rashidov N.F. Professional pedagogy. Tashkent., 2010 - 270 p.
2. Sharipov S. Theory and Practice of Ensuring the Continuing Professionalism of Students:... Phd. - T. 2012. B-48.
3. Alimov A.A. Prepares future teachers of vocational education for innovation based on individually-oriented technologies. Phd - T. 2018. B-50.
4. Парпиев О. Т., Имамназаров Э. Д. Педагогические игры и их возможности в профессиональном обучении //Проблемы и перспективы развития образования. – 2012. – С. 149-150.
5. Парпиев, О. Т. (2011). Использование педагогических игр как фактор повышения эффективности обучения. *Молодой ученый*, (12-2), 127-129.
6. Акрамов, Х. М., and О. Т. Парпиев. "ПРИМЕНЯЕМЫЕ В ПЕДАГОГИЧЕСКОЙ ПРАКТИКЕ МОДЕЛИ, МЕТОДИКИ, ТЕХНОЛОГИИ И ОРГАНИЗАЦИОННЫЕ ФОРМЫ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ. ОБМЕН МЕЖДУНАРОДНЫМ ОПЫТОМ." *Образование через всю жизнь: Непрерывное образование в интере-сах устойчивого развития: материалы 12-й междунар. конф.: в 2 ч./сост..* 2014.
7. Парпиев, О. Т. (2015). Построение учебного процесса в системе повышения квалификации педагогических кадров. Молодой ученый, (21), 822-823.