

ABOUT FEATURES OF TEACHING TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Abstract: *In this article in secondary schools the educational technologies are drawn with information.*

Key words: *case study, technology, work, mentality, evrishc education, project method, defferential education.*

INTRODUCTION

Problem-based learning is a special type of organization of educational work in the lesson, which allows you to intensify the cognitive activity of students and to obtain from them a more meaningful and lasting knowledge mastery.

The technology of problem education is provided by the creation of problem situations in the educational activity and the organization of active independent activity of students to resolve them, as a result of which there is a creative mastery of knowledge, skills, and mental abilities. The result of the application is activity, creativity, thinking.

Critical Thinking Technology is a learning technology that aims to teach critical thinking - to discuss, evaluate, identify and solve problems.

The authors of this project are American educators J. Steele, C.S. Meredith, C. Temple, S. Walter. Actively introduced in educational institutions in the USA, in many countries of Europe. One of the educational technologies that meets all the requirements of the State Educational Standards and contributes to the development of the educational learning environment (universal educational activities) is the development of critical thinking, the purpose of which is the development of critical thinking through the interactive inclusion of students in the educational process. Critical thinking is one of the types of intellectual activity of a person, which is characterized by a high level of perception, understanding, objectivity of the approach to the surrounding information field. Formable qualities - assessment, identification and solution of problems.

Heuristic learning model. "Heuristic", translated from Greek means "find", "open". The heuristic system of education was widely used by Socrates. Through special questions and reasoning, he helped the interlocutor to independently come to the formulation or solution of the problem. Moreover, the truth was sometimes revealed not only to the student, but also to the teacher himself.

Heuristics in the conventional sense is a science of creativity, of the creative activity of people, the purpose of which is to obtain qualitatively new results. Heuristics is used in cybernetics, psychology, forensics and other sciences.

Heuristic education is instruction that aims at constructing a student's own meaning, goals and content of education, as well as the process of its organization, diagnosis and awareness.

Heuristic learning is different from problem learning. The purpose of problem-based learning is the assimilation by students of a given subject material by the teacher putting forward special cognitive tasks- problems. The methodology of problem teaching is designed so that students "are guided" by the teacher to a known solution or direction of solving the problem.

The heuristic approach to education allows expanding the possibilities of problem-based learning, since it orientates the teacher and student towards achieving a result unknown to them in advance.

The main results of their education are not transmitted to them from the outside, but appear as if from the inside in accordance with the individual characteristics of the students.

Heuristic learning has a different purpose - the disclosure of the individual capabilities of the participants in the training - students, teachers, managers through activities to create educational products [4].

The main difference is that the objects of search cognitive activity in heuristic learning are not only problems and tasks, but also the students themselves, their individual personality potential, creative, cognitive, reflective and other procedures and activities. Heuristic training also leads to the development of not only students, but also teachers who have to organize the learning process often in situations of "ignorance" of the truth.

Heuristic learning also differs from developing learning because it poses and solves a qualitatively new problem: the development of not only the student, but also the trajectory of his education, including the development of goals, technologies, and the content of education.

The result is creativity, the disclosure of individual opportunities, independence.

Adaptive model. Adaptive learning is a model whose main idea is to "adapt" to the abilities, knowledge, skills and even mood of each student. This is the element that the education system once lost while losing contact with students.

The main difference is adaptability, which forms the necessary potential of the student for learning, and not the adaptability of teaching methods to the prevailing characteristics of the student. A lesson can be interesting, interactive and tailored to the individual characteristics of each student. It is enough to simply shift the focus of attention from the teacher to the student. The adaptive form of training focuses on the formation of practical skills and abilities, rather than on dry theory. As a result, each student uses his abilities to the maximum, and is not adjusted to the arithmetic mean.

Adaptation is the process of adapting to changing conditions. From the point of view of training, adaptation is characterized by a system of forms, tools and methods based on the individual characteristics and abilities of the student, contributes to the effective organization of personalized training (V. I. Toktarova, D. R. Mamatov) [1].

The result is the development of practical skills, the disclosure of individual capabilities and abilities.

Technology project design. Among the diverse areas of modern methods and technologies, adequate to the goals, is the project method [2, 5].

The project method is a training system in which students acquire knowledge, skills and abilities in the process of designing, planning and completing gradually complicated practical tasks.

Students carry out projects in a wide range of problematic tasks: creative, informational, communication, etc. The value of this technology lies in the use of independent design activities of students as the main means of their development.

The effectiveness of design methods in vocational education is due to the following reasons:

- project methods are personality-oriented, and the developing aspect of training is one of the leading in vocational education;

- training during the project is self-motivated, which means an increase in interest and involvement in the work as it is completed;

- in design techniques, the hierarchy of the “teacher-student” relationship is significantly different from traditional teaching methods.

An increased degree of motivation for students in the implementation of the project is a prerequisite that

determines the high degree of effectiveness of this method. When using the project method, students develop such personal competencies as: establishing contact, teamwork, diligence, responsibility, self- confidence, learning ability, flexibility of thinking, vision of the development of the process, analytical abilities, foresight, forecasting, motivation, professional competencies.

The essence of the technology of project activities is to stimulate the interest of students in certain problems, the development of cognitive skills of students, the ability to independently construct their knowledge and navigate in the information space. Most often, projects are complex, combining several types.

Design technology is a focused, independent activity of students under the guidance of a teacher, interconnected activity of a teacher and students. The teacher creates a positive emotional attitude of all students during the work on the project and organizes equal partner trustful communication. The essence of this technology is to stimulate children's interest in certain problems involving the possession of a certain amount of knowledge and through project activities to show the practical application of the

knowledge gained. This project is designed for individual work, pair, group, which students perform over a certain period of time.

If the student is trying to extract information, process it, then the teacher is called upon to indicate a possible source or to become a source of information himself. If the student is trying to acquire knowledge and skills for further use in his practice, the teacher coordinates this process, encourages the student and provides constant feedback. The student tries to acquire communication skills, and the teacher offers discussions without imposing his own opinions on the students.

At the same time, the role of the teacher changes - from a simple translator of knowledge, he becomes the real organizer of collaboration with students, contributing to the transition to real cooperation in the process of mastering knowledge.

The core of the technology of project activities is the independent activity of schoolchildren - research, cognitive, productive.

Design and research activity is an educational technology that involves students solving a research, creative task under the guidance of a specialist, during which the scientific method of cognition is implemented.

Work on this methodology makes it possible to develop individual creative abilities of students, to more consciously approach professional and social self-determination.

The results are the development of individual abilities, an independent free creative person.

Model of Multilevel Training: Under the multilevel learning understand the organization of the educational process, in which each student has the opportunity to master the teaching material for individual subjects of the school curriculum at different levels ("A", "B", "C"). Multilevel learning technology - gives the teacher the opportunity to help the weak, pay attention to the strong. With this technology, the desire of strong students to advance faster and deeper in education is realized. Strong students affirm their abilities, weak students get the opportunity to experience academic success and self- fulfill within their capabilities, the level of motivation for learning increases.

The starting point in the organization of such training is the disclosure of individual characteristics (capabilities), the development of each student.

Differentiated learning is a learning technology in one group of schoolchildren of different abilities. The result is the inclusion in the educational activity of all students without exception at the level of their potential capabilities.

Paracentric technology or "PTSTO" (paracentric training technology) was developed by N.N. Surtaeva [3]. It consists in training in pairs with training aids using methodological instructions and subsequent

access to control. In this technology, the teacher has great potential for the implementation of differentiation, both level and profile, thereby solving the problem of adaptation.

Technology LOC (VOC). Logical reference summaries and Logical reference signals are a form of visibility when, in accordance with the specifics of the material presented in the lesson, the theoretically studied theoretical material of the program is modeled (generally accepted scientific concepts, formulas, graphs). The methodology of biology and zoology has accumulated considerable experience in the application of teaching technologies. One of such technologies is the technology of applying logical supporting abstracts and signals, proposed by the famous teacher V.F. Shatalov, who developed a system of teaching methods that have been used for many years. For a long time in the process of teaching geography, the technology of reference signal sheets and abstracts has been used.

The experience of many teachers shows that learning using reference abstracts or sheets of reference signals, which is basically the same thing, develops memory, logical thinking, the ability to analyze, monologic speech, reveals the creative potential, individual abilities of students. Reference signals include signs, drawings, diagrams, icons, keywords, short sentences, etc. It is obligatory to include emotionally vivid material in reference signals (compendiums), which allows to fix in memory the essential components of new knowledge.

Results - the development of memory, logical thinking, the ability to analyze, monologic speech, the disclosure of creativity, individual abilities of students.

Technology for the formation of educational methods. It is stated in the form of rules, samples, algorithms, description plans and characteristics of the subject of study. If the traditional methodology describes what a teacher should do, then the technology for the formation of educational activities prescribes how the student should solve the educational problem. At the beginning of the lesson, the class is offered educational tasks (on a blackboard, a poster) that are solved during the lesson, and at the end of the lesson, according to these tasks, a diagnostic check of the results of assimilation is carried out using tests. The essence of this technology is that educational activity is considered as a special form of educational activity of students. It is aimed at acquiring knowledge through solving educational problems. The result is the development of general educational skills, achievement of assimilation strength, and increase in cognitive activity.

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