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PROBLEMS OF USING EDUCATIONAL TECHNOLOGIES IN CONTINUOUS EDUCATION SYSTEM

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ABOUT ARTICLE

Abstract: In this article, the problems of application of educational technologies, in particular the technology of cooperative learning, are considered and opinions are expressed in this regard.

INTRODUCTION

The current stage of development of the education system of our country, the response of innovative pedagogical and information and communication technologies to the national and historical, ideological conditions, traditional models of education, the system of lessons in general secondary schools, secondary special and vocational colleges, lectures and seminars in higher education institutions, etc. when the educational methods are dominant, the use of technologies suitable for this period will undoubtedly give a positive result.

In the educational system of developed countries, such as the United States, England, Germany, France, Israel, South Korea, and Singapore, widely used "collaborative teaching", "project method", "differentiated teaching", "teacher folder", "individual teaching and We believe that it is necessary to use technologies such as "layered approach". In applying these in one's own work experience, it is necessary to avoid administrative coercion to jump at once, starting from the principle of voluntariness. In this case, administrative intervention can only be in terms of creating an organizational-pedagogical, material basis for their application, educational process and equipping classrooms. When choosing which of them, the pedagogue should be based on his own possibilities.

MATERIALS AND METHODS

In addition to the above conditions, when choosing technologies such as collaborative teaching, project method, differentiated teaching, student folders, which are widely used in developed countries, existing educational technologies: Lessons, excursions, homework, extracurricular activities and extracurricular activities, and without denying the current educational content, It is also assumed that the developed DTS is compatible with the forms of monitoring (rating, test) of students' knowledge.

In the current education, each learner is interested in acquiring knowledge only and prepares the ground for getting rid of the competition, arrogance, rudeness, arrogance, and authoritarian qualities that are formed in him. This is in line with the requirements of the current education reform. The main essence of these technologies in education is based on the maturity, critical thinking and unique individuality of the learner. At the same time, it serves as an alternative method to students' acquisition of only ready-made knowledge in traditional education and their repetition. These technologies methodologically correspond to the theory of gradual development of the "Uzbek model" and provide an opportunity to view education in a gradual manner based on modern educational technologies.

In fact, the application of educational technologies to the educational process as a whole creates an opportunity to use innovative pedagogical and information and communication technologies. They are a person-oriented technology that has a humanitarian character with a psychological and pedagogical essence. Collaborative teaching, project method, layered teaching, "student's folder" are mutually dependent on each other and form a complete didactic system. They educate learners in the spirit of honesty, transparency, caring for others, generosity, sincerity, and mutual assistance.

When using personalized educational technologies, you should pay attention to the following:

- learner's experience, stratification of knowledge, interest in the subject of technology education, level of knowledge;

- mental characteristics of the learner (memory, perception, thinking, ability to control one's emotions);

- character trait and client's trait.

Therefore, the unique characteristics of the student's personality should not be overlooked.

Teaching in small groups is the basis of educational technologies in teaching. His idea was developed in the 20s of the 20th century by the American philosopher and educator (the founder of the philosophy of pragmatism) John Dewey. But its technological foundations, that is, cooperative teaching in small groups, the practical side of education, preparing a person for future life and production, that is, the useful side of education for a person, in the 70s and 80s of the 20th century, were different in countries such as England, Canada, Australia, Germany, the Netherlands, Japan, and

Israel. forms began to appear. Its theoretical and ideological basis was established in the 80s of the 20th century by John Hopkins University professor R. Slavick was developed under the leadership of University of Minnesota professors Rogers Johnson and David Jackson, a group of scientists from the University of California, D. J. Aronson, and a group of scientists from Tel Aviv University, Israel, under the leadership of Sholomo Sharon.

To understand the essence of educational technologies, let's turn to one fact found in pedagogical practice. If this is the case, the student cannot fully master the educational material or makes a mistake in practical work. "Mistake" is a misunderstanding of the content of the educational material, wrong thinking, incompleteness of knowledge, inability to concentrate on reading. To correct this, it will be necessary to do additional training, to attend additional classes. Analyzing this error, it was determined that it was related to student performance or not allowing enough time for students to master the material.

Based on this diagnosis, the teacher makes certain methodical changes in his teaching technology. If it is necessary to allocate additional time to the students to master the learning material, they will correct the error through their cooperative activities in each group. But teaching cannot help all students at the same time. Therefore, this responsibility is assumed by the group. because the idea of cooperation is mainly not in the form of assessment of mastery, but the same assessment is given to the whole group of students, that is, their general mastery level is important.

Students who lack mastery will achieve adequate mastery of the learning material with the help of strong students. As a result of education, the whole group will benefit, not individual students. The fact that the student's success in learning depends on the content of the whole group's activity encourages unity, cooperation, and unites students towards a common goal.

Educational technologies are not only educationally important, but also have a strong influence on the intellectual and significant development of students. An important aspect of cooperative learning is team work, in which students' mutual cooperation, feelings of interdependence, interaction, and coordination of activities are formed. Collaborative teaching is an important tool for the socialization of students, the formation of communication skills and competencies.

Helping students from a young age to help each other, not in the classroom, but in the way of living and throughout their lives, will become personal qualities such as the joy of solving any problem together. So what is the essence or didactic basis of cooperative learning technology? This method is that students perform actions in a certain sequence and consistency, which ensures the implementation of one or another method of teaching. Or a didactic system that is a set of methods and provides a certain approach to education.

Various methods and means of organizing students' educational activities serve to implement the principles of educational technologies in teaching. These complexes, in turn, form the

technological basis of teaching. A didactic system viewed only on such a basis can serve as a technology of methods and tools tested in the pedagogical process. The basis of the didactic system is a set of teaching methods, which are based on certain theoretical foundations, principles and the concept of education. The chosen teaching methods and tools should be based on the requirements of educational technologies. We said that educational technologies are widely used in different countries. In this, it is noteworthy that it is not everywhere in the same mold, but in different ways, and the formation of different options. For example, team teaching is widely used at Johns Hopkins University in America. In this, the main focus is on the goal of the group of education, and the success of the group depends on the result of the independent work of each of its members.

Each member of the group works on a topic (problem) to be studied in constant interaction with others. The task of each member of the group is to solve the problem together. It is important that the whole team knows what each student has achieved. The whole group is interested in the mastery of the learning material by each of its members. Because the success of the whole team depends on the contribution of each member and the solution of the problem set by the group in cooperation.

RESULTS AND DISCUSSIONS

The technology of organizing students' activities is based on the following three main principles:

1. "Awarding" the whole group receives an assessment of their joint work in the form of points or awarding a certificate, praise, special award. For this, one task given to the whole group is completed.

2. The personal responsibility of each student determines the success and failure of the whole group. This prepares the ground for each group member to control the activity of each other, as well as to help his friend learn and understand the learning material. Ensures that group members are prepared to assess and monitor their own knowledge in a variety of ways.

3. The groups are made on the basis of improving the previous results, the points of which each student has equal opportunities to master. Comparing the learning results with the previous ones gives an opportunity to evaluate the results achieved by the students of this group.

The main thing in such an organization of education is to reward the whole team and to form a sense of personal responsibility of each one. In this case, not only is it important to instruct students to work together, but it is also important to form an interest in each friend's learning. At the same time, comparing the students' current knowledge with the results of their previous knowledge is more effective in terms of rewarding them. This leads to further deepening of personal results. In groups, understanding of the necessary supporting aspects of a certain task is given. In this case, the task can be divided into parts, and each student learns his own part, or each student can take turns to complete

the next part. The task should be initiated by a strong or looser learner, but each task should be completed, explained clearly, out loud, and monitored by the whole group.

If the task is the same for the group, after the whole group has completed the task, the teacher can discuss the work of different groups in the lesson. If the task is different, each group can complete it separately.

When the teacher is sure that the learning material has been mastered by the students, he conducts a test to determine their understanding and mastery. In this case, the teacher approaches the students individually, taking into account their level of knowledge, and provides the assignment. The marks obtained by each student are summed up and the total mark of the group is announced.

In this case, strong students do not compete with idle students, but each student competes with himself, fulfills his task and strives to increase the points for the group. This organization of education can be applied to the teaching of various physical and natural sciences in educational institutions.

Another form of educational technology in teaching is team-game activity. In this case, as before, the teacher explains the new topic and directs the students to group study of the learning material. But to evaluate the results of mastering, they organize weekly competition tournaments between teams. For this purpose, "tournament tables" consisting of three students are organized, in which students with equal mastery form a competition. Such teaching gives more positive results in mathematics and natural sciences.

Tasks are classified and given according to the level of complexity. The winner of each table brings the same amount of points to his team. In this, the free takers also compete with their peers and bring points to their team. The team with the most points in the tournament will be announced as the winner and will be awarded. In this case, according to the results of the previously acquired knowledge, the students will take an individual task and perform it at their own pace.

The commonality of the above-mentioned forms of educational technologies in teaching is the closeness of goals and tasks, equal opportunities for students in education, individual responsibility. At the same time, in the group, not competition, but cooperation, the interest of the group members in the common goal and success is the determining factor. It is important to recognize and strive for equal opportunities to set the stage for student improvement.

The role of the teacher in the educational process is determined by helping students to learn independently. In addition to teaching ready-made knowledge to students, he understands the importance of teaching them to think independently and creatively, to look critically at their own personality and knowledge, to analyze information, to distinguish what is needed from them, to draw conclusions, and to teach them to justify their opinions. Independent work on the studied problem is the norm and the main focus of activity is the main goal of cooperative learning.

An important aspect of educational technologies is that they can be used while preserving the positive aspects of current education. In addition, these technologies have a humanistic nature according to their philosophical, psychological, and pedagogical essence. The humanistic character of these is that they are only theoretically and ideologically compatible with the requirements of the national independence ideology, and they are directed to the formation of a highly moral, well-rounded person from a practical point of view.

The application of educational technologies to the educational process as a whole creates an opportunity to gradually abandon traditional models and move to innovative pedagogical and information technologies. They are humanistic technology with a psychological and pedagogical essence: collaborative teaching, project method, differential teaching, "student folder" in terms of their content and essence, they are interrelated and require each other and form a complete didactic system. These educate students in the spirit of honesty, transparency, caring for others, generosity, sincerity, and mutual assistance.

CONCLUSIONS AND RECOMMENDATIONS

The forms of educational technologies considered above, the closeness of goals and tasks, equal opportunities of students in education and individual responsibility were calculated. At the same time, not competition in the group, but cooperation, the common goal of the group members, their interest in success, and mutual support.

When using educational technologies in teaching, it is necessary to pay attention to the following:

- learner's experience, group of knowledge, interest in science, level of knowledge;

- mental characteristics of the learner (memory, perception, gratitude, ability to control one's emotions);

- character and character of the client. In a word, one should not ignore the unique characteristics of the student's personality.

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