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Research Article

EFFICIENCY OF USE OF PEDAGOGICAL TECHNOLOGIES IN SPECIAL DISCIPLINES

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ABSTRACT

This article deals with the use of pedagogical technologies in the teaching of specialized subjects, highlighting the content of the interactive qualities of technology, and determining the ways of its application to the educational process.

KEYWORDS

Pedagogical technology, discussion, small groups, traditional, interactive lessons, cluster, pedagogical master's degree.

INTRODUCTION

In the national program for personnel training, the importance of "Developing and Implementing Effective Pedagogical Technologies..." is emphasized. Among the key factors in improving the continuous education system is the implementation of pedagogical innovations. They play a significant role in introducing specific changes in the educational process, expanding and improving the quality of educational content [1].

Using pedagogical technologies in teaching specialized subjects, highlighting the interactive qualities of technology, determining ways to apply it to the educational process, enhances its effectiveness in all stages of education [2,3,4].

Issue

In addressing challenges in defining the quality of education, solving problems related to teaching specialized subjects based on modern pedagogical

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technologies, developing their methodology, and expanding theoretical knowledge, skills, and competencies for field specialists, it is essential. Research on selecting teaching methodology is crucial in assessing its effectiveness.

METHODOLOGY

Project planning and business game are considered the most effective. As a result, students retain 75% of the information. Also, using new pedagogical technologies in classes, incorporating interactive strategies, activities, and materials, students' active participation in the lesson process has been demonstrated. The basic rule in practice confirms that imparting new knowledge should be the goal in the initial 20 minutes of theoretical teaching, followed by discussion, working in small groups, and other non-traditional methods to consolidate students' knowledge [5,6].

Teachers engaging students in pedagogical technology-based activities should adhere to:

- Providing internal motivation for students to learn the topic during the organizational (initial) part of the activity;

- Clearly stating the learning objectives (expected outcomes) in each activity and if necessary, allowing students to discuss, modify them;

- In lecture activities, incorporating 20-25-minute mini-lectures, presenting demonstrations using a video projector, changing with 5-10 minute written and other learning activities;

- Developing critical thinking through lectures and practical activities, and using discussion, debate, "insert," "synectics," "cluster" methods;

- Using interactive teaching methods, especially conducting part of the activities in small groups and discussions, "think-pair-share," "students teach each other," and other methods that enhance students' learning activities.

Students were engaged in practical activities for 2 hours using both traditional and non-traditional methods. The results of the tests taken by students were recorded in Table 1.

Table 1. Results of tests taken by students.

T.r	Activity Method	Group Number	Number of Students	Test Results (number of students)			
				100-86%	85-71%	55-70%	< 55 %
1	Traditional	1	20	1	8	9	2
2	Interactive	2	20	8	11	1	-

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According to the table, it can be seen that the level of assimilation of students in the group where pedagogical technologies were utilized is significantly higher compared to the group where traditional methods were employed. After participating in the experiment for a week with the involvement of experts, students were given re-tests on the previous topic, and 5 minutes were allocated to answer the questions. The results of the re-tests by students are presented in Table 2.

Table 2. Results of re-tests by students

T.r	Activity Method	Group Number	Number of Students	Test Results (number of students)		
				100-86%	85-71%	55-70%
1	Traditional	1	20	-	6	10
2	Interactive	2	20	7	11	2

According to the table, when questions were given to the group utilizing interactive strategies after one week, the results of the answers remained almost unchanged. However, there was a sharp decline in the results of the group where activities were conducted using traditional methods.

CONCLUSION

Based on the findings, the following conclusions can be drawn:

- The use of interactive teaching strategies leads to effective teacher-student interactions, where the teacher adjusts their usual monologue to be more goal-oriented (20-25 minutes), fostering discussions and independent comprehension of the learning material within small groups of students.
- The teacher's sole authority during activity periods is reduced, and they become a guide, advisor, directing students towards clearly defined learning activities.
- The opportunity to utilize computerized, informational, and other modern technological tools in teaching is provided.
- Teachers are required to continuously develop and improve their skills and expertise, with serious preparation for each activity.
- The level of student engagement and comprehension significantly increases in comparison to traditional methods.
- To enhance student activity, various pedagogical games are recommended in the teaching process.
- Students are encouraged to actively participate in the learning process, self-assess, responsibly guide each other, and develop qualities such as fairness, responsibility, and initiative.

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