CURRENT RESEARCH JOURNAL OF PEDAGOGICS 2(9): 150-158,
September 2021 DOI: https://doi.org/10.37547/pedagogics-crjp-02-09-33
ISSN 2767-3278

Crossref doi Google Scholar
Accepted 25th September, 2021 & Published 30th September, 2021

INTERACTIVE COURSES - AS A FACTOR TO INCREASE THE EFFICIENCY OF TEACHING TECHNOLOGY

Ismoil Karimov

Candidate Of Pedagogical Sciences, Associate Professor, Kokand State Pedagogy Named After Muqimi, Uzbekistan

ABSTRACT

The article discusses some aspects of the organization of new pedagogical technologies in the teaching of technology in general secondary schools, including the effectiveness of the use of interactive methods in the teaching of technology.

KEYWORDS:- Technology, student, teaching, national education, integrated lesson, interactive lesson, pedagogical technology, educational technology, teaching technology, technological process, technological operation, technological map, technological mode, technologicalization of education, essence, content, interest, profession, profession , result.

INTRODUCTION

The issues of upbringing a harmoniously developed generation and leading a healthy lifestyle of young people are considered as topical issues on the agenda of the meetings and speeches of the head of our state during his visit to each region. As the President said: "If we do not bring up our children properly, if we do not pay attention to their behavior every day, every minute, if we do not teach them science, if we do not find a decent job, we will lose this deposit."1 The issues of upbringing a harmoniously developed generation and leading a healthy lifestyle of young people are considered as topical issues on the agenda of the meetings and speeches of the head of our state during his visit to each region. As the President said: "If we do not bring up our children properly, if we do not pay attention to their behavior every day, every minute, if we do not teach them science, if we do not find a decent job, we will lose this deposit."2 This issue, along with other disciplines, is a key task in the teaching of technology. This requires the effective and rational use of teaching methods in the teaching process, as well as the improvement of these methods, the search for new ones, increasing the effectiveness of technology education. Therefore, the main issue in the field of education today is the training of qualified teachers who are well versed in the methods and forms of education and can easily apply them in practice. Because the

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1Mirziyoev Sh. Let us be more united and work resolutely for the fate and future of our country. // "People's word" newspaper, June 16, 2017.

2Decree of the President of the Republic of Uzbekistan "On measures to develop education and science in the new period of development of Uzbekistan." T., November 6, 2020 PF-6108

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teacher's personality and his activity are of special importance in educating students, directing them to professions. Hence the openness that the teacher leads

nothing else can overwhelm the communication-style training process. Therefore, improving the quality and effectiveness of education is an important factor in the training of qualified teachers, to improve their professional skills.

The term technology, its types and applications. It is known that "Technology" is derived from the Greek word "tehne", which means skill, art and "logos" - the word, doctrine, science. The term was first used in science in the 1870s in connection with the development of production and technology, and was considered as a science of processing materials, semi-finished products, changing their composition, properties, appearance, preparation, scope. Technology is divided into technical (manufacturing) and humanitarian (educational) technologies. “Technology”, “Technical technology”, “Pedagogical technology” What do the concepts mean?

Technical technology means: a unit of ways and methods of obtaining, processing or processing of raw materials, semi-finished products or products, ie it is a production technology, which consists of a set of methods for processing and processing of labor objects (technological process- descriptive aspect). In other words, it is the science that develops and perfects the ways, methods described above.

The task of technology as a science is to identify efficient, cost-effective production processes that require the least expenditure of material resources and time, and to find laws to apply in practice (scientific aspect).

The process itself consists of technical control of finding, mining, processing, processing, transportation, warehousing, storage and production (process-action aspect of technology).

In production, the following concepts derived from the word “technology” are used.

Technological process – a unit of technological operations that form a single process in the processing of a manufactured product.

Technological operation – part of a process in the form of a completed action performed by a worker at his or her workplace.

Technological map – a document describing the sequence of technological operations in the production of a particular product.

Технологик режим - is a procedure for determining the implementation of technological operations, which determines the timing and conditions of operations that can be performed in the production of a particular product.

"Pedagogical technology", which is part of the humanities, is an educational process that uses technologies that shape the personality, develop its qualities and characteristics in pedagogical theory and practice, and the educational process that implements teaching and didactic technologies.

A new type of curriculum, syllabus and educational standards have been developed to improve the national education system. But in order to fully implement them, to bring new pedagogical experiences, technologies into the content of education, it is necessary to create conditions for their introduction. Consequently, the class-lesson method of traditional teaching that is now widely used has its own advantages and disadvantages. In the lectures, stories, conversations, and similar methods used, the idea given by the teacher is often absorbed one-sidedly by the student. In this case, the feedback between the teacher and the student is not ideal. If the teacher is skilled and has a culture of

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speech, is able to express their ideas clearly, simply and clearly – the goal can also be achieved with this method. Of course, not all educators have this ability. So, the main guarantee of success is the active involvement of all students in the teaching-learning process.

Lessons by giving him the signs of perfection, clarity, orderliness, orderliness, fluency, calmness of the learning process

The search for ways to increase efficiency and optimization has always been carried out in the field of pedagogy. Jan Amos Comenius is such a master of "time, subjects and methods" in the learning process tried to find a lesson distributed with and its ideal appearance (variant). Then, in Comenius's view, "everything moves forward, like a clock with stones of the right balance, and with the accuracy that can be achieved in such a pleasing and joyful and, ultimately, skillfully crafted instrument as the construction of this kind of machine gun." Modern pedagogy also develops such models of education, approaches to it that allow to give education, as in the production-technological process, a character that guarantees the achievement of educational goals under certain conditions and within a specified time.

The first research on the technological approach to teaching, that is, the technological-repetitive nature of the learning process, as well as the process of production, was conducted by American scientists in the early 60s of the twentieth century. In particular, the term "pedagogical technology" was first used by the American pedagogical scientist Skinner. As a result of studying and analyzing the pedagogical literature, it became clear that the reason for the emergence of this phrase in the education system was:

1) the principles of didactics are not recognized in all countries (especially in the United States);

2) its rules are not very constructive and lag behind the requirements of the time;

3) Techniques, programmed into the educational process in the 60s of XX century the introduction of training machines, and so on.

Hence, the flow of pedagogical technology was born in the United States and in the 70s and 80s of the twentieth century covered almost all developed countries and was also approved by UNESCO.

The idea of technologicalization of education is based on the full management of the educational process in order to increase the efficiency of the educational process, to ensure that students achieve the projected learning outcomes in the given conditions and time. The essence of such an approach is to systematize the educational process, to maximize its formation by breaking it down into clearly defined and detailed elements in detail.

The subject of pedagogical technologies consists of proving the conceptual foundations of the education system, setting goals, formulating results, selecting and structuring teaching materials, choosing a model of education to implement them, designing their optimal and effective level. At that time, the essence of pedagogical technology was to abandon the traditional method of oral narration of the teacher, to teach by machine (computer) on the basis of tests, to encourage students to learn more independently, but now the meaning of the phrase has expanded.

The body of the concept of training technology for foreign professionals believe that the history of its arrival and development consists of three stages. Training in the first stage the process was carried out only by the teacher himself and there were no tools to help him. In the words of N.F. Talizina, "human experience has served as a

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learning technology". In the second After the publication of stage books and manuals, there was a radical change in the content of teaching technology: in addition to textbooks and didactic materials created for teachers, students and pupils, various technical means, modern computers (teaching machines) were added. In the future, under the influence of the revolution of scientific and technological progress, further improvement of teaching technology in higher education is expected.

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The main aspects of the organization of teaching in a technological way, which are radically different from traditional methods, are:

1. Separation of identified learning objectives for each topic (unit of study), the development of test assignments in accordance with them.
2. Transition of the organization of the educational process to the independent mastery, leaving the teacher the functions of referral, counseling.
3. Organization of the teaching process in a repetitive way, ensuring full mastery of each unit by all pupils and students.
4. To teach students to perform actions that can be observed from the outside in relation to the science (specialty).
5. Make adjustments to the purpose and content of the learning process depending on the learning outcomes, etc.

The technological approach to teaching, developed in the United States, is now successfully used in a number of countries around the world (England, France, Japan, Korea, Taiwan, Malaysia, etc.). This idea has also been endorsed by UNESCO and recommended for implementation in all countries.

The introduction of the technological nature of the educational process in the theory and practice of education began in the 50s of the twentieth century. These are reflected in the creation of a set of technical tools for traditional teaching. At present, pedagogical technology is not simply "considered as research in the use of teaching aids or computers; factors that increase the effectiveness of this training research aimed at developing methods for identifying and optimizing the principles of the educational process through analysis and application, as well as through the evaluation of the methods used. According to VP Bespalko, the transfer of all educational work to the path of pedagogical technology means a sharp shift from the voluntary in the construction and implementation of teaching practice, pedagogical process to the systematic justification of each element and stage, the pursuit of an objectively diagnosed end result.

He is currently in pedagogical science and practice "Pedagogical technology", "educational technology", "teaching technology" terms such as are widely used. Along with their common similarities, there are also specific differences in understanding them. In particular, pedagogical technology is a systematic category that defines the technology of the educational process as a whole. Education technology, teaching technology, etc. can be used as a synonym to define all other concepts of technology. Teaching technology is, first and foremost, a process action aspect of pedagogical technology. This allows the learning process to be guaranteed in the changing conditions, to achieve the desired

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results in the allotted time, and to provide specific training, technological process of development and implementation of the educational model, which combines the orderly unity of methods and tools (technological operations) that ensure the implementation of educational processes; second, it represents a process-descriptive aspect of pedagogical technology. It is a statement of the implementation of the project of both pedagogical and educational activities to achieve this goal and achieve the desired result in the future (technological map).

Educational technology is used to define the scientific aspect of pedagogical technology. This (subject) is "a systematic way of creating, applying and defining all processes of teaching and learning, taking into account the technical and human resources and their cooperation, which aims to optimize the forms of education." What are the similarities and differences between the concepts of "pedagogical system", "educational technology", "teaching technology" and "subject methodology"?

A comparative description of these concepts is as follows: Pedagogical system (PT) is a specific whole consisting of a set of interrelated tools, methods, processes necessary for targeted and predetermined pedagogical impact on the formation of a person with defined qualities. PT components: 1. Teaching. 2. The learner. 3. Purposeful. 4. Result. 5. Content of educational information. 6. Pedagogical technology (methods, ways, means and forms of management). 7. Control analytical component.

Educational technology (TT) is a systematic way of creating, applying and defining teaching and learning processes, taking into account the cooperation of technical and human resources, as well as the task of optimizing the forms of education. TT structure: 1. Conceptual framework. 2. Content part goals (results, learning information). 3. Process part (methods, ways, means, forms of teaching, information and management).

Teaching technology (OT) - a clear (specific) educational goal

the process of development and implementation of the training model and its description (technological map), which guarantees the implementation and achievement of the desired results in the future. OT structure: methods, ways, tools, learning information and management forms.

Subject methodology (PM) is a field of pedagogical science that answers the following questions: What should be taught? How to teach? How to read? The content of the PM is to define the tasks and content of teaching this subject and to implement it.

From the above, it is clear that educational technology is a pedagogical system

component. The process part is an important element of educational technology.

In contrast to the subject-based teaching methodology, the technology is designed as follows:

- focuses on pre-conceived specific pedagogical activities aimed at achieving the desired results, depending on the specific circumstances;
- its effectiveness, the restoration of results, is characterized by the fact that the word "if" is not used in most cases, if there is a sufficient number of talented teachers and talented learners, teaching aids, including information technology, etc
- there can be no alternatives, its main task is to ensure the achievement of the planned result;
- The course is aimed at ensuring that learners

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achieve academic success through learning and individual learning, as opposed to methodological development;

- There should be nothing superfluous in technology: changing the ways, means and means of assimilation, which is a sign of the lack of technology.

It should be noted that in the educational process, the pedagogue-technologist does not conduct a separate experiment, he works on the basis of a predicted result; relies only on well-known, tested, grounded, and unsuspecting information.

The following are the differences and signs between traditional teaching and modern technology-based teaching.

Traditional teaching асосий features (conceptual foundations) - coercive, instructive approach to the learner, reproductive in most ways, based on an authoritarian pedagogy that strictly organizes teaching, does not provide much independence and initiative of learners. Teaching is aimed at the student, who has been somehow average, to master and re-acquire knowledge. Reading is a function of memory, and teaching is a leading activity. The person is superficially aware of the concepts and information, does not fully understand their essence, and h. Teaching process: teacher - textbook - learner.

The main features of teaching based on modern technology

(conceptual foundations) - based on education aimed at shaping the individual. The learner is a key figure in the learning process.

The humanism and democratization of relations, the renunciation of compulsion to study. Differentiated approach to teaching: the general level of intellectual development of the learner and his taking into account the subject, mastery of the subject, its abilities and qualities. Learning activity is the independent acquisition of knowledge and the application of knowledge acquired by the learner: problematic in nature, inquisitive, creative. The integrity of education and upbringing is focused on the development of individual culture. A new process of teaching: learner - textbook - educator. Analysis of this data shows that modern education based on new pedagogical technologies differs significantly from traditional education in terms of conceptual foundations, teaching methods and tools, forms of its organization and results, the level of knowledge, skills and abilities of students. It is a fact that the introduction of modern pedagogical technologies does not require proof that it helps to improve the learning process. This, in turn, will accelerate the positive changes in the public education system of independent Uzbekistan. Summing up the essence of modern pedagogical technology, we can say the following: The essence of pedagogical technology is the pre-design of the teaching process as a whole and complete.

In a well-designed technological process, the chain of pedagogical and lesson work actions, operations and communications has the form of expected concrete results, is formed in strict accordance with the set goals. The step-by-step design and sequencing of technological operations, on the one hand, must be reworked by any learner, Яъни: on the other hand, it is necessary to ensure that the planned results are achieved by all learners, with the technological process taking into account the interrelated activities of the teacher and the learner, the principles of differentiation and their individuality, the optimal implementation of the human factor and technical capabilities. presupposes the use of dialogue and communication. That is:

The main part of pedagogical technology is the implementation of specific criteria and indicators of performance evaluation with equal opportunities, and thus the process of diagnosis;

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The process of making corrections should focus on changing the way the learning process is applied to the learner, not on the learner's mistakes.

So, one of the most advanced methods of modern teaching is interactive methods of teaching, which activate the learning process, increase responsibility for reading, initiative from teachers and students, foster the spirit of independent learning and creativity, make the teaching process more lively and interesting.

The use of interactive teaching methods brings enthusiasm and enthusiasm to the educational work in the school. Skilled, creative teachers use interactive methods of teaching in schools and achieve high results in educational work. Thanks to their creative pursuits and efforts, they are in modern teaching practice Modern lesson theory, methodological bases, technology are created and used in educational institutions. Interactive lessons are divided into the following groups according to their content, purpose and method: Мусобақа, ўйин тарзидаги дарслар: конкурс, турнир, relay, lingi-vistik, domestic life, duel, day, practical, role, plot games, crossword puzzles, quizzes and more.

Lessons that organize the game material in an unconventional way: wisdom lesson, open mind lesson, lesson-block, lesson-doubler, etc.

Courses available in social practice in their own genre, content, forms, and style: research, invention, study and interpretation of primary sources, intellectual attack, interview, reportage, review, and so on.

Lessons reminiscent of formal treatment: press conference, auction, rally, debate, discussion (regular), panorama, television, teleconference, report, film, "live newspaper", oral journal.

1. Lessons based on fantasy: fairy-tale-lesson, lesson-surprise, Ibn Khattab's gift lesson. Courses based on the imitation activities of organizations, institutions: court, investigation, tribunal, circus, patent, bureau, academic council.
2. Lessons based on simulation activities for public and cultural events: field trip, trip to the past, literary tour, literary hotel, interview, reportage.
3. Lessons based on traditional extracurricular activities: cheerful and clever debate, discussion or poetry lesson, mornings, performance-lesson, concert-lesson, analysis of works of art, club of scholars, "Investigation is led by knowledge", etc.
4. Интеграциялашган (уйғунлашган) дарс.
5. Lessons with modified traditional methods of lesson construction: lesson-consultation, lesson-practicum, lesson-seminar, double question, express, assessment defense, TV lesson without TV and so on.

The purpose of interactive lessons is to organize lessons:

conduct lessons taking into account the individual characteristics of each student;

to allow each student to study topics independently and creatively, to express their ideas freely and fully in the lessons;

Improving the culture of behavior and other human qualities in students;

Conducting trainings in a business environment, saving time.

In general, the above goal can be achieved if interactive lessons are always organized in a festive way, in which each student can express themselves, and the creative environment in the classroom prevails.

- It is advisable to follow the following

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recommendations when organizing interactive lessons:

- Use interactive lessons to assess and record, consolidate and generalize, expand and improve knowledge and skills, skills;
- The use of the same method by the teacher does not give a positive result, but weakens the interest in it;
- Thorough preparation for interactive lessons, first of all, clear development of its organizational aspects, goals and means;
- In interactive lessons, the teacher should take into account their capabilities, mood, level of preparation and characteristics of the class;
- Involve other teachers in organizing such classes;

Adherence to the rule "for children with children" in conducting interactive lessons. So, one of the important factors in improving the effectiveness of teaching are interactive lessons, and today our advanced teachers in schools of the country, along with their widespread use, are looking for new types and applying them in pedagogical practice.Adherence to the rule "for children with children" in conducting interactive lessons.

So, one of the important factors in improving the effectiveness of teaching are interactive lessons, and today our advanced teachers in schools of the country, along with their widespread use, are looking for new types and applying them in pedagogical practice.

In short, teaching and educating students is hard work. One of the most difficult tasks of a teacher is to achieve the active participation of all students in the lessons, taking into account the individual characteristics of each student. It is important to keep in mind that student activity does not increase spontaneously, but is the result of a conscious attitude. Since activism arises as a result of consciousness, it requires the coordination of the content, form of organization, methods and means of implementation of educational work. The teacher should try to consciously increase the interest of students in reading.

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