



 Research Article

DISTRIBUTION AND MODERNIZATION OF ADVANCED PEDAGOGICAL PRACTICES IN THE LESSON PROCESS

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ABSTRACT

The process of modernization in the socio-economic, cultural and educational spheres of the country has a direct impact on the system of continuing education. This, in turn, is an important characteristic of the modern educational environment and the improvement of educational paradigms with a special focus on the creative activity of students as a condition for the successful realization of personal potential requires the development of solutions to functional and conceptual problems.

KEYWORDS

Modernization, educational process, technology, pedagogy, technologicalization, educational process, innovation, innovative process, educational innovation process, science, technology.

INTRODUCTION

As noted by the first President of the Republic of Uzbekistan IA Karimov, There is no doubt that this will solve these problems. ” Priorities for modernization

of the higher education system. The rapid development of science, technology, manufacturing and technology has opened up new prospects for



development in all spheres of society. Mankind's centuries-old experience in building the state and society has led to the development of advanced approaches to the regulation of social relations on the basis of new approaches. The essence of these approaches in recent years has been expressed in general terms using the concept of "modernization". So what does the term "modernization" literally mean? What situation is described on the basis of this concept? Modernization (English "modern" - modern, advanced, updated) - is the renewal of the object in accordance with new requirements and standards, technical instructions, quality indicators.

THE MAIN RESULTS AND FINDINGS

Usually, in the process of modernization, machines, equipment, production tools and technological processes are updated. However, due to the development of science, technology, manufacturing and technology, society also moves from a certain stage of development to a more advanced stage. In philosophical interpretation, quantitative changes become radical qualitative changes. M: In the Middle Ages, an agrarian society became an industrial society with the development of science, technology, industry and manufacturing. Social modernization means the transformation of society from a social system to an open civil society. On the basis of this type of modernization, changes of a general or specific nature take place in the social strata of society. In particular, updates in the field of education are among them. Modernization of the education system - redevelopment or improvement of the existing mechanism to meet the social, economic and cultural needs of society, its demand for qualified personnel and quality education, ensuring the sustainable development of the education system. and enriched, acquires a comprehensive character, fully covers all areas of the education system, and serves to meet the

need for the training of qualified professionals decided in society. The following priorities will be addressed in the modernization of the education system:

What kind of image does a teacher need to have in order to be able to effectively influence students? The image of the educator is reflected in the fact that he dresses simply, neatly, does not use various glitter ornaments (gold, silver jewelry) that quickly attracts the student's attention in the educational process, dresses according to season, age, body structure, facial features, even hair color and style reaches The hairstyle should not interfere with her free operation. Having appropriate work clothes for the teacher's professional activity increases the effectiveness of the educational impact on students. After all, work clothes, first of all, teach the teacher discipline, and his orderliness can be an example for students. Professional activity requires the educator not to use different bright colors (red, black, blue, green, orange, etc. colored nails and hair dyes) for makeup purposes. Also, the teacher should not come to the educational institution in very luxurious, open, shiny clothes. Because bright colors, luxurious, bright, shiny dresses distract students from learning. This in itself undermines the quality and effectiveness of education. Thus, the concept of "pedagogical skill" was scientifically and pedagogically based in the 80-90s of the last century. In the system of retraining and advanced training of teachers on the basis of the module "Innovative educational technologies and pedagogical competence" it is expedient to acquaint students with the basics of pedagogical skills. Getting acquainted with the structural elements of pedagogical skills allows them to effectively master such qualities as pedagogical technique, speech culture, pedagogical deontology, communicative competence, a rational approach to pedagogical conflicts. In essence, pedagogical skills are a holistic



system, which includes pedagogical knowledge, etiquette, ability, culture of communication, relaxation, tact, technique, creativity, experience and culture, communicative. The pedagogical image is the harmony between the spiritual and moral image of the educator and his appearance, the meaning of the impact and the speech. pedagogical skills are directly reflected in professional-pedagogical activity. Therefore, he must have a deep understanding of the general nature of the pedagogical process, be aware of the laws that are a priority in this process, be able to thoroughly master the mechanisms of effective organization of pedagogical activity.

The central problem of educational technology is to ensure the achievement of educational goals through the development of the learner's personality. Although the theory of pedagogical technology has been based since the second half of the last century, there are different approaches to the concept of "pedagogical technology". In particular, pedagogical scientist VP Bespalko describes pedagogical technology as "a project of a specific pedagogical system that can be applied in practice" and focuses on the preliminary design of the educational process.

It is also important to assess the effectiveness of the use of pedagogical technologies in the educational process. Depending on the capabilities of pedagogical technologies, the effectiveness of their implementation in practice can be determined by a number of criteria. They are as follows:

- Be able to integrate into the tasks of education, upbringing and personal development;
- Be able to express the level of modern science and technology;
- Ideologically relevant to the age and psychological characteristics of students;

- The training material is fully provided with the necessary information;
- Provides an opportunity to use a variety of methods and tools in the teaching process;
- The principle of demonstration of education and openness to all;
- Availability of multifunctional educational tools and their easy operation;
- The level of the teacher's assistance to students in the effective organization of independent work.

The effective use of pedagogical technologies in the education system also depends on the professional competence of the teacher. Therefore, the effectiveness of pedagogical technologies can also be assessed by the educator according to their application. The following criteria are important:

- Experience of the teacher in the use of pedagogical technologies;
- The teacher's "creative" changes in pedagogical technologies and their reshaping;
- The establishment of successful situations in the application of pedagogical technologies in educational practice on the basis of interaction between teachers and students;
- Interaction between the components of pedagogical technologies;
- The ability of pedagogical technologies to ensure the professional development of students and teachers;
- The positive role of students' learning activities.

As a result of acquiring such activity skills, one will gain social experience. Therefore, it is necessary to ensure the effectiveness of the educational process, its design should take into account the content of education and other models of activity, which students will occupy in everyday life.



CONCLUSION

Practical games used in technology education practice are inherently didactic in nature, which is why they are often referred to as “didactic games”. Throughout all periods of human historical development, play has been recognized as the first and most important type of subject activity. The main types of person-centered education Innovative education, collaborative learning, interactive learning, distance learning, problem-based learning, project learning, computer learning, developmental learning, differentiated learning, modular learning, individual learning, independent learning, software learning, game technology, practical games - games that allow you to imitate the organization of certain practical actions. Play is an important type of personal activity and a form of mastering the content of social relations by children on the basis of imitation (copying, imitation). Consequently, along with important types of personal activities - work, study, play also plays an important role in its formation and development. Through life, the life experience accumulated by the older generation, the acquired knowledge, the basics of lifestyle and social relations, cultural values have been consistently passed on to the younger generation. The game has the features of educating, developing, educating the individual. Due to its existing features, games have long been one of the important foundations of folk pedagogy. Direct games serve to educate children spiritually, morally, mentally, physically and aesthetically by helping them develop cognition, intuition, memory, thinking, speech. “A preschooler is prepared to study and work in play activities. As you get older, the role of the game diminishes a bit. The educational value of games will be maintained throughout the child's life.” If games that develop physical behavior develop agility, dexterity, endurance, perseverance in children, intellectual,

constructive games teach them to think, reason, think logically.

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