

THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES

Khondjonova Muhayyo Pobedayevna

*Bukhara State University Teacher of the Department of
Zoology and general biology*

The law "on education" and the national program of Personnel Training", together with the initiation of huge odes in the field of Education, assigned to each educator of Education a number of tasks that serve to improve the quality of Education. This in turn serves as the basis for the formation of new views on the educational process. The purpose of any education is the formation of skills and competencies of knowledge and the ability to apply it in practice, and, accordingly, the development of personality qualities and guidelines. In the movement of educational activities, as all components of the goal are realized, it is required to be able to apply in practice, generalizing various methods.

In the context of the globalization of education, there is an imbalance between the educational sphere and the developing social needs of society. New urgent tasks are being set before the educational system, such as the formation of a harmonious personality, reducing the imbalance between the educational industry and the labor market, and expanding the possibilities of using akhbarot technologies.

The delivery of certain theoretical knowledge to students at short intervals, the formation of skills and qualifications in them from a certain activity, as well as the control of student activities, assessment of the level of knowledge, skills and qualifications acquired by them, requires a higher pedagogical skill from the educational pedagogical employee and a new approach to the educational process.

In today's pedagogy, it is impossible to ensure the effectiveness of pedagogical processes without the tools of integrative technologies akhbarot - kamunikaze technologies. Such an innovative approach and the introduction of tools of akhbarot - kamunikaze technologies serve to prevent accidental and unexpected situations in these processes [1, 17 b]. Pedagogical technology in its essence is subjective in nature, that is, each educator must creatively organize the process of education and upbringing based on his own capabilities, professional skills. No matter what form, methods and tools it organizes using pedagogical technology sets itself the task of optimizing educational forms, and this task serves to effectively organize and practice the educational process. The main task of pedagogical staff and leaders at the educational institution is to create the necessary conditions in a team or group for positive results in the organization of pedagogical processes, to develop educational processes as a holistic system for training competitive specialists. In its activities, it is necessary to be able to deeply understand mental, scientific, socio - political and cultural development,

to correctly interpret both secular and religious knowledge through a wide worldview, and, moreover, to use computer technologies and modern pedagogical technologies in the educational process.

One of the main principles for the effective organization of the educational process is the decision-making of Subject-subject relations in pedagogical processes, namely, the main driving forces of the pedagogical process. Human consciousness always has subjective potential. Therefore, a subjective attitude towards the subject, which gives a thorough assimilation of knowledge by the studying students, is achieved as a result of the assignment of content [2, 46 b]. This in turn makes it possible to independently define the method of cognition, that is, to have the right to make mistakes based on one's own world view and way of thinking in finding a solution to the problem. In the Coordination of the activities of subjects in the educational process, a reflexive approach is of particular importance as an important mechanism of their independent and effective thinking. It teaches prerequisites for the separate organization of reflexive explanatory processes, self-analysis of their subjects, active consideration of their own concepts and behavior.

In the organization and management of the educational process, the approach of personality activity is also considered necessary, the direction of ensuring the activity of subjects in pedagogical processes and motivating subjects to perform tasks set according to specific goals arises. In the personality activity approach, the components of the personality and activity are studied in connection with each other chmbarchas, since in pedogogical processes organized on the basis of this approach, requirements-act as a subject, and, in turn, the development of the student personality as a subject is determined through the development of its activity, independent, free, critical, analytical and effective thinking. So, education is necessary to be able to create the opportunity for the interest and cognitive abilities of each tehsil recipient to manifest themselves in the process of organizing educational activities, a situation that ensures the development and self-development of the tehsil recipient as a person. And the main goal of educational reforms, as noted in the “National Program of Personnel Training”, is to create a harmonious maturation and well-being for a person in every possible way, the conditions and an impressive mechanism for realizing the interests of the individual, to change the templates of outdated thinking and social behavior. [3, 24 b], the use of integrative technologies in the effective organization of the educational process, which is aimed at the implementation of this goal.

LITERATURE USED

1. Azizxo'jayeva N. N. “Pedagogik texnologiya va pedagogik mahorat”-Toshkent.: 2003-17b.

2. Yo'ldoshev J, Usmonov S. Pedagogic texnologiya asoslari. –Toshkent,: O'qituvchi, 2004, 46 b.
3. Xalilova, M. F., & Niyazova, D. S. (2021). Ecological education of children in primary school. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 615-622.
4. Xalilova, F. M. (2021). TABIATSHUNOSLIK DARSLARIDA O 'QUVCHILAR TASAVVUR VA TUSHUNCHALARINI SHAKLLANTIRISH HAMDA RIVOJLANTIRISH. *Scientific progress*, 2(6), 1030-1037.
5. Xalilova, F. (2020). “СУВЎТЛАРНИНГ ЭКОЛОГИК ГУРУҲЛАРИ ВА АҲАМИЯТИ” МАВЗУСИНИ ЎҚИТИШДА ХУСУСИЙ МЕТОДЛАР. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 4(4).
6. Mamatkulovna, K. F., & Muxamedjonovna, G. S. (2022). *European Journal of Innovation in Nonformal Education (EJINE)*.
7. Sharipova D., Hikmatova D., Safarova Z. ADAPTATION AND ACTIVE INTERACTION OF YOUNG CHILDREN WITH ENVIRONMENT //Science and innovation. – 2023. – Т. 2. – №. В5. – С. 341-342.
8. Сафарова З. Т., Райимов А. Р., Саидова М. Адаптирование детей к новым социальным условиям //Научный журнал. – 2018. – №. 5 (28). – С. 20-22.
9. Сафарова З. Т., Ходжиева М. С. Динамика артериального давления //Бюллетень науки и практики. – 2020. – Т. 6. – №. 12. – С. 225-228.
10. Сафарова З. Т., Сафарова З. Т., Фаромонова О. С. Қ. МИЛЛИЙ ҲАРАКАТЛИ СПОРТ ЎЙИНЛАРИНИНГ МАКТАБ ЎҚУВЧИЛАРИ ФИЗИОЛОГИК РИВОЖЛАНИШИДАГИ РОЛИ //Scientific progress. – 2022. – Т. 3. – №. 1. – С. 385-388.