

APPLICATION OF PEDAGOGICAL TECHNOLOGIES IN PRACTICAL CLASSES IN THE DISCIPLINE "ECONOMIC THEORY"

L.U.Akbarova

*Senior Lecturer Department of Economics of Transport,
Tashkent State transport university*

An in-depth study of the subject "Economic Theory" implies a fairly advanced level of students' preparation, which allows them to achieve high results. This creates a real basis for the transition from authoritarian pedagogy to the pedagogy of cooperation.

There is no doubt that every moderately educated person today is constantly confronted with the concept of "technology", which is often used in everyday terms, and on the other hand contains a common semantic element: it denotes the process of material influence on a material body in order to obtain a product (result) with the given properties.

Under the influence of foreign views, pedagogical technologies were considered in our country in terms of equipping the educational process with various material (technical) means that enhance the effectiveness of didactic communication between the teacher and students. Superficial representations are not always sufficient for an objective (independent of predilections) judgment about the subject. As a result, there is a need for in-depth studies of its internal patterns that are inaccessible to external observation.

Scientific analysis involves the study of the laws of economic development, as far as possible, regardless of existing predilections. This presupposes comprehensive, multifaceted studies of not only external, but to a large extent internal patterns.

Questions of methodology, the science of methods, are of paramount importance for a serious study of economics. To gain new knowledge, it is necessary to consciously apply scientifically based research methods. This is an important condition for the development of all sciences, including economic theory.

The method of science (from the Greek *methodos* - "the path of research") is designed to provide the most profound disclosure of the essence of its subject.

A method is a set of techniques and methods by which an object is studied. The specificity of the method depends on the originality of the object of study and the subject of science. The methods used in the scientific and cognitive process are called "scientific methods of cognition".

Scientific methods of cognition are interconnected. On the basis of some methods, others appear, which, in turn, are the basis for constructing new methods, and so on. In this regard, in scientific knowledge it is customary to use methods in a complex way.

The correct choice of methods of cognition and the ability to use them make the research process more productive and fruitful.

Depending on the subject, that is, the educational plane onto which the technological paradigm is projected, the following models of technological interpretation of education can be distinguished:

1.1. Educational technologies - a set of techniques and tools that determine the overall strategy for the development of a single federal space. Their main function is prognostic, related to the planning of general goals and results, the main stages, methods and organizational forms of the educational process of personnel training. Educational technologies are reflected, first of all, in the concepts of development and education standards.

2.2. Pedagogical technologies are an arsenal of teaching methods, techniques and tools, as well as recommendations for their use in connection with the achievement of specific learning goals. Pedagogical technologies reflect the tactics of the implementation of educational technologies, due to the laws of functioning of the system "teacher - material environment - student". Therefore, pedagogical technologies can be understood as generalized methods for implementing the educational process, even regardless of the study of a particular subject.

3. Teaching technologies - represent a relatively complete description of the way students master a specific educational material within a specific subject, topic, issue. Teaching technologies are variable, since they are determined by the content and patterns of mastering a particular academic subject.

It should be noted that modern pedagogical technologies in relation to traditional didactics and private methods are not something fundamentally new, revolutionary. They only correct the organization of the educational process.

It is this circumstance that explains the mandatory presence in the model of the educational process of such technological parameters as: a clear setting of the objectives of the practical lesson; strict subordination of the content of each element to the goal; constant control in the classroom over the course of the didactic advancement of students in accordance with private goals; final evaluation of the result by comparing it with the purpose of the lesson. Such a model of the organization of the didactic process, in essence, is the implementation of the activity approach to learning.

Along with a detailed study of the "goal" category, the technological approach to learning also involves a careful structuring of the latter in the form of breaking it down into the following episodes: setting goals, concretizing goals, cycles of training procedures, operational feedback, correction of intermediate achievements, evaluation of the result. This provides a detailed algorithmization of the actions of the teacher and student, which determines the entire course of learning.

In domestic pedagogical technologies, there is always a problem-search task, the possibility of a differentiated approach to students, an appeal to the inner world of students.

Today, a person cannot consider himself attached to education and culture if he has not studied and understood the laws of social development, has not mastered the knowledge of economic theory. After all, economic theory is not a set of rules about how to become rich. It does not provide ready-made answers to all questions. Theory is just a tool, a way of understanding economic reality. Possession of this tool, knowledge of the basics of economic theory can help everyone make the right choice in many life situations.

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