EDUCATIONAL TECHNOLOGIES AS A METHOD

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Abstract:

The article examines the use of modern educational technologies as a method and their effectiveness, the development of the student's mind, their positive and negative consequences in the use of educational technologies, and ways of organizing distance education.

Keywords: psycho-scientific, simulation, remote technologies

Ta'lim texnalogiyalari metod sifatida.

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Annotatsiya:

Maqola bugungi kun zamonaviy ta'lim texnalogiyalarining metod sifatida qo'llanilishi va ularning samaradorligi, o'quvchi ongining rivojlanishi, ta'lim texnalogiyalaridan foydalanishda ularning ijobiy va salbiy o'qibatlarini, masofaviy ta'limni tashkillashtirish yo'llari tadqiq etiladi.

Kalit so'zlar: psixo-ilmiy, simulyatsiya, masofaviy texnologiyalar

Образовательные технологии как метод.

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Аннотация:

В статье рассматривается использование современных образовательных технологий как метода и их эффективность, развитие психики учащегося, их положительные и отрицательные последствия при использовании образовательных технологий, способы организации дистанционного обучения.

Ключевые слова: психонаучный, имитационное моделирование, дистанционные технологии.

Information technology, which makes a great contribution to the civilization of our time, has managed to show itself in all areas of the possibilities that humanity expected and did not expect. Especially in the field of education, its role is the reason for achieving unprecedented achievements. The effect of using new technologies in teaching from higher educational institutions to preschool educational institutions is felt. The use of video textbooks, slides, and visual aids as a new method, abandoning the traditional blackboards, greatly helps the student to understand the subject perfectly and to be able to apply it effectively in practice.

Therefore, analysis, comparison, presentation of the best in practice has become the demand of the time.

The potential impact of the currently used educational technologies as a method on the development of the human brain.

A question to be explored is the potential relationship between computer-assisted learning and the creativity of the human brain. Human respect for creativity and intelligence is increasing in Uzbekistan. An important issue related to the long-term impact of modern education and training methods on human innovation ability should be considered from a psycho-scientific point of view. Today, it is the responsibility of the teacher to choose the appropriate one from the many available teaching aids. It is necessary to monitor and standardize the use of all educational technologies used today. Science technology and pedagogy can be said to be a team striving for victory together, because they are simultaneously being developed every day by both experienced specialists and students who have taken a new step into teaching. At each stage of this development, it is necessary to define pedagogy as the main principle. Computer Assisted Instruction (CAI) has long been a topic of discussion among academics. In order to focus on the main purpose of the discussion, various educational technologies, particularly computer simulations, will be considered here. Simulation is undoubtedly the most advanced computer technology available to date. It is a simulation of the performance of a real-world process or system over time. It has been used in everything from medicine to astrophysics, from driving lessons to robotics. He also took a big place in pedagogy. Simulation compensates for the need to understand nature by providing virtual examples of scientific concepts and

situations that need to be taught. Through this, students will have an opportunity to learn the essence of the concept.

Using artificial intelligence to help overcome the limits of human imagination, programming and developing a computer simulation of an item requires a high level of imagination.

Presented to the reader as a simple and clear idea, is there an opportunity to develop imagination? So where does the imaginative human mind get its inspiration? If learning is driven at the speed of an artificial machine, when and how does the mind learn? Some researchers even argue that the constant stimulation received by the brain can cause destructive and scattered thoughts. The process creates a short attention span. Long-term memory is affected. A question that should be seriously considered is whether there are negative effects of using simulation in pedagogy. Can the use of computer simulation software inhibit the growth of the inquisitive, creative human brain? To what extent does nonstandard simulation software affect students' developing brains?

With every new development in technology, there are many applications that demonstrate it. Applications are customized in various fields. Because human nature is motivated by change, there is often an immediate improvement. Over time, with a set of new discoveries, the previous ones may become obsolete or undergo changes due to the appearance of negative factors. In recent times, the pace of scientific discoveries has accelerated tremendously. To avoid wastage of resources, evaluation should be done. Human education is a much more delicate matter than industrial or factory products. Care must be taken before any injury occurs. Regular, systematic research on relevant topics can point the way to ultramodern pedagogy. Although the scope of research conducted on the evaluation of various educational technologies in Asian countries is large, it is nominal. Pedagogical technology should be monitored with long-term implications in mind. The development of science and technology has opened a new direction and many perspectives in the science of pedagogy. A new direction in pedagogy using computer-aided education helps to increase the student's interest in science. With sophisticated modules and intelligent programming, teaching becomes easier and more effective. However, several conscious decisions need to be made by education policy makers to control the use of various technologies in education. Educators should be aware of the reality of the journey towards the knowledge society, computer-assisted

teaching and their increased responsibility to control the negative effects of the teaching process. Sometimes it takes time to carefully follow various computer instructions.

First of all, serious research should be done to prevent the long-term negative effects of the technologies used.

It is necessary to develop a qualitatively new perspective conceptual model of modern educational technology for the formation of professional competence in the field of integrated security through an interdisciplinary approach. The relevance of research with the need to improve educational technology for the formation of professional competence in the field of safety in vocational education (HRE). As a result, qualitatively new educational technologies have acquired a new quality that combines interdisciplinary knowledge and skills with social and personal qualities that ensure the success of graduates' professional activities in new socio-economic conditions. The development of new pedagogical foundations for the formation of a modern teacher as a creative person with both professional and professional creative competence is becoming one of the main problems of the education system of the Republic of Uzbekistan. The effectiveness of the educational technology was tested by the results, the achievement of a certain educational standard. The promising modern educational technology in integrated safety education applies to the entire system of vocational education. The target component model includes a strategic goal - formation of innovative thinking in a specialist who can effectively perform professional activities in accordance with the requirements of international standards in the field of security; strategic goal - to determine the ways of effective formation of professional competence in the field of comprehensive security and to provide conditions, special goal - to define and implement the content, forms;

educational methods and methods at each stage of continuous professional activity.

In the interdisciplinary methodological component of the model, methodological reflection (ability to analyze one's own scientific activity), scientific reasoning ability, critical thinking and creative application of certain concepts, forms and methods from various fields of knowledge management, construction safety in one's professional activity. The purpose of the following work is to determine the system of criteria, indicators and levels of analysis of communicative competence in pedagogical speech. The organizational-

pedagogical component of the educational process in the field of integrated security features consists of the following: content, forms and methods that ensure active educational and practical activity of students and teachers, appropriate formation of professional competence at the secondary school level and development of promising technologies exit distinguishing the forms of organization of specialists at the postgraduate level, mastering the process of material management and diagnosing the educational process. The evaluative and effective component of the model includes the ability to transfer the research approach to different areas of specialization and be used in various non-standard situations. The predictive component of the formation of professional competence based on modern educational technologies and interdisciplinary relations ensures the successful work and development of a person in the professional field, the ability to adapt to a new professional, rapidly changing commercial environment. Modern prospective research of pedagogical educational technology is aimed at finding problems in the field of integrated security, developing creativity - a creative person ready to create fundamentally new ideas. Systematic integration of information technology and interdisciplinary communication in integrated security and the use of the principle of student-centered education allow the student to be active and make decisions about the prevention of emergency situations (ES).

Modern advanced pedagogical research technologies include organizational, meaningful and analytical stages. Procedia – Social and Behavioral Sciences field of integrated safety, theoretical justification of its implementation, formation of hypotheses, determination of criteria and methods of research work.

ICT and distance learning technologies provide students with electronic technologies.

Educational resources for independent work, tasks for independent performance, methods of implementation, individual approach to each student and others.

The use of remote technologies in the conditions of the credit-module system allows the following (B. I.V., 2011):

a) students - choosing a convenient time for learning and mastering subjects, conducting module control remotely and independently, analyzing educational activities.

b) teachers - systematic management and control of students' educational work analyzing their performance in each module of the curriculum.

In short, the above encourages students to master the content of higher education.

Currently, the most common distance technologies of the educational process helping in high school (T.V.M., 2009):

• Case technologies;

• Smart-Television technology;

• Network ICT (information and communication technologies).

Telesputnik and network ICT are most often used in higher medical education. Among the latter, the most common are special information systems, which are sometimes called learning management systems (LMS) or software-pedagogical systems.

Currently, there is a wide range of learning management systems distributed commercially (WebCT, Blackboard, Microsoft Learning Gateway, etc.) and free (Atutor, OLAT, Sakai, MOODLE).

To provide students, doctors (pharmacists) interns and medical students organization and management of electronic educational materials, independent work;

automated test, networked integration model of full-time learning

Information and communication technologies of training based on LMS "MOODLE" is used in BSMU.

MOODLE (modular object-oriented dynamic learning environment) is an educational or virtual learning environment management system. This system implements the philosophy of "social constructivism pedagogy" and focuses primarily on the organization of interaction between teachers and students, supporting the organization of traditional distance learning courses and full-time education. - suitable for support. With over 10 years of development based on social constructivist pedagogy, Moodle provides powerful learner-centered tools and collaborative learning environments that expand teaching and learning opportunities.

MOODLE has been translated into dozens of languages, including Ukrainian. The system is used in 50 thousand institutions in more than 200 countries of the world. The introduction of this system into the educational process of BSMU began in May 2010, when a working group on the development of measures for the introduction of remote technologies into the educational process was established. The working group studied the legal, organizational-methodical,

scientific-technical foundations of the use of distance education technologies, and developed a plan of appropriate measures based on them.

Moodle provides the most convenient and flexible options for blended learning and fully online courses. Customize Moodle by enabling or disabling features in the system, and everything you need for your course is easily integrated using the full range of built-in features, including external collaboration tools such as forums, Teacher-to-Student chats and blogs.

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