# Modern Educational Technologies Related to Pedagogical Competence

**Rajabova Svetlana Mixaylovna**

Senior Teacher of the Russian language and Literature, Department of «Foreign philology», «ALFRAGANUS UNIVERSITY», Tashkent, Uzbekistan

**Abstract**

the article examines the problem of teaching students of higher educational institutions by modern educational technologies, namely: authoritarian, didactocentric, student-oriented, humane-personal, cooperation technologies, free education, esoteric. It is shown that learning, with the help of educational technologies, ensures and accelerates the process of obtaining and assimilating new knowledge by students, and therefore contributes to improving the quality of education.

**Keywords**: educational technologies, university, pedagogical technologies.

## INTRODUCTION

Today's problem acutely affects the issue of modernization of education and the introduction of state educational standards. The system of interaction between subjects of the educational process itself is undergoing changes. The new educational paradigm implies the creation of a motivated, competent individual who is able to quickly navigate a dynamically developing and updated information space, apply and create various types of information, and solve life problems on the basis of acquired competencies. For a long time there was a myth that "the teacher is the source of knowledge, and the student must "drink" from this source."

## ANALYSIS AND RESULTS

The basis of the second generation state educational standard is a system-activity approach that guarantees:

➢ formation of readiness for self-development and continuous education;

➢ design and construction of the social environment for the development of students in the education system;

➢ activation of educational and cognitive activities of students;

➢ construction of the educational process taking into account the individual age, psychological and physiological characteristics of students (personal approach).

The state educational standard considers as a result of education changes in the activities of students - the ability to solve educational problems on the basis of formed subject and universal competencies (skills, but not knowledge), the ability to learn (the ability to self-organize in solving educational problems), as well as turn progress in personal formation (emotional, cognitive, self-regulation). The requirements for the teacher are also formulated here, including the ability to choose and apply modern educational technologies. Thus, a modern educational organization of higher education and a modern teacher need modern educational technologies.

The term "educational technology" appeared in the early 1960s. Since 1966, conferences have been held in England every two years, on the basis of which the books "Aspects of Educational Technology" have been published. The same concept is used in American pedagogical journals. In the seventies, the concept of "educational technology" covered a wider range; it now includes everything related to improving the educational process. Modern pedagogical research proves that the main problem of higher education is the loss of attractiveness of the educational process. The number of students who do not want to receive higher education has increased; Motivation for learning and student performance have decreased. In teaching activities, the teacher needs to use innovative educational technologies. At the same time, an important aspect in pedagogical activity is the position of the student in the educational process and the attitude of the teacher.

Therefore, the following technologies can be distinguished:

a) authoritarian technologies, in which the teacher is considered a "sole" subject of the educational process, and the student is only an object. They differ in the firmness of the organization of the learning process, the suppression of initiative and independence of students, and the use of demands and coercion.

b) didactocentric technologies dominate in the subject-object relations of the teacher and the student. The advantage of teaching over education, and the most basic reasons for the formation of personality are considered to be didactic means. Didactocentric technologies are called technocratic in a number of sources; but the latter term, unlike the first, relates to the nature of the content, and not to the style of pedagogical relations.

c) student-oriented technologies, first of all, are the core of the entire educational system of the student's personality, the need to create comfortable and safe conditions that do not create conflicts during its development, as well as the realization of its potential. The personality of the student in this technology is not only a subject, but also a more significant subject; it is the goal of the educational system, and not a means of achieving some abstract goal (which is the case in authoritarian and didactocentric technologies). These technologies can also be called anthropocentric. Consequently, personality-oriented technologies are characterized by anthropocentricity, humanistic and psychotherapeutic orientation and set the goal of versatile, free and creative development of the student. Within the framework of personality-oriented technologies, humane-personal technologies, cooperation technologies, free education technologies and esoteric technologies are distinguished as independent areas.

d) a distinctive feature of humane-personal technologies, first of all, is their humanistic essence, a psychotherapeutic focus on promoting and helping the individual. At its core, the idea of comprehensive respect for the learner gives an optimistic belief in his creative powers, rejecting coercion;

e) cooperation technologies realize democracy, equality, partnership in the subject-subject relations of teacher and student. The teacher and student together develop goals, content, give an assessment, being in a state of joint work, co-creation;

f) technologies of free education focus on the opportunity to give the student freedom of choice and independence, in a greater or lesser area of his life. When making a choice, the student best realizes the position of the subject, achieving results from internal motivation, and not from external influence.

g) esoteric technologies are based on the doctrine of esoteric ("unconscious", subconscious) knowledge - truth and the paths that lead to it. The pedagogical process is not a message, not communication, but an introduction to the truth. In the esoteric paradigm, man himself is the core of the information connection with the Universe. Metho, means of teaching - determine the types of existing technologies: dogmatic, reproductive, explanatory and illustrative, programmed learning, problem-based learning, developmental learning, self-development learning, dialogic, communicative, gaming, creative, etc.

In accordance with the categories of students, the following are considered more important and unique:

➢ mass (traditional) technology, designed for the average student;

➢ advanced level technologies; – technologies of compensatory training (pedagogical correction, support, alignment, etc.);

➢ technologies for working with complex (difficult and gifted) students within the educational system.

So, the names of a huge class of modern technologies are determined by the content of these modernizations and transformations to which the existing traditional system is subjected. Today there is a huge variety of technologies. The description and their systematization can be interpreted and carried out on different grounds, as well as according to criteria that have complex characteristics. The systematization of technologies was carried out based on different criteria. Using one of them will not exclude the possibility of introducing other systems. This entire "fan" of technologies has the ability to unfold and develop in the hands of an experienced teacher, due to the fact that the conditions for their use depend on a large number of factors. In addition, technologies are closely interconnected.

The peculiarity of the federal state educational standards of general education is their activity-based nature, which sets the main task of developing the student's personality. Modern education abandons the traditional presentation of learning outcomes in the form of knowledge, skills and abilities; The formulations of the Federal State Educational Standard indicate real types of activities. We, teachers, have a problem - to transform traditional education, aimed at accumulating knowledge, skills, and abilities, into the process of developing the child's personality. To implement the cognitive and creative activity of the student in the educational process, modern educational technologies are used, which make it possible to improve the quality of education, use school time more efficiently and reduce the share of reproductive activity of students. Moving away from the traditional lesson through the use of new technologies in the learning process allows us to eliminate the monotony of the educational environment and the monotony of the educational process, creates conditions for changing the types of activities of students, and allows us to implement the principles of health conservation. Recently, Russian schools have been actively using various technologies that develop logic of thinking, creativity and communication.

*Focus group technology* (focused interview). In essence, this is a group discussion, during which the participants' attitude to a particular problem over a certain time and ways to solve it are clarified. The value is that the participants in the discussion become free and uninhibited in their answers. The focus group method was first used in 1944 by American sociologists R. Merton and R. Vendam. A focus group is a qualitative research method that in turn provides answers to the questions "Why?" and "How exactly?" Its main goal is to identify very important information on the problem being studied. The method has the following characteristics: the number of groups usually ranges from 2 to 8 participants and, as a rule, does not exceed 10 participants, Modern pedagogical technologies 47 the group is formed taking into account the purpose of the study, the duration of the discussion depends on the objectives of the study, the discussion is led by a moderator - a teacher. This technology requires the following preparation:

➢ writing a program where the problem is formulated and justified, the goal, objectives, object, subject of research are determined, as well as the population being surveyed, the number and size of focus groups, tools for collecting and processing sociological information. Usually no hypotheses are put forward at this stage, since it is believed that this may predetermine the understanding of certain problems;

➢ preparation of a team, which consists of a moderator and assistants. One of the assistants makes an audio or video recording, recording the features of statements (for example, emotionality, non-verbal characteristics). Another assistant, if necessary, can ensure silence,

serve refreshments, etc.; – a set of respondents, which may be preceded by a preliminary test or interview. Focus group participants can also be selected randomly or using the snowball method, where one respondent names a candidate who meets the given criteria, and that candidate names another candidate, and so on. You cannot use already established groups, since the system of existing relationships affects the nature of the discussion;

➢ writing an organized plan. It consists of a greeting, an explanation of the basic rules, and the formulation of questions divided into semantic blocks. The teacher (moderator) and his assistants greet those entering and create a relaxed atmosphere. At the beginning of the discussion, the moderator informs the participants of the goals and ground rules of the discussion. The discussion, as a rule, begins with open questions that reveal the character traits of the participants and the diversity of their opinions. Closed questions are usually asked towards the end of a discussion, allowing responses to be focused on specific aspects of the issue being discussed. During the discussion, the moderator is recommended to avoid evaluative remarks both in verbal form ("agree", "good", "wrong") and in non-verbal form (nodding, shaking the head, denial gesture, etc.). During the discussion, the moderator quietly controls the group, using 5-second pauses and "inquiries" such as: "Could you explain in more detail?", "Could you give an example?" At the end of the discussion, he recalls its goals, summarizes what was said, thanks the participants and bids them farewell. What are the advantages and limitations of this technology? Obviously, during the discussion, favorable conditions are created for the spontaneous manifestation of sincere expression of opinions. The focus group method is relatively economical and produces results quickly. However, the method has significant limitations. The participant must fully "open up", be sincere, and this is quite difficult to do. Thus, the focus group method is an in-depth interview and is implemented in the form of a moderated group discussion about a specific problem.

*Case technology* (method of situational analysis). This technology is based on a system-activity approach. The origin of the terms reflects the essence of the technology. Students receive from the teacher a package of documents (case), with the help of which they either identify a problem and ways to solve it, or develop options for solving a difficult situation when the problem is identified. The birthplace of the case-study method is the United States of America, namely the Harvard Business School. The essence of the case method is the use of specific educational situations in teaching, guiding students to formulate a problem and search for options for solving it, followed by analysis during training sessions. The purpose of technology is to help each student determine his own unique path to mastering the knowledge that he most needs. Thus, there is a way for the student to engage in self-education, which meets the requirements for education today. During the discussion of the case, the teacher usually tries to refrain from answering questions. Instead, he asks questions and gives the floor to the students so that they answer them themselves. Key questions for a teacher when analyzing a situation: "What did you do?", "What could have been done better?", "How can you solve this problem?", "What could we do?", "What is the problem?", "What are the possible ways to approach the problem?", "What could happen and what could happen if?". In the process of discussion, a discussion ensues, and the truth is born in the dispute. Case study technology places the main emphasis on independent thinking, the ability to convey one's thoughts to an audience and constructively respond to criticism from one's opponents. Cases are classified into:

➢ practical cases: situational analysis method or business correspondence method. The student is offered a text with a detailed description of the situation and a problem that requires a solution. The text may describe actions already taken, decisions made, to analyze their feasibility. Students receive from the teacher a package of documents (case), with the help of which they identify the problem and ways to solve it;

➢ modern pedagogical technologies are the incident method, which is focused on involving the student in research activities. The student himself finds information to make a decision. Students receive a brief report about the case. The available information is clearly not enough

to make a decision, so the student must collect and analyze the information necessary to make a decision. Since this requires time, it is possible for schoolchildren to do their own homework. At the first stage, the guys receive a message and questions for it. The work begins with the case preparation stage. Here the task is formulated, that is, the learning situation itself is written down, or a real situation is taken and simplified a little (taking into account the age of the students). Then questions are determined that students, after analyzing all the materials, will need to answer. Students work with a case in a lesson, which includes: beginning a discussion of the case (working in a group and developing a solution) and presenting group solutions (presenting the solution and conclusions of the group).

This technology can be varied and can be used to study any topic at any level. Of course, this requires some preparation and already having knowledge of lexical topics, so that students can consolidate. As a rule, when using case technology, groups of 4-5 people are created. Case technology makes it possible to optimally combine theory and practice and develop skills in working with a variety of sources of information. Students do not receive ready-made knowledge, but learn to obtain it on their own. Students learn to follow the rules of communication: work in groups, listen to interlocutors, argue their point of view, building logical schemes for solving a problem that has an ambiguous solution. Even low-performing students will be able to participate in the discussion of questions, since there are no clear answers that need to be learned. They themselves will be able to offer answers.

***Frame technology*** is one of the ways to develop reading skills, allowing students to develop cognitive activity, independent thinking, and creative abilities. For the first time, the technology of frame learning was presented by the Russian scientist M. Minsky as an attempt to build a frame network, or paradigm, in order to achieve a greater effect of understanding. Frame technology refers to the study of educational material structured in a certain way in a specially organized sequence. Using a frame model, you can "compress," structure and systematize information in the form of tables and matrices. The teacher in this case plays the role of a tutor, a mentor, someone who accompanies the learning process without providing ready-made knowledge, and directs the actions of students. The course of the lesson is divided into five stages: offering students a certain scheme, independent work with the text, searching for the necessary information, filling slots (a slot is a frame element; cell), analyzing the work done, evaluating, comparing the information found, conveying the meaning of the filled slot through symbolism. Text is a complex frame, i.e. scenario (a generalized scheme on which additional information is superimposed). It is assumed that the students have not read the text in advance, but work was carried out on additional literature to systematize ideas about the personality of the author of the work. From the prepared material, students should extract only that information that will answer the question posed by the teacher. The use of frame technology in lessons allows you to transform learning into self-learning, develop students' ability to select the main thing from a stream of information, compare, evaluate, find connections and structure the information received. All this contributes to the development of students' creative potential. In modern society, the success and demand for an erudite person who knows how to argue, prove his point of view, and has creative potential is obvious. It is important not only to acquire knowledge, but also to increase it, process it creatively, and use it practically. I would like to end the work with a Chinese proverb: "Tell me and I will forget, show me and I will remember, involve me and I will learn."

The introduction of information and communication technologies into the educational process is not a tribute to fashion, but a necessity of today, since most children become familiar with a computer much earlier than school can offer them. The need for widespread use of electronic learning tools in the study of any subject is no longer news to anyone. The introduction of ICT into the educational process is an urgent need of today. The relevance of this issue determined the choice of the topic of the article: "The use of information technology in a modern Russian language lesson as a means of increasing the cognitive activity of students." Famous scientists have studied the problem of introducing ICT into educational institutions: V.Yu. Bykov, L.V. Breskina, A.S. Zvyagina, V.S. Ziyautdinov, M.I. Zheldak, O.V. Klochko, N.V. Morse, I.F.

Prokopenko, M.M. Poiskovaya, O.V. Spivakovsky. A.S. speaks about the benefits of computer technology in the process of developing reading culture. Isaeva, G.D. Degtyareva, having analyzed the experience of using computer methodological systems in literature lessons, N.G. Vukina and I.Ya. Yakimanskaya talk about high productivity if there is a close relationship between various technologies (ICT and critical thinking).

***Computer (new information) learning technologies*** are the process of preparing and transmitting information, the means of which is the computer. Information and communication technologies are technologies for organizing the educational process using the latest electronic learning tools, in particular computers, aimed at encouraging and motivating students to learn, obtaining the necessary knowledge and subsequent education and self-education. The use of ICT in the educational process allows you to change the role of the teacher (acts as a lesson designer, facilitator, manager), which in turn creates conditions for active student activity, and the computer is an educational tool, a means of organizing learning, a source of information and bank for its long-term safety. The main task of a teacher using ICT is to teach children to obtain information and analyze it, to develop the ability to do this quickly and effectively, which develops the skills that they will need in life, regardless of their chosen profession. The use of information and communication technologies in lessons allows students to understand and assimilate educational material. This creates favorable conditions for the child to develop the ability to perceive objects and phenomena in a comprehensive, systematic, and emotional way.

The main didactic functions implemented with the help of ICT in Russian language lessons are:

➢ educational (using computer technology and the Internet, you can obtain any necessary information, both stored on the hard drive of your own computer database and located on CD-ROM drives or corresponding Internet pages);

➢ developmental (working with a variety of computer programs, in addition to activating the literary capabilities of the individual, contributes to the development of such necessary cognitive processes as perception, logical thinking, memory, imagination);

➢ research (schoolchildren have the opportunity to participate in literary search groups, Internet competitions; perform creative work of various types, create their own creative projects, develop reports, abstracts, student presentations, publications, research certain problematic issues);

➢ communicative (when exchanging information between students, a certain virtual unity is created, everyone has a real opportunity to enter the websites of popular contemporary artists; they have the opportunity to compare different views, evaluate them, and form their own positions).

Information technologies are becoming a powerful multifunctional learning tool. Their use accustoms students to live in an information environment and helps to familiarize themselves with information culture. Combining the capabilities of a TV, DVD, book, calculator, being a universal object that can imitate other a wide variety of games, a modern computer, at the same time, is an equal partner for a student, capable of responding very subtly to his actions and requests. He lacks such a partner. In addition, this teaching method is quite attractive for teachers: it helps them better assess the student's abilities and knowledge, understand him/her, and encourages them to look for new, non-traditional forms and methods of teaching. The use of ICT tools in the education system is primarily aimed at improving existing teaching technologies. Computer technologies enhance research, information retrieval and analytical methods of working with educational material. Using a computer as a teaching tool, programmable and problem-based learning can be implemented. The software allows the subject teacher to find his own approach to teaching the subject. The use of curriculum is a very effective teaching method if it is combined with traditional methods, and the teacher takes an active position and, if necessary, becomes an intermediate link between the computer and the student during practical classes.

**CONCLUSION**

The study of new material offered by a computer program takes on a personality-oriented method. In the process of working with educational systems, the process of correcting and updating students' knowledge has significantly intensified; much less time is spent on these stages of the lesson. Using computer technologies in the classroom expands my capabilities as a teacher when selecting material for a lesson and forms of educational work, makes the lessons bright and interesting, informationally and emotionally rich. The priority for the development of education is the introduction of modern information and communication technologies that ensure the improvement of the educational process, the accessibility and effectiveness of education, and the preparation of the younger generation for life in the information society. Informatization of education is one of the main directions of the informatization process, dictated by the needs of modern society, in which the main engine of progress is individual development. It should ensure the introduction into practice of program and pedagogical developments aimed at intensifying the educational process, improving the forms and methods of organizing training. The main goal of all innovations in the field of education is to promote the transition from students' mechanical acquisition of knowledge to the formation of skills and abilities to independently acquire knowledge. The success of solving this problem largely depends on the purpose of using modern technologies in the educational process, the quality and capabilities of the software, and on what place modern educational technologies will take in the system of teaching tools.

**REFERENCES:**

1.  Abramova I.G. Active teaching methods in the higher education system / I.G. Abraimova. M.: Gardariki, 2018. 118 p.

2.  Borodovsky N.V. Modern educational technologies / count. authors; edited by N.V. Bordovsky. M.: KNORUS, 2012. 432 p.

3.  Gordienko T.P., Shushara T.V., Smirnova O.Yu. Software product "Pedagogy of Higher School". Methodological instructions for graduate students / GPA, department. PiUUZ, 2017. Minutes No. 3 of 03/06/2017 – CD.

4.  Davydov V.V. Problems of developmental education / V.V. Davydov. M.: "Academic Project", 2017. 231 p. 95

5.  Zhuk A.I. Active teaching methods in the system of advanced training for teachers / A.I. Zhuk, N.N. Cough. Minsk, 2014. 78 p.

6.  Oleshkov M.Yu. Modern educational technologies: textbook / M.Yu. Oleshkov. – Nizhny Tagil: NTGSPA, 2015. 144 p.

7.  Reutova E.A. Application of active and interactive teaching methods in the educational process of a university (methodological recommendations for teachers of Novosibirsk State Agrarian University) / E.A. Reutova. Novosibirsk: Publishing house, NSAU, 2016. 58 p.

8.  Rogers K., Freyberg. D. Freedom to learn / K. Rogers, D. Freyberg. M.: "Sense", 2012. 346 p.

9.  Selevko G.K. Modern educational technologies: Textbook / G.K. Selevko. M.: Public education, 1998. 256 p.

10. Shchurkova N.E. Pedagogical technology / N.E. Shchurkov. M.: Pedagogical Society of Russia, 2015. 256 p.

11. Zotova I.V., Vovk S.A. The essence and classification of innovative technologies in speech development / I.V. Zotova, S.A. Vovk // Journal "Problems of Modern Science and Education", Ivanovo: "Problems of Science", 2017. No. 17 (99). pp. 74-77.