

Development of a Program for the Use of Modern Methods and Pedagogical Experiences in Educational Processes at School

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Abstract:

To date, it is important to improve the quality of education for students in the schools of the Republic of Uzbekistan and to develop modern methods of science based on the pedagogical experience of school teachers. In order to improve the quality of education in schools, the teacher is required to provide quality knowledge to the students. For this, the teacher needs to use modern educational methods. During the lesson, the teacher must teach the student the necessary information about the subject and science in an understandable manner. Pupils should not have problems in understanding science and information on the subject. In this article, teachers are given recommendations for the use of modern methods and the improvement of pedagogical experiences.

Keywords: Modern methods, pedagogical experiences in science, visual activity, pedagogical potential, students' outlook, pedagogical skills.

Introduction

Currently, attention is paid to secondary education in the Republic of Uzbekistan. Using the project method in students' independent work in extracurricular activities at school is not only an effective way to form a number of competencies, but also allows to form a high level of independence in their use. These skills it is necessary to have the methods, technologies and methods of its implementation, which ensure the independent implementation of project activities, the training of future specialists of the new generation at the stage of education in high school. From modern methods and pedagogical experiences in educational processes at school at the higher stages of school education, it is necessary to form projects from all basic subjects in extracurricular activities. It is effective because of such cognitive development in adolescents at this stage thinking processes - visual-figurative, discursive and heuristic, as well as at a higher level we can form cognitive interests about the world. Teachers use modern methods and pedagogical experiences in educational processes taking into account, the school can choose the topics of the projects within the curriculum. Continuing and deepening the ideas of taking into account individual psychological characteristics is important for all teachers in school gender characteristics of high school students in organizing project activities it is necessary to strengthen the knowledge gained through independent work. Girls have more developed visual-figurative thinking than boys compared to boys, they are distinguished by a higher level of abstract-logical thinking. These are features allow project participants to choose roles: boys are better at searching, analyzes grammatical and syntactic structures and girls are more prone to and visual activity is high. In addition, girls are more interested in semantic analysis than boys. Thus, in

order to successfully implement project activities with teenagers, it is important to approach the project topic to their interests. In the formation of the program of using modern methods and pedagogical experiences in educational processes at the school, a separate method is prepared for each subject. The main task of the educational method is for the teacher to deliver the subject clearly and clearly to the student. In the educational method, it is possible to explain the main part and essence of the topic, by showing the students a short picture or model of the topic, or by using computer graphics. In these ways, the students' interest in the subject increases and they get the necessary information. In the process of developing a program for the use of modern methods and pedagogical experiences in educational processes at school, it is desirable to organize effective education based on students' interest in science. In the development of the educational program, the model of educational programs is promoted in priority areas. It is necessary to ensure that students use their spare time effectively, to organize libraries, to create opportunities to use computers equipped with the Internet. Kaipbergenov.A. Teachers such as Jumamuratov.R. have carried out many studies. Many of their scientific articles on modern methods of teaching chemistry in school education have been published in journals. The main task in the formation of modern methods of science is to determine the priority directions of determining the form of education for students. It is intended to use pedagogical skills and subject information of teachers in a wide variety of ways. The part of education based on modern methodology and experiences is basically the main part of modern methods. In this case, teachers should ask students methodological questions and theoretical questions to strengthen their knowledge. Every student should be given an opportunity to express their thoughts. It is necessary to form a modern educational program based on the psychological and mental condition of the student. In this case, the basis of this educational method is the use of interesting information about the new science for students to improve the quality of education. The object of pedagogy is mainly schoolchildren, and the subject is the theory of education given to students and practice. Pedagogy meets the needs of society and the purpose of education learning content depending on the age characteristics of the students requires going, the components of education and they reveals the connections between At the same time, education and upbringing summarizes experiences in the field, the future of education shows the prospects and ways of development. The speech of the teacher in the lesson is always aimed at the students will be The teacher explains the new material to the student his speech, although he analyzes or criticizes his response always his inner strength, confidence in what he is talking about is distinguished by its interest. The teacher's statement maximizes students' thinking and attention aimed at level activation, asking questions and answering them step by step encourages the correct answer, strengthens the student's attention and activates the mind. The teacher's speech is clear, vivid, figurative, pronunciation free, expressive, emotional, stylistic, grammatical, phonetic there should be no defects. Some teachers tend to speak quickly, others tend to speak slowly. But students moderate, lively speech gives good results to occupy them should not be forgotten. Hurry up to master the material destroys children and quickly tires them. Too much slow speech causes laziness and boredom. Too much sharp and loud speech breaks the nerves of students, quickly tires them puts The teacher's weak voice sounds bad. After all, a lot repetitive human gestures and actions causes nervousness. That is why the work of a pedagogue is the same at the same time on the total effects and on the students themselves implies making corrections to existing opinions. It can always have a positive and moral effect on the personality of the student only a person is a true educator. A pedagogue to achieve this it is necessary to constantly improve his moral qualities. Students are engaged in activities such as work, communication, games, and reading participation in various types is the main means of education. Each skilled pedagogue has his own individual pedagogical system must be. Some pedagogues, in order to master the secrets of professional skills, first of all, strive to improve educational methods. It is natural case, because it is with the help of methods that the pedagogue teaches his students engages in various educational activities. At the same time, students the methods chosen by the teacher to interest in learning, reasons other than methods and assignments also affect. Teacher his personality, character, It also depends on how you deal with students. Usually, their influence

on the educational process is insignificant it seems But an experienced pedagogue, his behavior towards students he needs it, paying attention to how it affects him makes corrections and improves. That's why Pedagogical skill as a set of qualities of a teacher's personality considered, it is the teacher's high level of psychological and pedagogical not forgetting that it depends on having the preparation. Turemuratova A., an assistant teacher at the department of pedagogy and psychology at the Karakalpak State University, has been carrying out many studies on the formation of modern methods in the educational process and the enrichment of students' outlook. His researches based on pedagogical and psychological experiences in pedagogy and modern education have been published in many international scientific journals. The school has research results by many qualified pedagogues on the topic of professional development of teachers. The role of the teacher is defined by cultural and social events environment and they affect the differences that occur in conception the role of the teacher in different cultures, societies, including geographical locations environment. So, based on the analysis in the first part of the article literature, we identify factors that significantly influence teachers' perceptions defines their role and therefore their professional identity. In in the second part, based on the results of the empirical study, we show that factors such as teachers' beliefs about their own competence as well as years work experience and field of study had statistically significant effects development of professional personality of teachers. The main findings of research shows that teachers with several years of service experience feel better about themselves competent to perform their tasks (tasks related to planning and teaching). Was rated highest against teachers with less work experience and teachers with more work experience evaluated claims related to their educational performance is statistically significantly higher. Important the finding is that teachers define their professional identity. Starting with the need to use and integrate innovative technologies in school education in the Republic of Uzbekistan environment, this study identified teachers' role perceptions through qualitative research and how to integrate e-learning technologies into current classroom activities. Recognized as possible tools e-learning platforms to make a significant contribution to the process of improving students' educational results is rarely used in classes and is not even integrated with teaching-learning processes. Reasons starting from the lack of infrastructure and its poor quality, it cannot be done precisely define the integration method in the class. Random use of these systems to explain some phenomena the different subjects taught are not a way to combine them and improve their effectiveness educational services. The conducted qualitative research is the first stage of the research, which aims to find out teachers' understanding of the use of e-learning technology and the results of in-depth interviews with a small sample teachers are further tested through quantitative research conducted on a representative sample. Although considered as educational tools in school contributes greatly to the effectiveness of the educational process, e-learning platforms are difficult. It helps to master the technology in the educational environment while integrating the classroom. Although excited about the availability of these technologies and the benefits they offer, Most of the teachers included in this study admitted that they did not actively integrate them in-teaching tools - learning processes conducted in the classroom. That the infrastructure at the school will help me integrate these technologies into the lessons taught to the students, one of the teachers in the target group of the study. Although many of the schools surveyed have e-labs, their small number and outdated infrastructure often make learning impossible. using them, which makes their real integration into the curriculum impossible. I often use e-learning. classroom platforms are especially useful for testing student knowledge.

Conclusion

Each school should be active in establishing a program of using modern methods and pedagogical experiences in the educational process in specialized schools of the Republic of Uzbekistan. The goals and objectives of the quality education program in the strategy of organizing educational models of pedagogical methods are to increase the quality of education in specialized schools. Our youth is the tomorrow of our country. To date, many opportunities and conditions have been created for young people in the Republic of Uzbekistan. Special admission

quotas for young people of the Republic of Karakalpakstan have been introduced in 2023 regarding inclusion of young people in higher education. This made many young people and their parents happy. Currently, schools are operating in an 11-year educational program, and the role of teachers and parents in educating young people to be knowledgeable and intelligent is incomparable. An increase in the number of quotas for the inclusion of young people in higher education allows many young people to become highly educated specialists. Knowledgeable people never come up with destructive ideas. That's why it was not for nothing that they said "Knowledge acquired in youth is like a pattern engraved on a stone". Therefore, teachers should provide quality education to young people. We hope that every young generation will become a devotee of their profession in the future and develop mature specialists. The future of the great country will be great.

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