



DIDACTIC AND MOTIVATIONAL OPPORTUNITIES FOR TEACHING IN HIGHER EDUCATION ON THE BASIS OF INNOVATIVE TECHNOLOGIES

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Article history:	Abstract:
Received: 26 th August 2021 Accepted: 20 th September 2021 Published: 22 nd October 2021	This article shows the theory and practical information about improving the efficiency of training module "Special teaching method for a native language." Namely, the use of SMART technology in the formation of the goal of classes and creating electronic resources for modules
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INTRODUCTION

Today, Uzbekistan is entering a new stage and image in all areas. Higher education is a link that has a unique impact on the development of the state, and a number of reforms are underway in this area. Because the more the emerging cadres are ready for the labor market, the more the well-being of the people and the active participation of families in socio-economic relations will be ensured. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Republic of Uzbekistan Decree of the President of the Republic of Uzbekistan dated April 20, 2017 No. PQ-2909 "On measures for further development of the higher education system" and June 5, 2018 No. PQ-3775 "On improving the quality of education in higher education institutions and their On Additional Measures to Ensure Active Participation in the Comprehensive Reforms in the Country "and in 2019 No. PF-5847 of October 8, "The Republic of Uzbekistan The Decree "On approval of the concept of development of the education system until 2030" identifies the issue of raising higher education to a new level in terms of content, organizational and pedagogical, as well as international cooperation. In particular, the task of introducing innovative technologies, especially digital technologies, in the teaching of science modules in higher education has been chosen as a topical direction. The urgency of this task lies in the international trends in the system of continuing education in our country, optimization with standards, the introduction of effective methods in the pedagogical process in order to ensure the quality and competitiveness of the training process in higher education. The Action Strategy for the Further Development of the Republic of Uzbekistan provides for the promotion of research and innovation activities, the creation of effective mechanisms for their implementation, specialized scientific and experimental work at higher education institutions and research institutes. I establishment of laboratories, high-tech centers and techno parks ". Training in the field of defectology is carried out in a number of universities of the country. In particular, the Tashkent State Pedagogical Institute named after Nizami, Kokand, Chirchik, Jizzakh, Nukus state pedagogical institutes are training staff. There are 4 independent branches of defectology: Oligophrenopedagogy, Deaf Pedagogy, Speech Therapy and Typhopedagogy. From these sections today Curricula in the areas of oligophrenopedagogy, deaf pedagogy and speech therapy have been developed and staff is being trained. Targeted admission in the field of typhlopedagogy has not yet been introduced. The department of deaf pedagogy is engaged in the training of specialists in the field of education of deaf and hard of hearing children. This direction has its own history of development and methodological basis. Basic institution of Nizami Tashkent State Pedagogical University for the development of curricula, study programs and working programs in the field of deaf pedagogy. It is known that speech is an important social factor in the development of deaf and hard of hearing children. The earlier attention is paid to speech development in these children, the more effectively these children will be ready to be educated at every stage of continuing education. In them, speech development is based on the laws of the native language. That is, whatever language is the mother tongue for the child, the speech of that child will have to be developed on the basis of that language feature. [4,18-b] "Special methods of teaching the native language". The need to teach science stems from the peculiarities of the modern era, the structure of which is undergoing fundamental-innovative changes.

At present, in connection with the plan of scientific work of the Kokand DPI, experimental research work on "Technologies to increase the effectiveness of teaching the mother tongue" Special methods of teaching the mother tongue "in higher education" is being conducted. As a result of the first analytical work in the field of research, innovative technologies, in particular, were introduced into the teaching process of this module was concluded that it is necessary to include learning tasks for the use of computer technology in the organization of independent work of students. Therefore, we have developed recommendations for the use of SMART-technologies in the development of methodological sets of topics, goal setting in the teaching of the subject "Special methods of teaching the mother tongue." In addition, a number of obstacles to the teaching of science in higher education and the organization of independent work of students through experimental work and problems were identified. For example, in the teaching of the subject "Special methods of teaching the mother tongue" the topics are studied in the form of small texts and general plates, and they are not logically connected and systematized by blocks. Integrative approaches play an important role in learning and teaching a mother tongue. The application of an integrated approach in the pedagogical process of higher education is carried out by harmonizing the internal and external related areas of the system or the whole department. Necessary tools for teaching the subject "Special methods of teaching the mother tongue" are: Web tools. There is a great need for online electronic information-educational resources on science. In practice, it was observed that teachers and students of special education use only the database of Russian Internet addresses and resources in this area. In the future, work is underway to form a list of national resources in this area. Enrichment of web tools during practical training and independent knowledge provides ample opportunity to master. We intend to formulate the structure of this tool on the basis of the following content:

1. The working curriculum of the module "Special methods of teaching the native language" - 110000 - The state educational standard in the field of pedagogical education and 5111900-Defectology (Deaf Pedagogy) allows you to get acquainted with the requirements for the level of competence in the specialty. This module contains the curriculum, program, BCM and competencies, qualification requirements.
2. Module "Pedagogical skills" or "Specialist pulpit". Modular different forms of assimilation are presented. These are: web lectures, seminars, "Master classes", practical classes, trainings, animated videos, electronic albums, media files, audio, video materials, slides of electronic presentations, web documents covering illustrative materials.
3. Media corner. Materials that allow you to effectively master the theoretical and practical knowledge of the training module. These types of materials include: no lecture Collection of theoretical materials, electronic presentations, electronic textbooks, electronic textbooks, electronic teaching aids, a set of exercises and problems.
4. Glossary of terms or glossary - special for the training module
5. Additional materials. Encyclopedias, reference books, dictionaries, normative-methodical and normative-technical documents.
6. Current, intermediate and final control - control questions, practical work or test on the topics specified in the curriculum or the integrated training set of assignments.

2. "The pulpit of the future specialist". Students upload media resources tailored to the content of the subject. Especially videos, professional advertisements, booklets made during the internship.

3. Online assessment-interactive system. Here students are given assignments. They will have the opportunity to self-assess. Most importantly, the prepared tests and assignments are required to be relevant to each topic.

CONCLUSION

It can be said that the training of the responsible educator based on SMART technology in setting goals for each session will allow to improve the quality of professional training of future professionals and effectively predict and monitor the results.

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