European Scholar Journal (ESJ)
Available Online at: https://www.scholarzest.com
Vol. 3 No.5, May 2022
ISSN: 2660-5562

SOLUTIONS TO THE PROBLEM IN THE DEVELOPMENT OF INTELLECTUAL PROPERTY OF MODERN EDUCATIONAL TECHNOLOGIES

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"Any knowledge that is not weighed on the scales of reason is baseless."
Abu Ali Ibn Sino

Article history:

Received: 10th March 2022
Accepted: 10th April 2022
Published: 20th May 2022

Abstract:

Guidelines for the effective use of future bills, manuals, bibliographies and hypermedia on the solution of problems in the development of intellectual property of modern educational technologies. Ways to effectively use technology and methods for young educators in the education system are highlighted.

Keywords: Teaching technology, intellectual property, method, concept, system, hypermedia, representativeness, didactic system, principles

INTRODUCTION.

In modern education, there are several tools that help teachers to effectively organize the lesson. Pedagogical technology is the process of pedagogical activity, organized on the basis of a specific project, aimed at a specific goal and ensuring the achievement of this goal. Any pedagogical technology, including technology aimed at the formation of a common cultural outlook, is based on the principles of interaction, communication, their interaction with each other, the organization and management of the teacher's educational process, meeting the most modern requirements. ways, methods and techniques for the formation of a common cultural outlook, the correct organization of individual activities of students, cooperation with them, communication, joint solution of problems and views arising in the organization of pedagogical activity, creative cooperation in the classroom, must be armed with forms and methods of creating a work environment.

Any pedagogical technology must meet the criteria of flexibility to the basic methodological requirements:

Conceptuality, structure, manageability, efficiency, performance.

The conceptual framework of pedagogical technology suggests that each pedagogical technology should be based on a philosophical, psychological, didactic, and socio-pedagogical justification for achieving educational goals, including a specific scientific understanding.

Consistency means that pedagogical technology must have all the features of the system. The logic of the process, the interdependence of its parts, the integrity.

Efficiency indicates that modern pedagogical technologies are available in a competitive environment and should be effective in results and cost-effective, ensuring that a certain educational standard is achieved.

Representation refers to the possibility of using (reproducing, reproducing) pedagogical technology in other similar educational institutions in other disciplines.

The listed technological criteria determine the structure of pedagogical technology, which consists of three parts:

the conceptual basis is the scientific basis of technology, the psychological and pedagogical ideas underlying it;

The content component of education is the objectives: general and specific, as well as the content of the training material;

process-technological process is characterized by a system set of the following elements:

organization of the educational process;

methods and forms of student learning activities;

methods and forms of teacher work;

the teacher's process of managing the learning process;

diagnostics of educational process;

the essence of pedagogical technology and its requirements.

Like any technology, pedagogical technology is a process that changes qualitatively in its impact on the learner.

Pedagogical technology (PT) can be expressed by the following formula: PT = purpose + tasks + content + methods (methods, tools) + forms of teaching.

The organization and implementation of this process depends on the requirements of the leading didactic principles.

Didactic principles, or teaching principles, are fundamental laws that guide the activities of teachers and help to determine the content, methods and forms of teaching.

The main didactic principles include:

the principle of scientific and convenient learning;

the principle of systematic learning and the relevance of theory to practice;

the principle of student awareness and active participation in learning under the guidance of a teacher;

the principle of visibility;

the principle of the strength of knowledge acquisition and the relevance of learning to the holistic development of students 'personalities.

In educational practice, different goals are set and achieved, and many tasks are solved on the basis of different methods, techniques and technologies. A method is a set of methods or operations for the practical or theoretical development of reality, subject to the solution of a particular problem. level.

The method can determine the form of organization of the activities of the subjects of the educational process within the technologies created and applied for specific purposes (teaching, communication, development, etc.).) The method serves as an organizational principle in building the professional and pedagogical activity of teachers. . It is usually described without regard to the mechanisms and patterns on which the goal is based.

Technology is the step-by-step implementation of a particular method or principle using specific forms of work. "Technology" is a Greek word, "techne" means skill, art, "logos" means concept, study. There can be different technologies to implement it on the same principle. The goal (final and intermediate) is a very clearly defined (diagnostic) technology, which allows to develop objective methods of monitoring its achievement. and is forced to move to pedagogical impromptu (speed) in search of an acceptable option.

Development of educational technology. Of all the available internal education technologies, education development technology is one of the most recognized. It was organized by famous psychologists and educators such as LS Vygotsky, VL Zankov, DB Elkonin, VV Davydov and many others.

Prior to L.S. Vygotsky, the development of the child, in particular the development of the intellect, was consistent with education and training. L.S. Vygotsky proved that pedagogy should focus on the development of the child of tomorrow, not yesterday. Only then will he be able to apply these developmental processes, which are now directly in the development zone, to life. However, before LV Zankov's research, LS Vygotsky's ideas were not in demand in didactics and teaching practice. LV Zankov was able to develop a pedagogical experiment based on teaching in primary school, based on the idea that it is possible to accelerate the development of school students by increasing the effectiveness of teaching. The implementation of the idea required the development of a number of new didactic principles.

The decisive emphasis was placed on the principle of learning at a high level of difficulty, characterized by revealing the child's spiritual strengths, giving them space and direction, rather than increasing some abstract "average difficulty level". If the learning material and methods of learning are such that students do not face obstacles that need to be overcome, then children's development will be impaired. The principle of high-level learning determines the choice and construction of educational content. The study material will be broader and deeper, theoretical knowledge will be given priority, and the importance of students' practical skills will not be diminished.

The technology of educational development was actively developed by DB Elkonin, VV Davidov and many of their students. Didactic ideas of educational technology include the idea of encouraging students to reflect on different learning situations. Reflection procedures are also important in teaching (according to developmental learning technology) because they are closely related to self-monitoring and self-assessment procedures. In our country, the idea of technology for the development of education is widespread among teachers, but a number of rules of this technology remain controversial. Research from the Institute of Psychology of the Russian Academy of Sciences has shown that children with congenitally slow dynamic personality traits inevitably face difficulties when working at the same pace for the whole class. Therefore, the requirement to teach everyone at a fast pace and at a high level of complexity is not appropriate for all students.

In the process of performing these tasks we will have:

Encourage learners to choose. The educator clearly describes each of the proposed learning tasks, highlights the importance of its implementation, explains the criteria for its evaluation.

Selected argumentation. In order for learners to justify their choice, the educator must teach students to reasonably explain why they prefer the chosen option.

Determining the degree of freedom of choice: whether it is strictly limited or includes freedom to exercise collective (individual) choice.

The success of his work. The educator must make sure that the learners have sufficient knowledge, skills and competencies.

Protecting Learners From Mistakes Learners need to make sure they have the right to fail. The educator needs to find the stage in the student's activity, explain the reasons for the failure, and notice what was done correctly.

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