



IMPROVEMENT OF THE METHODOLOGY OF TEACHING THE MOTHER LANGUAGE ON THE BASIS OF DEVELOPING EDUCATIONAL TECHNOLOGIES

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Annotation. This article aims to increase the effectiveness of education through the use of developmental educational technologies in the educational process. One of the developmental educational technologies is problem-based learning technology. Problem-based learning is an improved teaching technology. An effective teaching technology in the current education system is problem-based learning. Its task is to encourage active learning and form a scientific and research style in thinking. Problem-based learning meets the goals of educating a creative, active personality. Below we will consider the advantages and disadvantages of these educational technologies.

Keywords: development, learning, school, education, technology, thinking, teaching, source, characteristic, teaching, upbringing, attitude, explanation, teacher, primary school.

The content of the fundamental reforms being carried out in the field of education in the Republic of Uzbekistan is currently being enriched with a new approach to designing the educational process. A modern approach to education guarantees the effective management of the educational process using specific tools and the successful achievement of the set educational goals. The concept of quality in the education system is called a concept that is developing rapidly over a certain period of time.

The quality of education is primarily focused on the educational achievements of students, reforms in traditional curricula and standards. Another aspect of quality is that it is related to the relevance of what is taught and learned. The system should be responsive to the needs and demands of individuals. Education in schools, training centers and higher education institutions should provide students with knowledge and information that is useful and meaningful in enriching their lives.

The meaning of the term "effectiveness" is competence, efficiency, effectiveness and proficiency. Not only in the field of education, but in every field, an individual aims to be effective in carrying out the tasks and activities assigned to him. If a person performs his work duties effectively, then people can achieve the desired results, achieve institutional goals and objectives in a worthy manner. When educational technology is viewed as a system, its structure can be imagined in terms of organizational functional elements. The organizational elements of educational technology are the educator, the learner, the goal, the result, the content of education, teaching methods, organizational forms, tools, control and evaluation. The pedagogical process begins with setting the educational goal. The goal should be so clear that it allows you to determine the level of implementation of the educational process, to build a didactic process that ensures the achievement of the intended goal at a given time.

The purpose of educational technology is determined based on the goals and content of the subject being studied, its educational impact and is related to the purpose of education. The content of education, educational material is reflected in: educational technologies that reflect the content of teaching this subject, the text of textbooks and manuals, information sources. Teaching methods, tools and organizational forms,

that is, techniques and tools of pedagogical influence on the learner, are selected and applied in practice in accordance with the content of information and didactic goals. Also, the age, physiological characteristics of the learners, the material equipment of educational institutions, and the social environment are taken into account. 19 Educator Content of education Methods and means of education Educational goals Educational results Control and learner Educational technologies as a system Control and assessment methods and means: are selected in relation to the set goal and the content of the educational materials. If the set goal and the result obtained coincide, the pedagogical process comes to an end. In this case, it is necessary to ensure the full compliance of the set goal with the result obtained, since they arise from the objectively significant laws of the subject. However, pedagogical activity has a personal-subjective emotional character.

It is based on the personal qualities of the teacher, his creative abilities, skills, professional and psychological characteristics, as well as the personal qualities of the students, intellectual, psychophysiological, psychoemotional and other characteristics. Therefore, its result may be variable. It should be noted that if any element of the specified pedagogical structure is absent, the pedagogical process will not be complete or will not fully produce the desired result. In any case, obtaining a positive result from such a pedagogical process will be random. When talking about educational technology, it is necessary to distinguish between the following phenomena: Problematic teaching management requires pedagogical skills, since the emergence of a problematic situation is an individual situation, requires a differentiated and individualized approach. The essence of the problem-based presentation of educational material is that, instead of presenting knowledge in a ready-made form, the teacher sets problematic issues before the students, encourages them to look for ways and means of their solution. The problem itself sets the path towards new knowledge and methods of action. The psychological mechanism of the processes taking place in problem-based teaching is as follows: a person faces a contradictory, new, unknown problem (a problem is a complex theoretical or practical issue that involves hidden contradictions, its solution requires different, even alternative situations), in which a state of surprise, astonishment arises, the question "what's the matter?" arises. There are four main conditions for the effectiveness of problem-based teaching: - ensuring sufficient interest in the content of the problem; - ensuring the ability to perform the tasks that arise at each stage of the problem solution (the optimal ratio of known and unknowns); - the results obtained in solving the problem

the importance of information for learners; - the relationship between the teacher and the learner should be in a spirit of goodwill, that is, all ideas and hypotheses expressed by the learners should not be ignored and unmotivated. Thus, problem-based learning is a form of organizing the educational process in which, under the guidance of the teacher, a problem situation and effective independent activity of learners in solving this situation are created. As a result of organizing problem-based learning, creative opportunities arise for learners to develop professional knowledge, skills and abilities, as well as thinking skills. To implement problem-based technology, it is necessary to adhere to the following: - selection of the most relevant, significant tasks; - (determining the specific features of problem-based learning in all types of educational work; - developing the most optimal system of problem-based learning, creating textbooks, educational and methodological manuals, recommendations; - personal approach and teacher skills.

Conclusion: In conclusion, it can be said that the use of developmental educational technologies, while ensuring the effective conduct of the educational process, develops the ability to think independently, critically and creatively in learners. The social education of learners, which is aimed at improving the quality and efficiency of education, requires teachers to use project and problem-based learning technologies in the teaching process in a targeted and effective manner. Familiarization with information on the essence of these educational technologies will enrich the existing knowledge of the trainees of advanced training courses, as well as further develop their practical skills and qualifications.

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