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THE IMPORTANCE OF APPLYING NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING BIOETHICS

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Abstract: In recent years, systematic work has been carried out in our country to improve the quality and effectiveness of the education system, the formation of modern knowledge and skills among student youth, close cooperation and integration between educational systems and the field of science, and ensuring the continuity and consistency of education. Socio-economic changes in Uzbekistan require a radical modernization of the education system. Innovation in education occupies an important place among other spheres. Pedagogical innovations in education are a tool for updating educational policy. The emergence of new academic disciplines and the replenishment of the information base constantly require the development of new pedagogical technologies and forms of teaching. The study and analysis of pedagogical innovations in Uzbekistan are directly related to the renewal process taking place in our country. New pedagogical technologies are aimed at improving the quality of education and forming modern education in Uzbekistan.

Keywords: Bioethics, new pedagogical technologies, and teaching methods.Since independence, great attention has been paid to higher education in the Republic of Uzbekistan. As evidence of this, we can cite numerous presidential decrees and resolutions. On October 9, 2019, President Sh.M. Mirziyoyev of the Republic of Uzbekistan issued a decree "On Approving the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030."

Introduction: The purpose of this decree is to determine the priority directions for systematic reform of higher education in the Republic of Uzbekistan, to elevate the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities who can think independently to a qualitatively new level, to modernize higher education, and to develop the social sphere and economic sectors based on advanced educational technologies. On August 31, 2019, a Presidential Decree "On measures to attract young people to science and improve the system of supporting their initiatives" was issued. Additionally, on August 28, 2019, the President of the Republic of Uzbekistan issued a decree "On the Introduction of a System of Continuous Professional Development for Managerial and Pedagogical Staff of Higher Educational Institutions." Furthermore, Presidential Decree No. 5763 of July 11, 2019, "On Measures to Reform Management in the Sphere of Higher and Secondary Specialized Education" was issued, as well as a decree from November 22, 2018, "On Measures to Improve the System of Control over the Implementation and Protection of Information Technologies and Communications."

In modern conditions, the most effective way to increase the efficiency of education is considered to be the organization of classes using interactive methods. Today, developed countries have accumulated extensive experience in applying pedagogical technologies that enhance students' educational and creative activities and guarantee the effectiveness of the educational process, with interactive methods forming the basis of this experience.

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Pedagogical technology is a field of knowledge through which fundamental changes will occur in our country's education sector in the 21st century. It will renew teachers' activities and systematically shape students' free thinking, thirst for knowledge, love for the Motherland, and feelings of humanism. The main idea underlying education is also humanism, which aims to form personal qualities such as patience, contentment, respect for others' opinions, and appreciation of national cultural and universal values. It also seeks to develop individuals who understand the interconnectedness of nature and humanity, and who abandon authoritarian and false ways of thinking. The concept of technology entered science in 1972 in connection with technological progress. It consists of two Greek words - "technos" (techne) meaning art or craft, and "logos" meaning science or teaching, thus signifying the science of craft. However, this expression does not fully describe the modern technological process. A technological process always involves performing operations in a specific sequence using necessary tools and conditions. More precisely, a technological process is the worker's activity in creating a product through step-by-step interaction with objects of labor using tools. In other words: Pedagogical technology is the process by which a teacher (educator) influences students in specific conditions using teaching (educational) tools, resulting in the intensive formation of predetermined personality traits.

Pedagogical technology is a systematic method of creating and applying all processes of teaching and knowledge acquisition, which aims to optimize forms of education by considering technical resources, people, and their interactions. In current pedagogical publications, we can observe various interpretations of the term "technology," including teaching technology, educational process technology, and information technologies.

The development of concepts about pedagogical technology has been viewed from a historical perspective, and the theory and practice of pedagogical technology have been interpreted independently of each other. As a result, certain advanced methods aimed at improving the educational process or developing students' cognitive activity, unable to rise to the level of technology, gradually lost their position and became distanced from pedagogical theory.

Today, the scientific potential of pedagogical specialists in our country is sufficient to reveal the essence of pedagogical technology. It is also inappropriate to consider pedagogical technology as a separate branch of pedagogical science or as an educational approach aimed solely at optimizing educational practice. Pedagogical technology reflects the activities that combine theoretical and practical research in this field. The addition of the word "new" to pedagogical technology indicates that an outdated approach to designing the educational process is no longer acceptable.

Pedagogical technology is continuously enriched by technological processes from other fields and acquires new opportunities to influence the traditional educational process and increase its effectiveness. Unfortunately, this process is very challenging in the current education system; true computer-based pedagogical technology is still awaiting its scientific development: "The current use of computers is merely extensive: traditional training courses are simply being placed on screen monitors." Here, it is necessary to clarify the relationship between pedagogical technology and information technology. The technologization of the educational process is a historical reality and ongoing process. Information technology, as a component of pedagogical technology, has begun to be used in the modern educational process through advanced technical means.

Educational tools are materials for visual presentation of educational content and, simultaneously, auxiliary resources that increase the effectiveness of teaching.

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Technical teaching aids help to visually demonstrate educational material and systematically deliver it; they allow students to better understand and remember the educational content.
(Slide projector, overhead projector, blackboard notepad, board stand, flipchart, video board). Auxiliary teaching aids include graphs, drawings, samples, etc. Educational and methodological materials comprise training materials and exercises for reinforcing the assimilated educational content. These contribute to enhancing students' independent work.
Below are the main professional criteria, which we recommend using. Non-traditional methods that have emerged in our educational experience:
Graphic organizers - a means of visually representing mental processes. Methods and means of structuring and organizing data, establishing connections and interrelationships between the studied concepts (events and phenomena, topics):
We can cite several methods and tools for identifying, solving, analyzing, and planning problems. For example, the "KWNL" method is used to help listeners receive new information systems and systematize knowledge. The "SWOT-analysis" method serves to analyze existing theoretical knowledge and practical experiences, find ways to solve problems through comparison, consolidate knowledge,
-review, evaluate, and develop independent, critical, and non-standard thinking. Another one of our methods is creating a cluster information map, which involves gathering ideas around a key factor to centralize and define the essence of the entire structure. It accelerates the activation of knowledge and helps to freely and openly involve new interconnected ideas on the topic in the thinking process.
Students familiarize themselves with the rule of cluster construction. In the middle of a blackboard or large sheet of paper, the main word or the title of the topic, consisting of 1-2 words, is written. Along with the main word for the compound, words and sentences related to the topic are added with small circles called "companions." They are connected with the word "main" by means of lines. These "satellites" may contain "small satellites." The recording can continue for the allotted time or until the ideas are exhausted. Just as there are rules for everything, clusters also have rules - write everything that comes to your mind, don't discuss the quality of ideas, just write them, don't pay attention to spelling mistakes and other factors that stop writing, don't stop writing until the allotted time ends, if ideas suddenly stop coming to your mind, then there are rules like draw on paper until new ideas come, which allow conducting research on the topic, text, section. Develops the skills of systematic thinking, structuring, and analysis. They will familiarize themselves with the rules for creating a table. They formalize the table in separate small groups. Another of our methods is the Brainstorming method, and the purposeful use of brainstorming in the lesson process is the key to the development of creative, non-standard thinking. The organization of "brainstorming" is relatively simple and, along with its use in the process of changing the content of education, is also very useful in finding solutions to production problems. First, a group is gathered and a problem is posed to them. All participants express their opinions on the solution to this problem. At this stage, no one has the right to attack or evaluate another person's ideas. Thus, through "brainstorming," there are opportunities to generate dozens of ideas in short minutes. In essence, obtaining a large number of ideas is not the main goal; they are the basis for the rational development of a solution to the problem. One of the conditions of this method is that each participant must be an active participant without any external influence. Only five or six of the presented ideas are considered fundamental and create potential opportunities for finding a solution to the problem. As mentioned above, these also have rules, which are as follows. The ideas put forward are not

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evaluated and criticized, the work is focused on quantity rather than quality, the more ideas there are, the better, efforts are made to expand and develop desired ideas as much as possible, ideas far from problem-solving are also supported, all ideas or their main essence (hypotheses) are recorded through notation, the time for conducting the "attack" is determined and must be observed, brief (unsubstantiated) answers to questions should be provided. Task. "Brainstorming" allows for finding solutions to difficult situations, expanding the boundaries of problem vision, eliminating uniformity of thinking, and broadening the scope of thinking. Most importantly, in the process of problem-solving, there is a transition from an environment of struggle to a mood of creative cooperation, and the group (class) becomes even closer. "Brainstorming" participants can express any comments and suggestions on the problem. The expressed thoughts are recorded, and their authors have the opportunity to recall their thoughts in their memory. The effectiveness of the method is characterized by a diversity of opinions, and during the attack, they are not criticized or re-expressed. After the brainstorming session ends, the best suggestions and necessary ones for solving the problem are selected according to their importance. The "Video Riddle" Method In recent years, special attention has been paid to organizing the educational process using various information tools (computer, television, radio, copiers, slides, video-audio cassettes) in pedagogical activity.

Teachers face the task of appropriate, purposeful, and effective use of various information tools in teaching. Teachers (students) are shown several video clips without explanations, which help to visually illustrate the essence of the topic being studied. Students explain what process is reflected in each scene. The student notes the essence of the process, event, or reality reflected in the video footage in their notebooks. To use this method, the following actions are performed. Above, we discussed interactive teaching methods. It is advisable to use these methods in subjects taught in primary education, depending on the age characteristics of students. They are not only taught but also taught to learn independently. Knowledge is not given to students in a ready-made form; they are expected to independently obtain, collect, process, and use knowledge from primary sources, Ziyonet, and the internet in their daily activities. They should develop skills in working with curricula, programs, textbooks, and manuals, form the ability to independently read and understand educational content and texts, and become accustomed to expressing, defending, and proving their opinions. All students must master the material at the level of their abilities and capabilities. For this, each student must study and master advanced technologies based on their personal program. They are required to continuously improve their qualifications through libraries, electronic textbooks, manuals, and the internet. Therefore, if all teachers can master pedagogical technologies and apply them in practice, they will have the opportunity to ensure the quality and effectiveness of education and the training of competitive personnel. The interactive method "Diagnostic Analysis" serves to find ways to solve problems by analyzing and comparing existing theoretical knowledge and practical experience. It helps in consolidating, reviewing, and evaluating knowledge, as well as forming independent, critical, and non-standard thinking. One of the urgent tasks today is the fundamental reform of the education system in our country, raising it to the level of modern requirements, adapting it to world standards, and educating a knowledgeable, talented generation that serves to strengthen our independence and has absorbed the thinking of independence.

From the foregoing, the following conclusion can be drawn: In the future, as a true driver of educational development, it will positively influence the renewal of the teacher's activities, the optimal construction of the educational process, and the formation of free thinking, a thirst for knowledge, loyalty to the Motherland, and feelings of humanism in student youth. The relevance

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of the topic "Moral problems in the relationship between a doctor and a patient related to the development of medical science and practice" in the use of interactive methods in teaching bioethics lies in the fact that interest and attention to the application of innovative education in the educational process are growing day by day. One reason for this is that traditional education taught students to acquire ready-made knowledge, while the innovative education system teaches students to apply their knowledge in practice, to study and analyze independently, and even to draw conclusions. The relevance of this issue is further proven by pedagogical theory and practice: pedagogical research, non-traditional methods, regulatory documents of teaching, textbooks, manuals, and information media, no matter how perfected, ultimately depend on the personality of the teacher and their professional skills for the success of pedagogical practice and educational work. This fact calls for the development of scientific, theoretical, and practical foundations for the formation of professional skills of teachers, further increasing the importance of using an innovative educational system in providing medical knowledge to students, particularly in medical disciplines, and once again focusing on increasing its effectiveness.

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