MODERN PEDAGOGICAL TECHNOLOGIES IN CONDUCTING CLASSES IN SOCIAL AND HUMANITARIAN SUBJECTS.

Kharun Makhmud
Associate Professor
Department of Reinforced Concrete & Masonry Structures
Moscow State University of Civil Engineering, Moscow, Russia
Normatova Nargiza Azimjonovna -
Assistant at the Department of Construction of Buildings and Structures, JizPI.
***Jumanazarova Zilola** – Student of group 202-21g. JizPI.*

Abstract: *The article deals with the problem of the development of computer and information technologies, wide access to the global information system of the Internet, training highly qualified specialists and programmers, the introduction of pedagogical technologies.*

Key words: *information technology, education, innovation, modeling, pedagogical technologies.*

СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ ПРОВЕДЕНИЯ ЗАНЯТИЙ ПО СОЦИАЛЬНО-ГУМАНИТАРНЫМ ПРЕДМЕТАМ.

Савин Сергей Юрьевич-
доцент кафедры "Промышленное и гражданское строительство", НИУ МГСУ
***Норматова Наргиза Азимжоновна** – ассистент, Джизакский политехнический институт,*
Жуманазарова Зилола -
Студент группы 202-21 «С З и С» ДжизПИ.

Аннотация: *В статье рассматривается проблема развития компьютерных и информационных технологий, широкого доступа к глобальной информационной системе Интернет, подготовки*

высококвалифицированных специалистов и программистов, внедрение педагогических технологий.

Ключевые слова: *информационные технологии, образование, инновация, моделирование, педагогические технологии.*

Today, information technology is rapidly developing in Uzbekistan, and this is reflected in education. The problem of the development of computer and information technologies, wide access to the global Internet information system, and the training of highly qualified specialists and programmers has risen to the level of government policy. For a long time, it was believed that it was enough to find some techniques or methods, and the desired goal would be achieved. Gradually, pedagogical practice accumulated many tools, methods and forms of teaching and upbringing, but the results of their application were not always unambiguous.

Obviously, optimizing the pedagogical process by improving methods and tools is a necessary but not sufficient condition. The selection of methods, tools and forms should be combined with the realization of a specific goal and the development of a system for monitoring learning and upbringing indicators. This is what the technologization of the pedagogical process is designed to help.

Innovative educational processes are conditioned by the social need for complex processes of creation, implementation, dissemination of innovations and changes in the educational environment in which their life cycle is carried out.

As in other spheres of social life, innovation processes in the education system are not just the introduction of new things. They are implemented as purposeful changes in goals, conditions, content, means, methods, and forms of activity that are characterized by novelty, high potential for improving the effectiveness of activities in general or in certain areas, the ability to provide

long-term beneficial effects, and consistency with other innovations. Personality development at school takes place in the classroom, so the teacher's task is to ensure that each child is involved in different types of activities. A well-chosen goal determines the selection of methods and forms of organizing educational and cognitive activities of students.

Every teacher needs to be guided by a wide range

of modern innovative technologies, school ideas, directions, and not waste time on discovering what is already known. Today, it is impossible to be a pedagogically competent specialist without studying the entire vast arsenal of educational technologies.

Therefore, the most important component of the pedagogical process should be the personality-oriented interaction of teachers with students, which would ensure a comfortable psychological well-being of teachers and students, a sharp reduction in conflict situations in the classroom and during educational activities, where favorable prerequisites for improving the level of general cultural training would be created; a favorable microclimate in the classroom and school would be created.

The introduction of pedagogical technologies comes with certain difficulties. The reasons are:

Firstly, there are difficulties in drawing up educational projects and the theoretical foundations of pedagogical technologies.

Secondly, scientists and teachers are not fully mastering the systemic (complex) theory.

Researchers attribute the massive introduction of pedagogical technologies into practice to the early 60s and associate it with the reform of American and then European schools. The most famous authors of modern pedagogical technologies abroad include J. Carroll, B.Bloom, G.Geis, P.Mitchell, V.Coscarelli, and others.

The Russian theory and practice of implementing technological approaches to learning is reflected in the scientific works of P.Ya.Galperin, N.F.Talzina, A.G.Rivin, L.N.Landa, Yu.K.Babansky, P.M.Erdniv, I.P.Rachenko, L.Ya.Zorina, V.P.Bespalko, M.V.Klarin, M.I.Makhmutov, T.I.Shamova et al.

Currently, pedagogical technologies in science are considered as one of the types of human sciences technologies and are based on the theories of psychodidactics, social psychology, cybernetics, management and management.

A number of reasons contributed to the emergence and practical application of pedagogical technologies. The most important of them is the need to introduce a system-activity approach into pedagogy, which makes it possible to implement the research results of many branches of knowledge in solving educational problems. The second reason is the need to motivate and activate the educational and cognitive activities of schoolchildren, to replace the ineffective and verbal method of knowledge transfer and education.

Modeling is a specific multifunctional technology, but its main task is to reproduce another substitute object (model) based on its similarity to the existing one. Its goals, on the one hand, are to reflect the current state of the problem, identify the most acute contradictions, and, on the other, identify development trends and those factors that can correct undesirable development; to activate the activities of government, public and other organizations in search of optimal solutions to problems.

Used literature

1. Avliyakulov N.H. "Pedagogical technology". T., "Cholpon" 2012.

2. Azizkhodzhayeva N.N. Pedagogical technologies and pedagogical skills. – T.: 2003- 258s.