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APPLICATION OF PEDAGOGICAL TECHNOLOGIES IN IMPROVING THE TEACHING OF PHYSICS ON THE BASIS OF A COMPETENCY APPROACH

Abstract: *This article reflects on the use of pedagogical technologies in improving the teaching of physics on the basis of a competency approach is reflected in the haki for the organization of classes by applying interactive methods based on pedagogical technology and the integration of ICT.*

Keywords: *integration of ICT, method, psychological methodological system.*

Currently, classes are organized using interactive methods based on pedagogical technology and the integration of ICT. This is due to the fact that, theorized in traditional teaching, students are taught to master only pre-prepared and prescribed educational materials. The organization of classes using modern technologies provides the basis for the new knowledge, skills and qualifications mastered by students themselves to perform independent tasks, analyze them, as well as draw conclusions from these new knowledge, skills and qualifications from the students themselves.

The teacher creates an auditory suitable for him through competency training in the course of the lesson, the development of the student, the formation and upbringing of new knowledge, skills and abilities. Also, the teacher will switch to the role of Assistant Coordinator, in which each student will have a good mastery of management, guidance, technical expertise in the future, without being a friend and advisor, like-minded person.

In the auditorium, the educator and the recipient (teacher and student) act cooperatively, that is, as a result of respect for the student's opinion by the teacher, directing him on the right path without discrimination, the student feels that he is the main object of the lesson and begins to think freely, independently, loving the profession he occupies.

The positive changes in the higher education system of our country also dictate research, innovations, changes in the field of physical education. Indeed, the issue of fostering a fully educated, broad-worldview holistic personality requires educators to implement the principles of working in a new fundamental competency approach and at the same time impose great responsibility.

The methodological system of teaching physics educational science, subject to its own rules and laws, is closely related to the internal structure of the system, its elements are interrelated and external relations with each other, the foundations of a competency approach that guarantees the quality of education represent a complex, dynamic educational aggregate.

To the concept of a methodological system of teaching V.P.Bespalko defines: "a pedagogical system is a complex of styles, tools and processes that are interconnected, required for a clear purposeful, organized, pedagogical influence on the formation of a person with certain qualities. Therefore, the priority values of society determine the requirements and purpose in the formation of the individual, from which the pedagogical system also Changes". Therefore, all communication between the educational and the educational person, representing the pedagogical process aimed at the formation of the individual, is carried out within the framework of the above-mentioned structure.

In the 21st century, the age of "intellectual knowledge", the field of practical applications is expanding, in addition to the fact that physics is progressing day by day and various theoretical discoveries are being made in it. Physics as a teaching discipline is required to be taught and Mastered by each member of the society.

After all, physics as a science requires a thorough and in-depth study, promotion of laws that reflect the spatial and quantitative relationships of material being; what content the studied laws have, what method they are based on and do not count with the level of development; in it it does not matter what the personal qualities of the researcher, how this or In this, the initial concepts of Physical Science, the accepted rules, serve as the initial basis for it.

Physics as a teaching subject serves to provide: students are given physical knowledge, skills and qualifications; when giving physical knowledge, student directions are taken into account; an approach to introducing a new physical concept or law is important, and on this basis the method of its statement is chosen; it is revealed through abstract concepts, comments and examples; repetition is also carried out in teaching; In the effective solution of the above problems, it is required to achieve that " physical " concepts, teaching principles, laws, methods in all directions appear to be understandable and easy to master for students

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