

THE ADVANTAGE OF THE OBJECTIVE APPROACH METHOD IN USING MODERN PEDAGOGICAL TECHNOLOGIES

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Abstract. This article refers to the analysis of pedagogical technologies in increasing the effectiveness of training sessions in higher education. In particular, pedagogical technologies have been studied under the influence of specific aspects of didactic description in the positive assimilation of the subject of the lesson by students. An algorithm of personal activity has been developed for the didactic purpose of forming skills and abilities.

Key words: *teacher, development, edication, mastery level, teaching content, appropriation, integration, efficiency.*

Education is an integral part of the future of every society determined by the level of development of the system. In particular, youth finding their place in life, being able to freely express their potential and providing them with work is always in the attention of our state and society.

The President of the Republic of Uzbekistan Sh. Mirziyoyev in his congratulatory speech dedicated to the holiday of teachers and trainers: *"It should be noted that the development of the higher education system in our country is also given priority."* All this is particularly important as it aims to fundamentally improve the quality and level of educational processes based on the requirements of the times,

create decent working conditions for our hardworking teachers, all selfless people working in this field, and increase their dignity [1], he said.

Today, modern pedagogical technologies are widely used by professors and teachers in order to prepare experts in accordance with world requirements, to teach them and to be able to follow the learner. In particular, it is possible to give examples of educational methods such as presentation, cluster, pinboard, insert, case-study. At this point, it should be noted that in some cases, insufficient attention is paid to the educational purpose of the methods used and the purpose of the subject of the lesson.

This prevents students from mastering the subject at a high percentage at the end of the training session. In order to fully understand the scientific and psychological basis of this process, it is necessary to dwell on the levels of mastery of modern teaching technology and the selection of educational methods in accordance with them. In particular, showing the effectiveness of pedagogical activity through teaching (or levels of mastery) is called didactic description. Mastery level is the level of mastery of the teaching content, which is a measure of the activity in mastering the teaching content and the mastery of the teaching material [2].

In the world experience, mastery levels are divided into four types:

- the first level is related to mastery, and its didactic purpose is to form concepts on a certain topic;
- the second level is algorithmic (related to the sequence), the purpose of this level is to form knowledge about the subject, apply theoretical knowledge to similar situations, perform actions in order (develop, strengthen);
- the third level is called heuristic (inquiry), and the main didactic goal of teaching is to acquire knowledge and apply it in new situations by creating an

algorithm of personal activity in the formation of skills and abilities, conducting independent creative research.

- the fourth level is called creativity (inquisitive) and its didactic goal is to form the student's ability to separate and solve problems independently, to prepare for research and inquisitive activities, to act in unfamiliar situations.

Each level, respectively, aims to achieve the following results in the student:

To master about	<p>Says and shows rules, definitions, phrases, formulas, etc.;</p> <ul style="list-style-type: none"> • Knows the basic information of the academic subject and distinguishes it according to external signs and properties; • Tells (expresses at an elementary level);
Algorithmic	<p>Explains, justifies, summarizes, provides reliable evidence, compares and contrasts, concludes.</p> <ul style="list-style-type: none"> • Solves problems independently; <ul style="list-style-type: none"> • Performs actions according to ready-made algorithms, measures, counts, checks, diagnoses (system, equipment, etc.), disassembles, assembles, reads technical drawings and tasks, performs production operations using equipment;
Heuristic (traceability)	<p>To planed and organized of the personal activities;</p> <ul style="list-style-type: none"> • Creates an activity algorithm independently;

	<ul style="list-style-type: none"> • Finds, selects, changes the necessary information, applies; Evaluates, proves, interprets, classifies; • Draws up the project, conducts experiments; • Solves non-standard issues, problematic situations; • Interprets drawings and specifications, fills in missing components. <p>Repairs, logically identifies faults, re restores;</p>
Creativity (searchable)	<p>Independently separates the problem and the way to solve it finds;</p> <ul style="list-style-type: none"> • Finds the object and subject of research, puts forward research hypotheses and tasks, makes an experiment plan, conducts an experiment, tests the hypothesis based on the results of the experiment, determines the limits of the application of the results of the experiment;

Forced use of pedagogical technologies is not possible. On the contrary, it is advisable to develop them creatively, along with the use of advanced technologies based on, or used by, experienced educators. Today, a number of developed countries have extensive experience in the use of pedagogical technologies that increase the learning and creative activity of students and ensure the effectiveness of the educational process, and the methods that form the basis of this experience are called interactive methods[3].

Interactive teaching is interactive teaching, in which the interaction of the learner, the educator and the computer takes place. In the process of using the interactive method, the educator:

- can actively interact with the teacher, other students, not with a personal meeting with the administration, but with all subjects of the educational process;
- In the process of analyzing multimedia objects, it is possible to control their content, shape, size and color, review them in detail, perform other similar actions, stop at the maximum display and restart wherever you want.
- Assists the learner in assuming the problem, expressing tasks, and manages quickly.

Learners, on the other hand, achieve the following as a result of the interactive learning process:

- receive, understand, collect memory, but do not consciously recall it without mistakes;
- Analyzes, compares, summarizes, performs practical actions on the model under the direct supervision of the teacher;
- independently search for solutions to problems, independently identify ways and means to achieve the expected result.

The higher the level of interactivity, the more effective the teaching process will be. Knowledge of interactive methods of teaching is a special form of organization of communicative activities, in which learners are involved in the process of learning and have the opportunity to explain what they know and think. The pedagogical cooperation between the student and the teacher in the lessons using interactive methods leads the student to indifference during the lesson, independent thinking, creative research, ensures the constant interest in science.

The teaching methods used in the educational system should be based on the content of the activity of the teacher and the student and the purpose of the lesson. In order to make a conscious choice of the method in the design of teaching technology, it is necessary to know the possibilities of each of them. In particular, it is necessary to pay attention to the fact that the main rule of choosing methods is to match the purpose of the training session, not its diversity, to use only those that give results, and the criterion of efficiency is the appropriateness and economy of its use to solve the specified task [4].

Based on the above, it is advisable to follow the following compatibility when planning training sessions at different levels.

Appropriation level	Educational method	Student activity content
Regarding appropriation	Lecture Explanation Show Video method	remembers, remembers without error, but does not understand, but memorizes.
Algorithmic	Work with the book Laboratory method Exercise Practical work method	analyzes directly under the guidance of the teacher, compares the finished sample practical actions on does.

Heuristic (traceability)	Educational game Pinboard Insert Problem situations	compares independently under the teacher's supervision, sums up, conclusion does, evaluates and analyzes does, solves problematic situations and solves non-standard assignments, practical in complicated conditions performs actions.
Creativity (searchable)	Educational projects method Case study	independently seeks knowledge in the process of solving problems that are new to them, determine the ways and means of achieving the expected results.

Thus, any integration of modern pedagogical technologies in teaching ensures efficiency at all stages of education. Only, these processes should be based on the purposeful approach of the pedagogue and the fundamental nature of teaching technologies.

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