



ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNI TA'LIM-TARBIYA JARAYINIDA QO'LLASHNING O'RNI VA AHAMIYATI

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Annotatsiya: Mazkur maqolada zamonaviy pedagogik texnologiyalarni ta'lim-tarbiya jarayonida qo'llashning o'rni va ahamiyati yoritib beriladi. Unda ta'lim jarayonini samarali tashkil etishda innovatsion pedagogik yondashuvlar, interfaol metodlar hamda axborot-kommunikatsiya texnologiyalaridan foydalanishning ahamiyati tahlil qilinadi. Shuningdek, zamonaviy pedagogik texnologiyalar o'quvchilarning mustaqil fikrlashini rivojlantirish, bilim, ko'nikma va malakalarini mustahkamlash hamda ta'lim samaradorligini oshirishda muhim omil ekanligi ko'rsatib beriladi. Ta'lim-tarbiya jarayonida pedagogik texnologiyalardan samarali foydalanish orqali ta'lim sifatini oshirish, o'quvchilarning ijodiy faolligini rivojlantirish va shaxs sifatida kamol topishiga erishish mumkinligi asoslab beriladi.

Kalit so'zlar: zamonaviy pedagogik texnologiyalar, ta'lim-tarbiya jarayoni, innovatsion ta'lim, interfaol metodlar, ta'lim samaradorligi, pedagogik yondashuv, axborot-kommunikatsiya texnologiyalari, o'quv jarayoni.

РОЛЬ И ЗНАЧЕНИЕ ПРИМЕНЕНИЯ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНО-ВОСПИТАТЕЛЬНОМ ПРОЦЕССЕ

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Аннотация: В данной статье освещаются роль и значение применения современных педагогических технологий в образовательном и воспитательном процессе. Анализируется значение использования инновационных педагогических подходов, интерактивных методов, а также информационно-коммуникационных технологий в эффективной организации образовательного процесса. Также показано, что современные педагогические технологии являются важным фактором развития самостоятельного мышления учащихся, укрепления их знаний, умений и навыков, а также повышения эффективности образования. Обосновывается, что эффективное использование педагогических технологий в образовательном и воспитательном процессе способствует повышению качества





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образования, развитию творческой активности учащихся и их становлению как личности.

Ключевые слова: современные педагогические технологии, образовательный и воспитательный процесс, инновационное образование, интерактивные методы, эффективность образования, педагогический подход, информационно-коммуникационные технологии, учебный процесс.

THE ROLE AND IMPORTANCE OF APPLYING MODERN PEDAGOGICAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Annotation: *This article highlights the role and importance of applying modern pedagogical technologies in the educational process. It analyzes the importance of using innovative pedagogical approaches, interactive methods, and information and communication technologies in effectively organizing the learning process. It also demonstrates that modern pedagogical technologies play an important role in developing students' independent thinking, strengthening their knowledge, skills, and competencies, and improving the effectiveness of education. The study substantiates that the effective use of pedagogical technologies in the educational process contributes to improving the quality of education, developing students' creative activity, and supporting their personal development.*

Keywords: *modern pedagogical technologies, educational process, innovative education, interactive methods, educational effectiveness, pedagogical approach, information and communication technologies, learning process.*

In traditional education, students' activities are organized as passive listening, and mass teaching is assumed. In contrast, in the educational process based on modern pedagogical technologies, the interests, abilities, needs, and motivations of learners are taken into account, creating conditions for the comprehensive development of the individual. For this reason, all such technologies are oriented toward the learner's personality.

A personality is a specific individual who represents a certain social group, engages in a particular type of activity, is capable of consciously interacting with the surrounding environment, and possesses unique individual psychological characteristics. [1]

The psychological characteristics of a personality include the following: character, temperament, abilities, strong emotions and motivations, as well as the set of features related to the functioning of mental processes.





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This unique combination of individual traits forms a stable integrity within each person. This integrity is considered the relatively stable psychological image and richness of the personality. It remains preserved despite the constant changes in mental states and processes.

In particular, the psychological richness of the personality maintains a certain level of dynamism and variability as a result of changes occurring in a person's living conditions and social upbringing processes. [2]

A personality is formed in the process of active interaction with the surrounding environment and other people. The source of personal activity lies in the diversity of human needs, as well as in the needs of the society and community to which the individual belongs.

Complex forms of needs include interests, inclinations, tastes, attitudes, beliefs, and desires, the combination of which forms the "sphere of motivation" and the "orientation" of the personality.

A personality expresses both objective and subjective attitudes toward reality. It represents a unified set of internal conditions through which external influences are reflected. The development of a personality occurs through activity. This development is regulated by a system of motives that are characteristic of and important to the individual. The driving force behind personality development consists of internal contradictions between the ever-increasing needs of the individual and the real opportunities available to satisfy them. [3]

Needs manifest themselves both as factors and as results of personality development. According to the research of A. V. Petrovsky, one of the characteristic features of a human personality is individuality. In the structure of personality, A. V. Petrovsky notes the unique combination of such elements as character, temperament, the peculiarities of the functioning of mental processes, the system of strong emotions and motives in activity, as well as the formed abilities and the reserve of knowledge and skills.

A human being, as an individual, possesses both physical and psychological content. Research shows that the human psyche is divided into emotion and consciousness. Consciousness distinguishes humans from animals because it enables them to reflect the world in their minds. It is consciousness that forms the essence of the personality.

According to G.K.Selevko, personality is the psychological and spiritual essence of a human being that appears in a generalized system of diverse qualities.[4]

Such a system of qualities includes the following: a set of socially significant human traits; a system of relationships with the world, with society, with oneself, and with one's own self; a system of activities through which social roles and moral qualities are realized; awareness of the world and one's place in it; a system of needs; a set of abilities and creative potential; and a set of attitudes toward external conditions.

Research in psychology and pedagogy connects personality development with three main factors: heredity, environment, and education (upbringing). The hereditary factor refers to the transfer of certain qualities and characteristics from parents to children.





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Heredity is determined by genes. Modern science has proven that the characteristics of an organism contain specific genetic codes in which information about these traits is stored and transmitted. [5]

Genetics has revealed the hereditary program of human development. The environment represents the real conditions in which a personality develops. Scholars identify several external conditions that influence personality development, including geographic and social environment, the educational setting, and the family.

Research by K. K. Platonov shows that the ratio of biological and social factors in the structure of personality allows for distinguishing four hierarchical levels of personality traits:

1. The level of temperament linked to heredity. This includes the personality's needs and instinctual characteristics, as well as sexual, age-related, national, and other traits.

2. The level of psychological process characteristics. This level encompasses the individual characteristics of perception, cognition, imagination, attention, memory, thinking, emotion, and will. Scholars also include the logical aspects of thinking at this level, such as association, comparison, abstraction, induction, and deduction.

3. The level of personal experience. This level is represented by traits such as knowledge, skills, habits, and competencies.

4. The level of personality orientation. This level determines how a person relates to the environment and forms the basis of their behavior. It includes interests, viewpoints, beliefs, social guidelines, highly important directions, moral and ethical principles, and worldview. [6]

These levels of personality traits do not indicate fragmentation. All traits of a personality form a complex, integrated system that is closely interconnected, interdependent, and often compensates for each other.

Thus, a personality is shaped and developed under the influence of both external and internal factors. Psychologists also consider a personality's social nature, perfection, and hierarchical structure as part of these external influences.

According to V. P. Bepalko, a "pedagogical system" is a set of interconnected tools, methods, and processes designed to systematically and purposefully influence the development of specific personality traits. Every society has a pedagogical system tailored to forming individuals aligned with its ideology. If the societal goal changes, the system adapts accordingly. The following outlines a general pedagogical system applicable across different educational frameworks. [1]

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