PEDAGOGICAL TECHNOLOGIES AND THEIR APPLICATION IN PRACTICAL CLASSES

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Annotation
The quality of the educational process, educational standards, educational programs, the scientific potential of teachers involved in the educational process, the potential of students, the teaching process, the technical means of teaching, education technologies, factors such as the quality level of management of the educational process. World experience shows that the widespread penetration of information and communication technologies in education is also opening the way for the globalization of educational services. Given the positive developments in the field of education in developed countries, the widespread use of information and communication technologies to improve the quality of education is becoming a requirement of the times.

Key words:
Teaching, modern education, efficiency, content of materials, principles, research work, classes, seminars.

What should be the organizational forms of education at a time when new innovative pedagogical technologies and modern information and communication tools are used in education? What is the role of lectures in modern education?

One of the important requirements for the organization of modern education is the role of modern lectures in social education, its organization within the framework of the classical model of education, in accordance with modern requirements. Delivering certain theoretical knowledge to students in a short period of time, developing in them skills and competencies in a particular activity, assessing the level of systematic knowledge, skills and competencies acquired by them from the teacher to high pedagogical skills and educational process requires a relatively new approach.

The role of modern lectures in ensuring the effectiveness of education, the types of lectures in developmental education, the development of scientific and methodological bases for the organization of modern lectures is theoretically based on one of the current pedagogical problems.

Scientific and methodological recommendations for the application of modern technologies in the organization of lectures on physics have been developed and the level of effectiveness has been determined.

The quality of the educational process depends on the educational standards, educational programs, the scientific potential of teachers involved in the educational process, the potential of students, the technical means of the educational process, educational technologies, factors such as the quality level of lim process management. World experience shows that the widespread penetration of information and communication technologies in education is also opening the way for the globalization of educational services. Given the positive developments in the field of education in developed countries, the widespread use of information and communication technologies to improve the quality of education is becoming a requirement of the times. What should be the organizational forms of education at a time when new innovative pedagogical technologies and modern information and communication tools are used in education? What is the role of modern lectures in this context?

By the end of the 19th and the beginning of the 20th centuries, teaching methods were divided into "active" and "inactive" types. Due to the fact that students can only hear in the lectures, they do not have the opportunity to add any information on the topic, to express their views, the lecture is included in the "inactive" form of teaching. it has also been suggested that it does not play an important role in teaching. Changes in the social environment and rapid changes in the educational process have also affected the organizational form and model of education.

In higher education institutions of the country, the lecture is given a leading place in the educational process, and almost 1/2 or 1/3 of the study load allocated for the subject is allocated for lectures. Also, the role and form of speech in the educational process today is somewhat controversial. In general, there are two views on the leading role of the lecture in the educational process. The formation of market economy relations, the development of a democratic and legal state requires a broad multicultural outlook, retraining of personnel, self-improvement in the spirit of modern requirements. In such a situation, what should be the role of lectures in educational institutions? Do traditional lectures meet the needs of our youth?

Today, as a teaching method, dozens of interactive methods such as video and film, television, multimedia, debates and discussions, conversations, conferences, "round tables", role-playing games and the like are used in contrast to lectures. is being used.

The educator who gives the lecture provides the students with "live" knowledge, i.e. he does not provide information or data on the topic, he acts as a scientist, the owner of his field, an educator who fully feels the audience. It should be noted that modern information and communication media can not replace the lecture, the scientific and educational features of science, the state of the audience, the psychological laws of cognition, the ability to process the information heard by the listener, the listener's worldview, feelings and beliefs. the possibilities of information technology cannot be taken into account at the same time.

Receipt and mastery of lecture information by students: If a student receives information by hearing only, he / she will absorb an average of 20% of the given information. Therefore, if the lecture is given only in the form of an oral explanation of the topic (traditional), students will not remember 80% of the information given in the lesson and will quickly forget. The average person can hear and understand up to 800 words per minute. However, students in the classroom are able to hear 4 times faster than the teacher. This means that during the oral presentation, the student does not hear for 75% of the time, it remains empty, and if the teacher gives only an oral presentation, the student loses focus. Therefore, it is ineffective to give a lecture only in the form of a reading or oral presentation.

If a student reads the data once, he or she will remember 25 percent of the information. This means that in addition to speaking in front of students, the lecture will be more effective if they are required to read the main points of the topic during the lesson. This will require slides, key phrases, and handouts, which will be used throughout the lecture to ensure student engagement.

If the information is repeated twice, the student will remember 30% of the information. If the main points of the topic are repeated twice in the lecture, the mastery will increase by 10% compared to the reading alone. If the repetition is done on the basis of slides, visual aids, the effectiveness of the lesson will increase, that is, the basic phrases will be repeated twice and read by students.

If a student can read and write, they can absorb up to 45% of the information. This means that if the key phrases of the lecture are written during the lecture, the mastery will be doubled. the student can write an average of 40 words per minute. However, if the goal is just to write fast, the result will not be effective enough. Therefore, when writing the basic phrases of the lecture, the student should be given time to concentrate and comprehend, that is, to express the written phrases slowly and slowly. Most discussions absorb about sixty percent of the information in a debate, which means that the learning process is more effective than reading a simple lecture. If the above methods of oral presentation (oral explanation, repetition, demonstration with the help of visual aids, requiring the student to read, writing basic phrases) are introduced together on the basis of a certain related sequence learning efficiency increases further.

Based on the results of our research, the following conclusions were drawn: At the same time as the use of new innovative pedagogical technologies and modern information and communication

technologies in education, the main form of education - the correct organization of pedagogical interaction between student and teacher in different variants is one of the factors ensuring the effectiveness of education.

Any educational process forms a model of education that includes the purpose, content and other elements of education. There are many examples of the relationship between the educational model and the organizational form in the modern educational process. For example, the rapidly evolving open distance learning has created new organizational forms, including virtual and video conferencing, that are not found in other models of education. However, no matter how new the name of the constituent elements of the organizational forms of education, lectures remain the main form of education, and among them lectures are used to help students acquire theoretical knowledge, practical skills and abilities. plays an important role.

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