Use Of Modern Pedagogical Technologies In Higher Education System

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Annotation

This article provides information on the use of new pedagogical technologies in the higher education system and its effectiveness. The situation in the education system has shown through examples that the issue of improving and modernizing modern information and communication technologies is extremely relevant today. The higher education system also addresses distance learning and its benefits. As a result, the author has proved that teaching using such modern methods in the teaching process in the education system gives great results and positive results.

Keywords: learning process, efficiency, Internet, information technology, multimedia computer, distance learning.

Throughout human activity, book printing, television and radio, newspaper publishing, library work, and many others have created technologies that belong to them. Any training system requires special methods, including technology.
New information technologies used in the education system reveal the effectiveness and efficiency of the lesson.

Given the situation in the education system over the past two decades, the issue of improving and modernizing modern information and communication technologies remains relevant. However, the introduction of personal computers connected to a popular, local area network and therefore with access to the global (global) Internet network due to the low cost of the learning process has accelerated this work. For the successful implementation of the modernization program, which is often based on the "computerization" of secondary education and the "Internet", not only educational institutions must be equipped with modern technology, but also the organizers and educators of the education system must have sufficient knowledge in this area. In fact, it seems that there is nothing new in this, but it is necessary to expand the scope of knowledge: pedagogical universities are training teachers specializing in this specialty, informational classes are held in schools equipped with computers, not only managers but also administrators have personal computers on their desks. and its use is considered natural and very necessary. However, all of this is not so simple, if we look at these things carefully, we see a contradiction in it, i.e. the contradiction between universal education and its quality.

A distinctive feature of today's information society is that information technology takes the lead among all existing technologies, especially new technologies. The very rapid development of information technology has led to profound changes in many areas of our lives. Information and communication technologies are widely and actively used in all educational processes. At the initial stage of education development, the use of information and communication technologies is becoming a necessity.

The use of information and communication technologies helps to make changes within the pedagogical system aimed at implementing the educational process and improving its results.

The problem of developing students' independent thinking and acting skills is one of the most pressing issues for teachers. Students can acquire knowledge independently and solve today's problems in practice, work with different information, analyze, generalize, work with different data, think critically independently, look for ways to solve problems should take. This is a condition for the performance of tasks.

One of the types of education organized through the use of information and telecommunications in education is distance learning. At the same time, the issue of quality and relevance of knowledge should be given priority. In distance education, teachers should pay serious attention not only to the content of the course, but also to the form of teaching it. When creating distance learning resources, it is necessary to take into account the means of their online use, search engines, testing, self-study tools, distance learning in the laboratory.

The introduction of modern information and communication technologies in the educational process has led to the creation of a new form of teaching - distance learning - in addition to traditional teaching methods.

In distance learning, the learner and the teacher are in constant communication with each other through spatially separated learning courses, forms of control, electronic communication and other technologies of the Internet. Distance learning based on the use of Internet technology provides access to the global information education network.

Distance learning provides an opportunity for all those who want to learn to continuously improve their skills. In the process of such teaching, the learner learns independent teaching materials in an interactive mode, undergoes supervision, performs control work under the direct guidance of the teacher, and interacts with other "vertical learning group" learners in the group. Different information and communication technologies are used in distance learning.

Also, textbooks, teaching and methodological manuals are being created today using multimedia and web technologies. Teachers from higher education institutions are being sent abroad. This allows young teachers to meet the social needs of society and effectively implement modern goals in the development of research work. Therefore, the development of innovative approaches to the organization of teaching based on the widespread and active use of information and communication technologies as a driving force of modernization in the entire educational process is considered.

Therefore, the use of information and communication technologies in the professional activities of future teachers should be aimed not only at teaching the use of specific technologies, but also to form a methodological approach to the selection and use of digital technologies in their professional activities to achieve pedagogical results. . The rapid change of digital technology in the information environment is a very important feature of the methodological system.

In the context of informatization of education, the teacher is faced with the following issues: improvement of teaching methods, methods of organizing practical and cognitive activities in students based on the use of information and communication technologies; organization of management of educational process; automation of information and methodological support, etc.

Teachers play an important role in the development of society in the training of mature personnel. One of the important tasks of teaching using modern information technologies is to teach students to work with texts related to the specialty. In addition, students will be given computer-generated assignments to gain a deeper understanding of the topics covered. In distance learning technology, the student not only completes the task, but also learns to use computers and the Internet.

In general, teaching students using modern pedagogical and information technologies develops skills such as agility, inquisitiveness, independent thinking, independent work and sense of responsibility from both the student and the teacher, as well as perfect knowledge of foreign languages and fluency. Today, the use of active teaching methods is the basis of pedagogical technology.

From the pedagogical point of view, the application of multimedia technology in the educational process is a new computer-based technological approach to students. Therefore, the use of specific features and characteristics of computer technology increases the effectiveness of education. The use of multimedia computer technology also leads to the formation of computer literacy of students. Teaching using information technology contributes to the development

of the educational process, opens up new opportunities and constantly provides teachers with creative research.

Modern information and communication technologies and innovative pedagogical technologies also play a role in fulfilling these tasks. Unlike traditional education, which is one-sided and based solely on pedagogical activity, a modern pedagogical and information technology-based education system not only improves the quality of education, but also acts as a tool to enhance the learner's activity and reveal his creative side. Therefore, this article provides some ideas on the specifics of the use of audiovisual means in the organization of education.

In-depth study of voluntary processes and events has made it possible to model them using modern audio-visual means, consisting of a set of devices and technologies based on computers and audiovisual devices. The emergence of video projectors, network technologies has increased the role of computers in education, making it possible to organize education by several teachers at the same time in several classrooms. Although audiovisual technologies are described differently, they are based on audiovisual means (AVV)[1].

Audiovisual tools are the typology of audio, video, electronic textbooks, typology of educational videos, audio, video, electronic resource bank, the principles of creating and effective use of audio, video, electronic textbooks. Extracurricular activities for the formation and development of students' professional skills together with modern pedagogical technologies used in world pedagogical practice, effective teaching strategies and refers to the extensive use of slub.

Today, various AVVs of teaching are widely used in the educational process. This is due to the specificity of the reception of information. Audiovisual technologies allow the educator to form the image he wants to convey in accordance with the existing information in the learner. Audiovisual material is perceived differently by the educator in relation to verbal material. Here the psychological specificity of television reception is important. This includes speech "dominance", "voice-sight" synthesis, and so on. The "superiority" of speech in the reception of television images used for educational purposes can be understood as an important channel of speech influence that primarily serves the accuracy of speech. However, the use of visual aids as an additional channel to influence the reader requires the search for as yet undiscovered resources of television speech. It is necessary to use different methods and techniques to achieve the goal. Illustration and demonstration methods can be distinguished from the main

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[1] Novye audivizualnye texnologii: Uchebnoe posobie. / Otv. red. K.E. Razlogov. - M.: " Editorial ", 2005.

methods of using audiovisual technologies. The method of illustration is based on showing learners illustrative (visual) manuals, posters, tables, pictures, maps, drawings on boards, flat models. The method of demonstration is usually related to the demonstration of instruments, experiments, technical devices, films, slides, and so on. Unreasonable, voluntary use of AVV and technology in training can also lead to negative consequences. Therefore, when using visual aids, it is advisable to observe a number of conditions: - The visual aids used should be appropriate to the age, psychophysical characteristics of the learner; - the proper use of visual aids and their presentation in sequence and only where necessary in the educational process; - clearly distinguish the main and important in the presentation of illustrations; - The relevance of the exhibitions to the content of the materials; - Involve learners in finding and analyzing any information from the visual aid or the device on display.

The use of audiovisual tools in the teaching process and in the organization of independent learning does not always give the desired effect. In many cases, the use of audiovisual media in the transmission of educational information has no methodological significance and does not provide any novelty to the learning process. It is advisable to use different elements of audiovisual technology at different stages of the learning process. The stage of organizing the lecture learning process.

At the stage of organizing the lecture learning process, information containing new knowledge and concepts is carried out through computer presentations.

The importance of AVVs in this case can be seen in the following: - visual delivery of abstract materials to the learner through the presentation of vivid and figurative; - to get a clear idea of the appearance of the object, its structure and properties; - to summarize the theoretical foundations of the formation of the abstract expression of the object model and to arouse in students the emotional interest in the formation of the visual appearance of the object from the abstract expression. Phase of organizing the practical and experimental process. At this stage, based on the theoretical concepts and interests formed in the lecture sessions, the student creates a visualized view of the object using a direct model using AVV[2].

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[2] Mukhamadiev A.Sh. About some problems of creating electronic resources in Uzbekistan. Russia-Uzbekistan: prospects for educational and cultural cooperation. // Collection of scientific papers. -188; Mukhamadiev A.Sh. About the role of audiovisual technologies in the organization of education. // Prospects for the effective development of information technology and telecommunications systems Proceedings of the Republican Scientific and Technical Conference. Section 4. - T., 2014. –230–232-p.

At the stage of organizing independent learning, the learner uses AVVs independently in the product creation process, summarizing their creative potential in the form of presentations, web projects, graphic objects, audio information and videos to consolidate the acquired knowledge. Organizing the learning process through the use of AVV at these stages allows the learner to master the learning information to the maximum. As evidence of this, it is worth recalling the research conducted by psychologists R. Carnikau and F. McElrow[3]. In the context of rapidly growing volume of information, it is necessary to improve the technology of creation and effective use of digital information and its implementation in practice. One of the technologies for creating and using digital information is audiovisual technology.

Trends in the development of information technology require the expansion of forms, methods and tools of teaching through the widespread use of modern electronic information and communication technologies - television, video, multimedia. Their application in the educational process significantly increases the effectiveness of demonstration in teaching, provides students with more complete and accurate information about the subject, expands the range of methods of explanation of the teacher in the expression of knowledge in the learning process. The audiovisual system of teaching (i.e., auditory, from Latin audire - hearing and visuails - seeing), which is widely entering the learning process, includes special technical means designed to provide visual and auditory information. Didactic specificity of audiovisual teaching aids: - high level of information content; - effective organization of the provision of educational information; - to show the development and dynamic state of the studied reality; - is a realistic depiction of reality.

The positive effect of listening to images that create an emotional (vibrant) environment on the pedagogical process on the information value, vitality and brightness, etc., is the basis for audiovisual means of teaching to be an effective source of improving the quality of teaching.

An important element in the creation of a new generation of electronic resources is the reflection of the pedagogical skills of experienced teachers in higher education. In addition, without increasing copyright, further increase in the effectiveness of education can be achieved by expanding the electronic resource base of information resource centers (IRCs) in each educational institution, the establishment of information exchange between IRCs.

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[3] Ruzieva D., Usmonbaeva M., Kholikova Z. Interactive methods: essence and application. –T.: TDPU named after Nizami, 2013. –116-p.

However, all of this is not so simple, if we look at these things carefully, we see a contradiction in it, i.e. the contradiction between universal education and its quality. Every educator, whether it is a school or a university teacher, their main goal is to improve the quality of education, in which the use of information and communication technologies helps them very well. It is also important to ensure that, in addition to quality, the teacher has access to as much technical equipment and other teaching resources as possible.

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