MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

DEPARTMENT OF NATURAL SCIENCES, FACULTY OF PHYSICAL SCIENCES AND PHYSICAL CULTURE, UZBEK-FINNISH PEDAGOGICAL INSTITUTE

"AGREED UPON"
Head of the educational and methodological department
v.v.b.I.H.Yoqubov
_____

Registered:
№ BM_____
"__"_____2022-year

"APPROVE"
Prof. A.Kh. Begmatov, vice-rector for educational affairs
_____
"__"_____2022-year

Field of knowledge:	100000 -Education
Field of Education:	110000 - Education
Direction of Education:	70112201- Master's degree in theory and methodology of physical education and sports training

On the subject "Innovative pedagogical technologies in teaching physical culture"
(II- course)

Educational and methodical complex
(Based on the credit module system)

Developer: Faculty of exact-natural sciences and Physical Culture"Theory and methodology of Physical Culture"Department PhD., t.e.dotcent G.X.Xolboyeva

Head of the department: **prof. J.E.Eshnazarov.**

This complex was considered and approved at the meeting of the educational-methodical Council of the Faculty of Exact-natural sciences and Physical Culture No. 1 of August 28, 2022.

Dean of the Faculty: **Prof. Haydarov B.T.**

Samarkand – 2022

INTRODUCTION

Nowadays, one of the most important issues facing education is the teaching of physical culture and sports using educational literature and advanced pedagogical technologies that meet world standards. This master's course: 70112201 - Theory and methodology of physical training and sports training is intended for the master's specialty course, it teaches students about the theory of adaptive physical training and the basics of its organization, professional activity comprehensive understanding, methodical approaches, ensuring mastery of the general laws of this type of social practice, covers the issues of use within its scope of knowledge.

Forming students' desire for independence and creativity in the educational process, introducing them to scientific research, ensuring the development of their experiences in creative activities;

To create conditions for students to learn the experience of emotionally valuable attitude to professional activity in the future, to provide them with comprehensive health care for the disabled in the future, to ensure their social integration in health and to improve the quality of life.

purpose of teaching science is the process of teaching students physical culture, training, open discussions, organization of individual, pair, small group and team work, getting opportunities to use new pedagogical technologies, and preparing students for the pedagogical process in educational institutions. lib, arming physical culture with the knowledge and skills to be able to change and develop the educational process based on the content, purpose, and needs of the students based on the technologies presented in the teaching process with its author's technologies .

The task of the subject is to teach students how to modernize the educational process and educational methodical activity and introduce advanced pedagogical innovative technologies into the educational process based on the introduction of innovative educational technologies , educational tasks and slides is to teach how to develop presentations.

Learning object. This science program master's course: 70112201 - Theory and methodology of physical education and sports training is intended for the master's course, the object of which is to modernize the educational methodical activities and introduce innovative educational technologies to students. teaching methods, methods and teaching process of using advanced pedagogical innovative technologies to the educational process based on

«Innovative in teaching physical culture

Pedagogical technologies» science

ANNOTATION

The flow of pedagogical technology recognized by UNESCO appeared in the USA in the 1930s and spread to all developed countries in the 1970s and 1980s.

In the theory and practice of education, the first attempts were made in the 50s to give the educational process a technological character. They express themselves in the creation of complex technical tools designed for traditional teaching.

Currently, «pedagogical technology is not considered as technical means of education or research in the field of computer use, but through the analysis of factors that increase educational efficiency, the creation and application of methods and materials, as well as the evaluation of the methods used. is a study aimed at determining the principles of the educational process and developing the most optimal ways» (Mejdunarodnyi yezhegodnik po tekhnologii obrazovaniya i obucheniya, 1978/79. London, New York, 1978).

It can be observed that new methods and tools are being rapidly implemented in pedagogical practice. However, instead of some educational forms and active methods, integral educational technologies are necessary. However, technological design and planning of the educational process can be performed only by a teacher who has technological knowledge, skills and qualifications.

The system of technological knowledge consists of the following organizations:

- *a conceptual part* - a way to learn more complex categories and rules of technology;
- *a component of educational technology and a moving structure* - an understanding of the basis for predicting and designing the educational process;
- *conceptual foundations of educational technologies* - any educational technology is based on the pedagogical idea expressed in the achievements of pedagogical and psychological sciences;
- *goal setting* - the educational process can be designed if the pedagogical tasks are defined and the final results of the educational activity are unambiguously expressed, if the starting conditions are known;
- *educational model* - a set of acceptable ways (methods and forms) and tools - a guarantee of achieving the expected results in terms of changing the initial state of the object in the existing conditions and at the specified time;
- *a set of ways and means of management* - prediction, design, planning, organization, control and evaluation, as well as continuous and regular monitoring of the educational process in order to receive a management conclusion on rapid change - monitoring.

Each way and means should be evaluated by the teacher-technologist in terms of its visible contribution to the achievement of the final result he is striving for. While interpreting the acceptability of the rule, it is necessary to pay attention not only to it, but also to the situation or conditions that imply its application. The fact is that the rules are usually not formulaic, but have a managerial character, as long as there are certain uncertainties in the conditions of the educational process in which they can be applied. In addition, errors in generalizations are widespread in the teacher-practitioner who previously used this thing in an educational situation and achieved success, or the author of a well-known teaching technology. The essence is that it is possible to design a single set of educational technology that is suitable for these conditions from all the different areas, which will guarantee the achievement of the intended result in the given time and in the curriculum. , it is important to be able to evaluate, distinguish and choose such ways and means of information, communication and management.

2. Famous marketer Dj. One can agree with O'Shaughnessy's opinion that «... *books can never replace experience* .» A skilled cook can write a book on cooking, follow the way to prepare it and do not expect it to turn out the same, because it cannot be compared to his skill - it is impossible to acquire important skills and competences using the given rule , they are acquired

only through practice and are reinforced by the so-called «applied wisdom», that is, situational wisdom» (DJ. O'Shaughnessy, 2000).

Don't be dismayed as soon as you read this guide, you won't be able to design learning technology right away. Remember that applied wisdom comes from doing real work, not from learning formulas from a book (Dj. O'Shaughnessy, 2000).

3. «From the voluntary construction and implementation of the educational process, each of its parts and stages is focused on a consistent and accurate diagnosis of the final result» a basis is necessary for transition to (V. Bespalko, 1989).

If you do not understand the importance of the transition to the technology of the educational process, then «let's not give the achievements of new technologies, they cannot eliminate the mechanism of regularity that has arisen, otherwise forced technologies can increase harmful results.»

4. Finally, the design of personalized teaching technology and the application of existing teaching technology «must work with the direction of facing the teacher, the culture of the situation, as well as the personal or student characteristics» (E.S. Polat, 2000).

This UUM is intended for a bachelor's degree in physical culture education.

INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING PHYSICAL CULTURE SCIENCE EDUCATIONAL TECHNOLOGIES

SAMARKAND - 2022

Ma’ruza mashg’ulotlari

1-Theme	**Introduction to technology of education.**

1.1. Educational technology in the lecture

***Training time* - 2 hours**	***Number of students: 40* up to**
Training form	Introduction, keynote speech
Lecture plan	1. The essence of the technological approach to education and its continuous development. 2. Basic categories and concepts in the field of educational technology. 3. Essential features and characteristics of educational technology. 4. Conceptual foundations of modern educational technology. 5. The difference between traditional education and education based on modern educational technologies.
Purpose of training: The essence of the technological approach to education, inculcating the essential features and characteristics of educational technology in the minds of students, as well as forming students' perceptions of the interaction of traditional education and educational technologies.	
Pedagogical tasks : 1. The nature of the technological approach to education and its continuous development are highlighted. 2. The main categories and concepts in the field of educational technology are covered 3. Essential signs and characteristics of educational technology are shown 4. The conceptual basis of modern educational technology is described 5. The difference between traditional education and education based on modern educational technologies is explained	*Results of educational activities:* 1. An idea is formed about the nature of the technological approach to education and its continuous development; 2. They will have information on the basic concepts in the field of educational technology 3. Acquires essential features and characteristics of educational technology 4. Gains an understanding of the conceptual foundations of modern educational technology. 5. They will have information about traditional education and educational technologies and their differences
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

1.2. Introduction to the technology of education.

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the science of wrestling, its tasks and a brief history of its development. Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Subject according to b final conclusions it will _ This is it topic on this occupied of knowledge relevance and Yes , he is intelligent Hello _ _ q _ eat _ h am in the future this of knowledge in q areas use possible in fact _ _ information _ _ gives _ 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

1 -Appendix

Bliss survey questions

1. What is the essence of the technological approach to education?
2. What conceptual situations do you come from when designing authorship educational technology? Why?
3. Give your interpretation of the statement that the concept of «educational technology» is derived from the concept of «production technology».
4. Explain the relationship between the concepts of «pedagogical system», «educational technology», «methodology of science».
5. Describe the difference between education based on modern educational technologies and traditional education.
6. Clarify in detail the essential features of educational technologies.

Appendix 2

1. Assignment The problem is solved by **«Senectic» technology.**

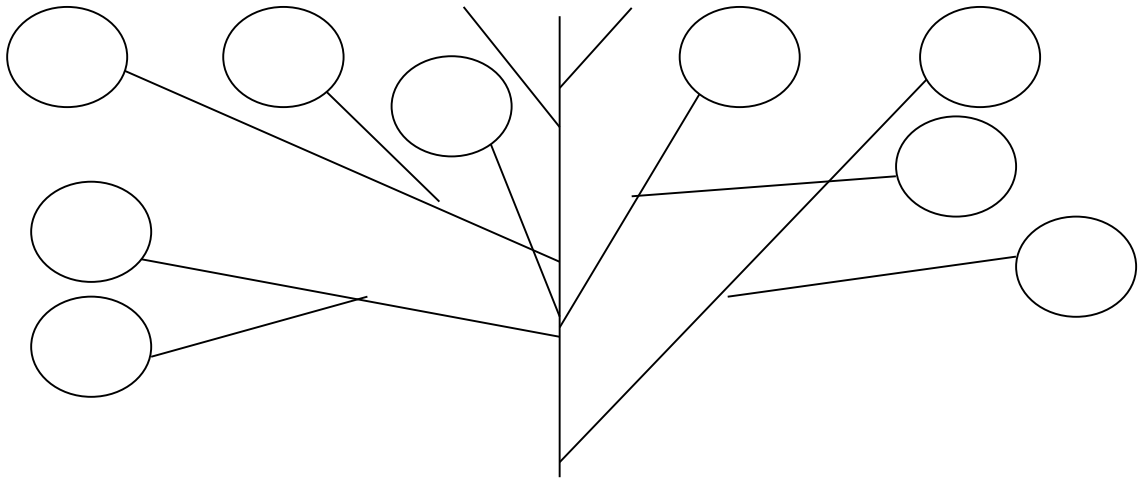
« **Innovative technologies in education and their characteristics** «

No	Stages of development
1.	
2.	
3.	
4.	
5.	

3 -Appendix

The task «SOLUTION TREE» allows you to find a solution to an important problem, and the problem is solved using the «SOLUTION TREE» technology.

«general concepts



4- Appendix

A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature?//Shkolnyye tekhnologii.-2002.- №1.

4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.

5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.

6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

7. Yepisheva OB Osnovnyye parameters technology training. //School technology -2004.- No. 4.

8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.

9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No

10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.
11. Ochilov M. New pedagogical technologies. - Against, 2000.
12. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
13. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
14. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005

Lectures

2-Theme	**"Goal setting. Evaluation of the level of achievement of educational results based on three-level tests"**

2.1 Educational technology in the lecture

***Training time* - 2 hours**	***Number of students: Up to* 40 people**
Training form	**Keynote speech**
Lecture plan	1. The role and essence of management in the educational process. 2. Goal setting. 3. Ways of designing and planning pedagogical technology. 4. Control of the student's educational achievements.
Purpose of training: To the students Providing information and forming theoretical knowledge about the stages of origin of Olympic and sports spirituality .	
Pedagogical tasks : 1. The role and essence of management in the educational process will be explained. 2. Classification of goal setting 3. Ways of designing and planning pedagogical technology are shown 4. Information is given on the forms of monitoring the student's educational achievements.	*Results of educational activities:* 1. In the educational process, he will have an understanding of the role and essence of management 2. Gains skills in ways and levels of goal setting 3. Will have skills in designing and planning pedagogical technology 4. Information is given on the forms of monitoring the student's educational achievements.
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

2.2. «Goal setting. Evaluation of the level of achievement of educational results based on three-level tests»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the science of wrestling, its tasks and a brief history of its development. Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Subject according to b final conclusions it will _ This is it topic on this occupied of knowledge relevance and Yes , he is intelligent Hello _ _ q _ eat _ h am in the future this of knowledge in q areas use possible in fact _ _ information _ _ gives _ 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Basic categories and concepts

Management, goal setting, diagnosis, forecasting, design, planning, organization, information supply, control, evaluation and change, technology mapping, pedagogical monitoring.

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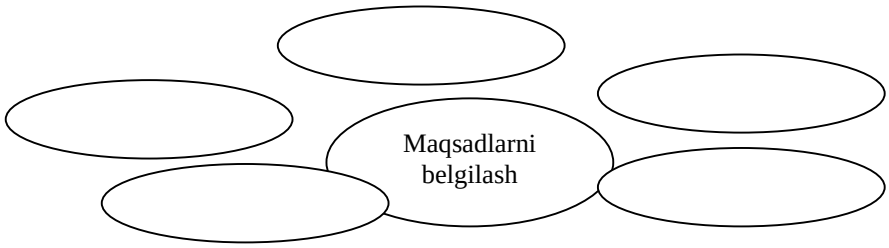
Appendix 2

Management is a special form of activity aimed at improving the functioning of the social system by increasing the level of regulation.

Appendix 3

» Cluster «:



Appendix 4

Goal setting - determination of didactic tasks, formation of educational results. It is the main factor of pedagogical activity , and directs the joint activity of the teacher and the learner to a common result .

Diagnosis - study of characteristics of learners and available material and technical possibilities. It allows you to choose the means to achieve them and the need to adjust the goal.

Forecasting - predicting the results of pedagogical and educational activities under existing conditions within a set time.

Designing - creating a future model of activity, choosing ways and means during the time set in the existing conditions, dividing the stages of achieving the goal, forming separate tasks for them, determining the means and ways of delivering educational information and feedback.

Diagnosis, forecasting and design are the basis for developing a plan.

Planning is the development of a plan for future interrelated pedagogical and educational activities. It is formalized in the form of a technological map.

Organization - involvement of students in the specified work by the teacher, cooperation with them in achieving the specified goal.

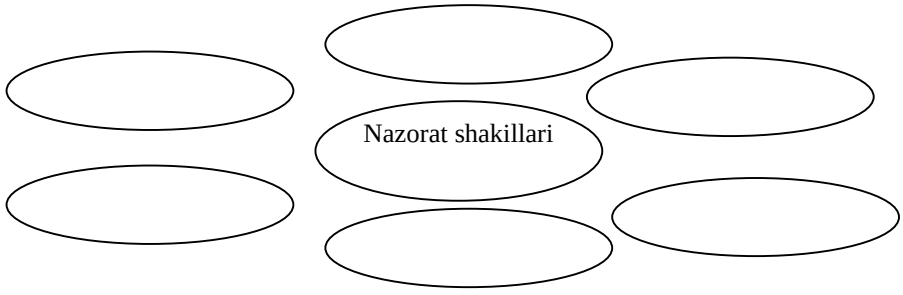
Informational provision - implementation of ways and means of delivery of educational information and feedback. It allows to quickly change the course of the collected information process, to introduce influencing factors and effective tools.

Control, assessment and change - creation of stimulating factors affecting the development process, coordination of changes in the object of pedagogical influence.

Analysis of the finished process - to determine the inefficiency, the reason for their appearance, to determine the measures to prevent it in the next iteration.

Appendix 5 _

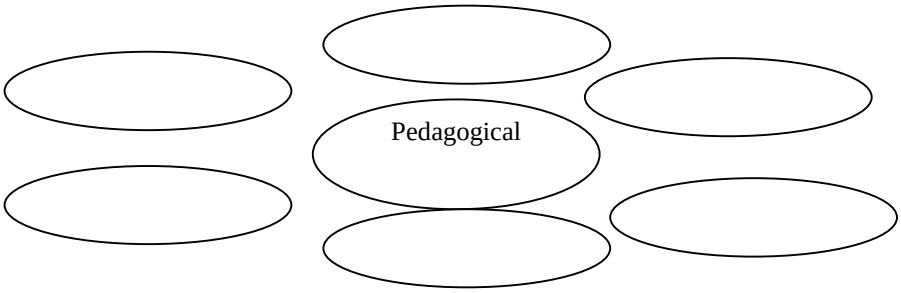
Cluster «:



Result - (1) the result obtained in the educational activity is progress in the development of the learner, which is reflected in one or another activity; (2) shows the effective progress of the educational process and characterizes the degree of achievement of the goal: the process of teaching and learning ends only when the result corresponds to the goal.

6 - appendix

Cluster



Appendix 7 _

Questions for reinforcement .

1 What is the essence of the management process?
2. State the concepts that illuminate the nature of the management process and reveal their content.
3. Give an extended statement to the categories «goal setting», «goal», «outcome».
4. Give a clear, enlightening answer to the question of how to combine educational goals based on a level approach to the ways of learning and learning activities.
5. Tell the teacher's procedure for designing and planning educational technology in the training session.
6. Tell me, in your opinion, what are the differences between the structure of educational technology and the structure of teaching technology in a training session? Justify your answer.
7. Give an extended description of the educational technology model in a training session.
8. Present a technology map of the training session in a structured view and highlight its meaningful indicators.
9. Express the concept of «monitoring of educational achievements». Tell its form, type and methods.
10. Develop level 3 tests of successful mastery of knowledge in one of the topics.

Appendix 8

Used and recommended literature .

Akhunova GN, Golish LV Introduction and projection and planning of pedagogic, technological and economic education: a brief outline of the lecture. - T.: Economics and finance, 2006

2. Podlasyy IP Pedagogy. New course. Uchebnik.- M.: VLADOS, 1999.

3. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice.-T.: RTM, 2000.

4. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice.-T.: Fan, 2005.

5. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

1. www.Ziyonet.uz
2. www.edu.uz
3. tdpu INTRANET.uz
4. wwwkurash.ru/athletics

Lectures

3-4-Theme	**Forms of education, content of educational technology**

3. 1. Educational technology in the lecture

***Training time* - 4 hours**	***Number of students:* 40 up to**
Training form	Keynote speech
Lecture plan	1. Forms of educational organization: essence and content. 2. The technology of organizing cooperative work in groups. 3 . Mutual work in cooperation .
purpose of the training session: Forming the students' forms of educational organization, forms of cooperative work in groups, and mutual learning skills in cooperation	
Pedagogical tasks : 1. Forms of educational organization are explained, ways and procedures of existence are explained 2. Examples of the technology of organizing cooperative work in groups are given. 3. In cooperation, the requirements of mutual study technology are shown	*Results of educational activities:* 1. Forms of educational organization are explained, skills are formed on the ways and procedures of existence 2. Ability to develop the technology of organizing cooperative work in groups is formed 3. Skills and competencies are formed in cooperation with mutual learning technology and their requirements.
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

2. Forms of education, content of educational technology

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2 . 4. Fully covers the information related to the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Subject according to b final conclusions it will _ This is it topic on this occupied of knowledge relevance and Yes , he is intelligent Hello _ _ q _ eat _ h am in the future this of knowledge in q areas use possible in fact _ _ information _ _ gives _ 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Forms of education (form-Latin-appearance) - this method covers the existence of the educational process , its internal essence , logic and content .

Appendix 2

The form of education manifests such external aspects of the educational process, namely:

Its way of being: order order:

- t *number* of students: mass, small groups, individual teaching;
- *teaching time:* class lesson 45, combined lesson 90, «lesson without a break»;
- *Shooting location:* Auditorium , lecture hall .

Appendix 3

Form of organization of study work:

- lectures, seminars, independent work , etc.

teacher and students in cooperation are general (frontal), group , individual .

Forms of organization of cooperative activities of educators and learners:

- *Mass work (* frontal) - the goal of completing the same task is set before all learners.
- *Team work (* collective) - can refer to both general and group work:

1) collaborative discussion of the upcoming work plan; 2) division of obligations, choice of reporting form; 3) discussion of conclusions (the opinions of individual learners are listened to and discussed in order); 4) form favorable conclusions (with general agreement).

- *With a group* - performing a task in cooperation in small groups.
- *Individual (individual*) - completing the educational task on his own.

One type of group work involves performing one type of task for learning groups. Differentiated ***group work*** involves performing different tasks in groups.

Appendix 5

Questions for reinforcement .

Define the concept of «forms of educational organization» in more detail.

2. Tell the different signs of forms of organization of cooperative activities of educators and learners.

3. Tell the basics of forming groups.

4. Explain the characteristics of groups.

5. Tell the rule of organizing work in groups.

6. How is work evaluated and concluded in groups?

7. Describe and justify the diagram of optimal placement of groups.

8. TT Explain the role of the «Snake trail» and «Let's learn together» techniques.

Appendix 7 _

Used and recommended literature

1. Butz M., Faltus R., Sochen E. Rabota v gruppax : Sb. Warsaw: Foundation for Education for Democracy, 1994.

2. Guzeyev VV Obrazovatelnaya technology: ot priema do filosofii. - M.: September, 1996.

3. Jenny Steele, Curt Meredith, Charles Pimple. Obuchenia soob shch a : Uchebnaya programma; Obucheniya soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. - T.: Fund Sorosa - 1999.

4. Podlas y y ML Pedagogy. Nov y y course: U chebnik: V 2 kn. k.1.: Ob shch iye osnov y process obuchenia. - M.: VLADOS, 1999.

5. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

5-6--Theme	**Educational methods, the content of educational technology.**

Lectures

***Training time* - 4 hours**	***Number of students:* 40 up to**
Training form	***Demonstration lecture***
Lecture plan	1. The role and function of the method in educational technology. 2. Characteristics of educational methods and techniques. 3. Selection of educational methods.
purpose of the training session: to form students' skills in teaching methods and their role and function in educational technology, as well as the selection of educational methods	
Pedagogical tasks : 1. The role and function of the method in educational technology is explained 2. Features of educational methods and techniques are explained 3. Selection of educational methods is indicated	*Results of educational activities:* of the method in the teaching technology 2. An idea is formed about the characteristics of educational methods and techniques 3. Will have the skills to choose educational methods
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

5.2. **Educational method is a structural organizer of educational technology**

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Subject according to b final conclusions it will _ This is it topic on this occupied of knowledge relevance and Yes , he is intelligent Hello _ _ q _ eat _ h am in the future this of knowledge in q areas use possible in fact _ _ information _ _ gives _ 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

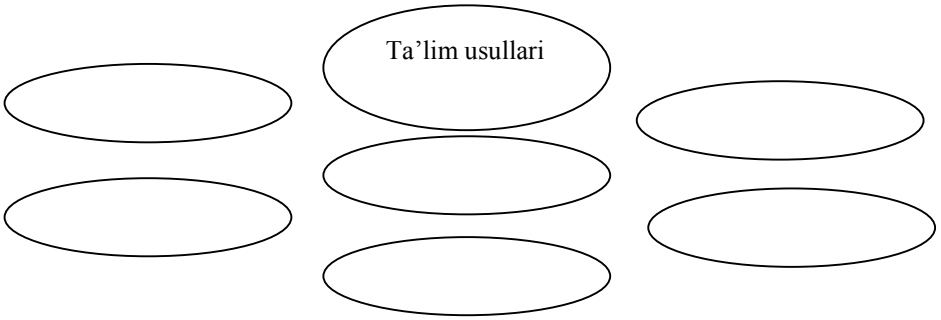
Method (method) is derived from the Greek word «Methodos» which means the way to something.

Appendix 2

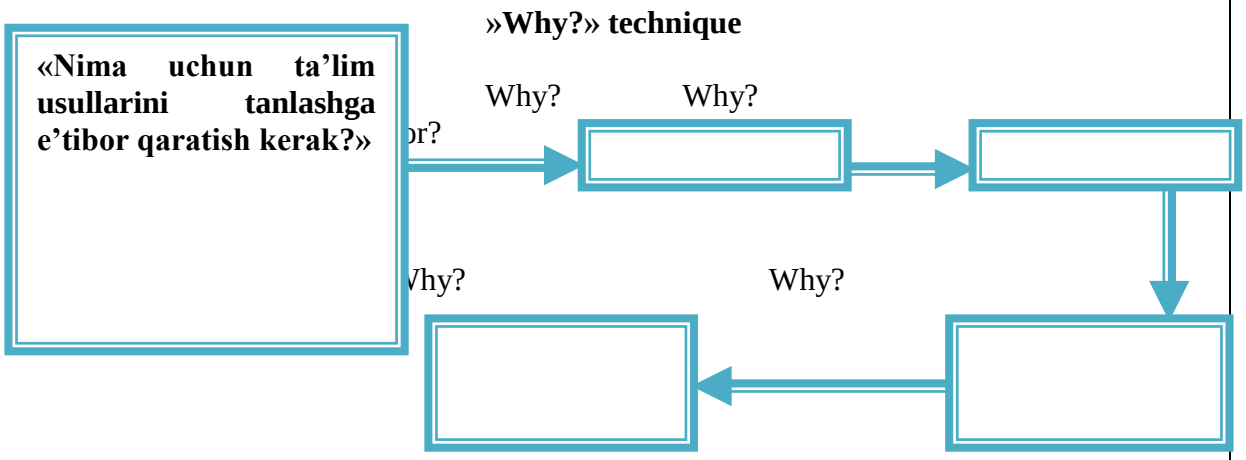
Method of education **-** a way of orderly organization of the interaction between the teacher and the students in order to achieve the specified educational goal.

Appendix 3

Cluster «:



Appendix 4



Appendix 5

Books

1. Bekmurodov A.Sh. **,** Golish LV , Pulatov ME . , Khajiyeva KN Proyektnaya technology ob u cheniya v vuze: Metodicheskoye posobiye. - T.: T GEU , 2009.

2. Golish LV Technology education and lectures and seminars: Teaching aids. //Pod public. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

3. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soobshcha: chteniye i pismo dlya razvitiya kriticheskogo myshleniya. Uchebnaya programma.- Bishkek: Foundation Sorosa, 1999.

4. Yoldoshev J., Usmanov S. Basics of pedagogical technology. - T.: Teacher, 2004.

5. Metody effektivnogo obucheniya vzroslyx //Uchebno-metodicheskoye posobiye. - M.: IPK gosslujashchikh, 1998.

6. New pedagogic information technology and educational system - M.: Academy, 2000.

7. Podlasyy ML Pedagogy. New course. Uchebnik dlya studentsov ped. vuzov: V 2 kn. k.1: Obshchiye osnovy process obucheniya.- M.: VLADOS, 1999.

8. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

9. Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya . - T.: Min vuz , 2002.

10 . Kharlamov ID Pedagogy : Uchebnoye posobiye. 2nd izd. - M.: Vy sshaya school, 1990.

11. Khodiyev B.Yu., Golish LV, Rikhsimboyev OK Case-study - modern educational technologies in an economic higher education institution: Scientific-methodical guide. - T.: TDIU, 2009.

12.Khojiyeva KN, Design technology of education at the Economic Higher Education Institution.: Scientific-methodical guide. - T.: TDIU, 2009.

13. Shadmonov Sh.Sh., Baubekova GD. - T.: Center «New Age Generation», 2004.

14. Shadmonov Sh.Sh., Baubekova GD, Khalikova G.M. Innovative method of education and economic education . - T.: FAN, 2002.

Lectures

7-Theme	**"Rules for designing and planning pedagogical technologies"**

7 . 1. Educational technology in the lecture

***Training time* - 2 hours**	***Number of students: 40* up to**
Training form	Demonstration lecture
Lecture plan	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

7.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Subject according to b final conclusions it will _ This is it topic on this occupied of knowledge relevance and Yes , he is intelligent Hello _ _ q _ eat _ h am in the future this of knowledge in q areas use possible in fact _ _ information _ _ gives _ 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

system is a self- contained entity in which an invariable order of interrelated and interacting parts creates its internal structure. It is a moving structure in which activities depend on specific goals.

Appendix 2

pedagogical system consists of the following contents:

1. Educator - teacher, master of production education.

2. Learner - student, reader, listener.

3. The educational goal is the goal of education.

4. The result - (1) coming out of this period to learn something that the learner needs to know, master, appreciate;

(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

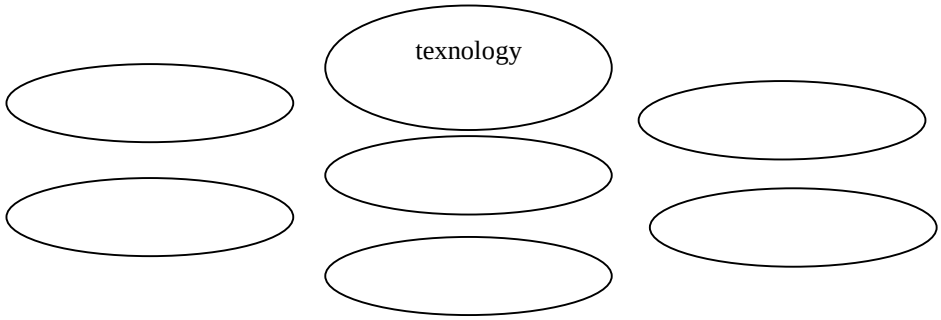
5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Cluster



Appendix 4

1. Assignment « **Senectic** « technology through problem solution will be done .

Classification	Systematization	Terms

Appendix 5 _

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3.Explain the moving structure of TT.
4.Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

Appendix 6

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.
2. Avliyokulov N. Modern teaching technologies.-T., 2001.
3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.
4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.
5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.
6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.
8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.
9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.
10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.
11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.
14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

Lecture sessions

8- Subject	**"Introduction to Project Education Technology"**

8. 1. Educational technology in the lecture

***Training time* - 2 hours**	***Number of students: 40* up to**
Training form	Demonstration lecture
Lecture plan	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

7.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

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(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

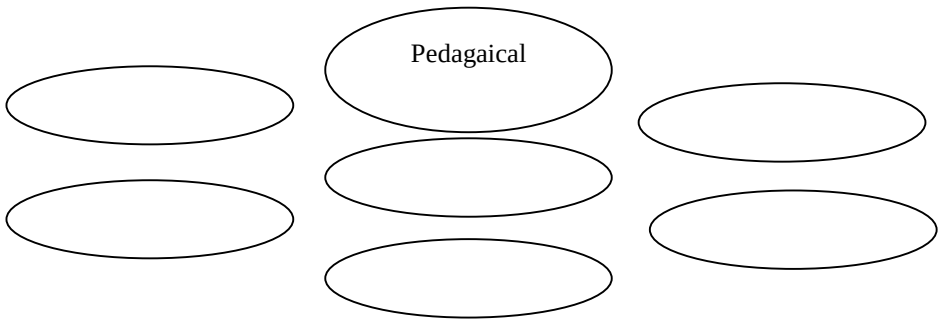
5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Cluster:



Appendix 4

1. Assignment « **Senectic** « technology through problem solution will be done .

Classification	Systematization	Terms

Appendix 5 _

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3.Explain the moving structure of TT.
4.Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

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14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

Lectures

9-Theme	**"Introduction to the case technology of education: rules for the development of cases"**

9.1 . Educational technology in the lecture

***Training time* - 2 hours**	***Number of students:* Up to 40 people**
Training form	Demonstration lecture
Lecture plan	1. The essence of the case study method 2. The rule of case development and its implementation **3.** Guideline diagram of the analysis of the practical situation
Purpose of training: **Introduction to the case technology of education and the rules of case development**	
Pedagogical tasks : 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation	*Results of educational activities:* 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

9.2 . «Introduction to educational case technology: rules for developing cases»

Summary and content of works _	*F aoli ya t*	
	t teacher	t learner
Preparatory l ik	Prepares case materials for students to familiarize with and distributes in previous classes.	They get acquainted with the content of the case
1 . To training k irish (5 min.)	1.1. Introduces the subject, purpose, expected results and plan of the training session. Explains the importance of the case and its impact on the development of professional knowledge.	They pay attention.
2nd stage . _ Activation of knowledge (10 min.)	2.1. In order to activate the knowledge of students, he conducts a quick survey on the main concepts of the topic (appendix). 2.2. It introduces the work procedure, evaluation indicators and criteria in the workshop (appendix).	They answer questions. They discuss and ask clarifying questions.
3rd stage . _ Work separately (20 min.)	3.1. Organizes the discussion of case materials, focuses on the rules of operation, drawing of situation analysis, problem statement. 3.2. Independent analysis of the situation, formulation of the problem, determination of solutions, and then assigns the task of solving it	They discuss case materials, clarify, ask questions. They fill out the analysis sheet independently, solve the problem.
Step 4. Work in small groups (20 min.)	4.1. Students are divided into small groups and given tasks: discuss and analyze the situation, fill out the situation analysis sheet for the group, develop a solution procedure, solve the task, prepare for the presentation	They make efforts to solve the case and prepare the presentation sheet
5th stage . Presentation (20 min.)	5.1. Organizes presentation, discussion and mutual evaluation of group presentations. Interprets the answers, focuses on the conclusions made in the process of analysis and problem solving. Refers to his response to the case (i lova)	Groups make presentations Other students participate in the discussion and ask questions

Appendix 1

Teaching situation - **case study** (English case - collection, concrete situation, study study) is a method that creates situations that organize ordinary life and requires students to search for more appropriate solutions, taken from life. based on the organization of habitual situations or artificially created situations.

Case - it consists of a detailed presentation of certain conditions obtained from the vital organization of a group of people or individuals, which directs learners to express the problem and search for a more appropriate solution.

(2) consists of supplemental information, including audio, video, and electronic media and instructional materials.

Appendix 4 _

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1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

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Lectures

10-Theme	**"Rules for designing and planning educational technologies in the lecture"**

10 . 1 . «Rules for design and planning of pedagogical technologies»

***Training time* - 2 hours**	***Number of students: 40* up to**
Training form	Demonstration lecture
Lecture plan	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

10.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

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6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Appendix 4

1. Assignment « **Senectic** « technology through problem solution will be done .

Classification	Systematization	Terms	

Appendix 5 _

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
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Lecture _ _ training sessions _

11-Theme	**"Rules for designing and planning educational technology at the seminar"**

11 . 1 . «Rules for design and planning of pedagogical technologies»

Training time **- 2 hours**	***Number of students: 40*** **up to**
Training form	Demonstration lecture
Lecture plan	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides

Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

1 1 .2. «Rules for design and planning of pedagogical technologies»

Work steps and time	*Activity content*	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

system is a self- contained entity in which an invariable order of interrelated and interacting parts creates its internal structure. It is a moving structure in which activities depend on specific goals.

Appendix 2

pedagogical system consists of the following contents:

1. Educator - teacher, master of production education.

2. Learner - student, reader, listener.

3. The educational goal is the goal of education.

4. The result - (1) coming out of this period to learn something that the learner needs to know, master, appreciate;

(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3. Explain the moving structure of TT.
4. Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

Appendix 4

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.

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7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.

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10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.

11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.

12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .

13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.

14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

Lectures

12-Theme	**Educational tools are the content of educational technology**

12 . 1. Educational technology in the lecture

***Training time* - 2 hours**	***Number of students:* Up to 40 people**
Training form	Demonstration lecture
Lecture plan	1. Lecture is the main form of educational organization of OUYu. 2. The process structure of teaching technology in the lecture. 3. Teaching technology in lectures.
The purpose of the training session: to develop skills and competences in the development of lecture-educational technology	
Pedagogical tasks : 1. To provide information on the main forms of educational organization. 2. Development of the process structure of teaching technology in the lecture. 3. Development of teaching technology in lectures	*Results of educational activities:* 1. Learn about the main forms of educational organization 2. Will have the skills to develop the process structure of teaching technology in the lecture 3. He will have the skills to develop teaching technology in lectures
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	Technician from tools to use and in guru h to work m intended _ the audience
Monitoring and evaluation	Oral control, question and answer

12.2 . The content of educational technology

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the subject . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Subject according to b final conclusions it will _ This is it topic on this occupied of knowledge relevance and Yes , he is intelligent Hello _ _ q _ eat _ h am in the future this of knowledge in q areas use possible in fact _ _ information _ _ gives _ 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

The lecture is considered the leading form of organization of education and allows to perform the following tasks:

- guidance-allows students to focus on the main aspects of the educational material, its place and importance in future work;
- informativeness - the teacher reveals the essence of the situation, main scientific evidence and conclusions during the lecture;
- methodology - teaching methods are compared during the lecture, the basics of scientific research are demonstrated;
- education-lecture to arouse emotional-evaluative attitude to educational material;
- development - helps to develop learning interests, that is, logical thinking and proof skills.

Appendix 2

PROCEDURE STRUCTURE OF LECTURE TEACHING TECHNOLOGY

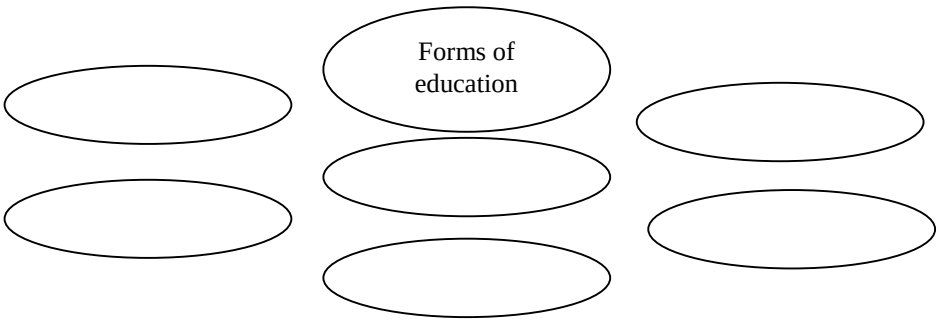
I stage. Introduction to the training session - presentation of the topic of the training session, topic, goal, task and lecture plan for independent study, literature, key categories and concepts on this topic, self- reporting questions and assignments for self-examination.

II stage. Basic, informative - strict adherence to the plan of the lecture session, orderly actions of the teacher and students on the implementation of educational goals according to the technological map of the training session.

III stage. Making final - consequential - final conclusions, drawing the attention of learners to the main educational information on this topic. Organization of mutual evaluation and reflection on one's work; to inform about the significance of the completed work for the future professional activity.

Appendix 3

Cluster



Appendix 4

Variants of teaching technology in thematic lectures

(Students are given lecture notes in advance)

I stage .

1.1. Announces the topic of the lecture, mentions the main question, important concepts and words (available in the text distributed to students).

1.2. Introduces the expected educational results of the lecture and the plan for its implementation.

II stage .

2.1. *Task Reminder* : Reading the text of the lecture using the Insert technique. He offers to exchange texts with his friend to get to know each other.

2.2. *Students are divided into groups according to the sign of freedom* .

Option 1

- Claims to be an «expert» on the subject.
- The expert distributes sheets - displays and interprets their text through an overhead projector.
- Announces the start of work in groups: they prepare answers to questions in groups or in pairs.
- Announces the start of the presentation.

The group leader/group members will present the material they have learned using demonstration materials; justify whether they agree or disagree with another group's proposal; they answer the questions.

The teacher acts as a consultant.

Appendix 5 _

6 - appendix

A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, 2003.

2. Akhunova GN Educational technology course «Marketing in the sphere of education» // Iz series «Technology of education and economic education».- T.: TGEU, 2005

3. Golish LV Технологии обучения на лексиях и семинарах / Uchebnoye posobiye / Pod obshch ed. Acad . SS Gulyamova. - T.: TGEU, 2005.

4. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. Curriculum - Bishkek: Fund Sorosa - 1999.

5. Metod y effektivnogo obucheniya vzrosl y x : Uchebno-metodicheskoye posobiye. - M.: IPK gossluja shch ix, 1998.

6. Rean A, Bordovskaya N, Rozum S. Psychology and pedagogy. - SPb.: Peter, 2003.

7. O'.Q. Tolipov, M. Usmanboyeva. Pedagogical technology: theory and practice. - T.: Science, 2005

8 . Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya. - T.: Minvuz, 2002.

, Baubekova GD . - T.: Center «New Age Generation», 2004.

1 0. Shadmonov Sh.Sh., Baubekova GD, Khalikova GM Innovative methods of training and economic education . - T.: FAN, 2002.

Lessons in the lecture

13-Mavzu	"Completing the educational project in groups"

13 . 1. Educational technology in the lecture

Training time **- 2 hours**	***Number of students:*** **Up to 40 people**
Training form	**Practical training**
Lecture plan	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

13.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	*Activity content*	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

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system is a self- contained entity in which an invariable order of interrelated and interacting parts creates its internal structure. It is a moving structure in which activities depend on specific goals.

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1. Educator - teacher, master of production education.

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3. The educational goal is the goal of education.

4. The result - (1) coming out of this period to learn something that the learner needs to know, master, appreciate;

(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

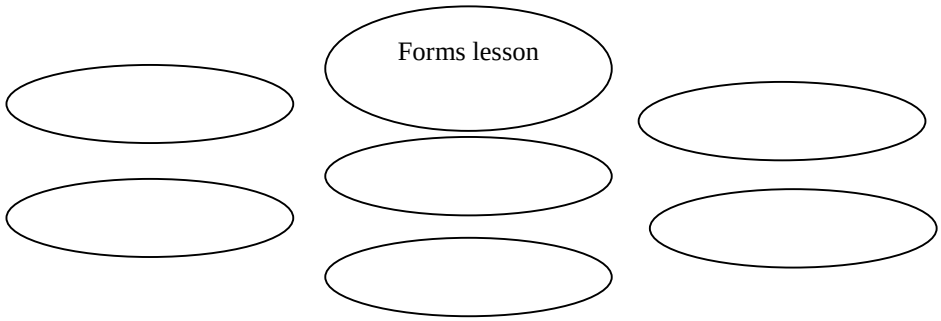
5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Cluster



Appendix 4

1. Assignment « Senectic » technology through problem solution will be done .

Classification	Systematization	Terms	

Appendix 5 _

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3. Explain the moving structure of TT.
4. Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

Appendix 6

Used and recommended literature .

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2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.

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5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.

6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.

8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.

9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.

10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.

11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.

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Lessons in the lecture

14-Theme	"Completing the educational project in groups. Evaluation and presentation of the activity on the educational project"

13 . 1. Educational technology in the lecture

***Training time* - 2 hours**	***Number of students:* Up to 40 people**
Training form	***Lecture* training**
Lecture plan	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

13.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	*Activity content*	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

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6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

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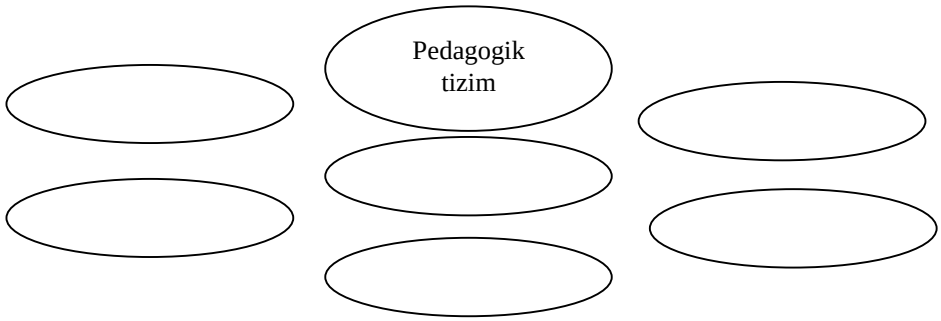

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Question for reinforcement

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2. Describe the TT model and state its composition and elements.
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Educational technology in the lecture

15-Theme	**"Introduction to the case technology of education: rules for the development of cases"**

15.1 . Educational technology in the lecture

Training time **- 2 hours**	***Number of students:*** **Up to 40 people**
Training form	Demonstration lecture
Lecture plan	1. The essence of the case study method 2. The rule of case development and its implementation **3.** Guideline diagram of the analysis of the practical situation
Purpose of training: **Introduction to the case technology of education and the rules of case development**	
Pedagogical tasks : 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation	*Results of educational activities:* 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

15.2 . «Introduction to educational case technology: rules for developing cases»

Summary and content of works _	*F aoli ya t*	
	t teacher	t learner
Preparatory l ik	Prepares case materials for students to familiarize with and distributes in previous classes.	They get acquainted with the content of the case
1 .	1.1. Introduces the subject, purpose, expected results	They pay attention.

To training k irish (5 min.)	and plan of the training session. Explains the importance of the case and its impact on the development of professional knowledge.	
2nd stage . _ Activation of knowledge (10 min.)	2.1. In order to activate the knowledge of students, he conducts a quick survey on the main concepts of the topic (appendix). 2.2. It introduces the work procedure, evaluation indicators and criteria in the workshop (appendix).	They answer questions. They discuss and ask clarifying questions.
3rd stage . _ Work separately (20 min.)	3.1. Organizes the discussion of case materials, focuses on the rules of operation, drawing of situation analysis, problem statement. 3.2. Independent analysis of the situation, formulation of the problem, determination of solutions, and then assigns the task of solving it	They discuss case materials, clarify, ask questions. They fill out the analysis sheet independently, solve the problem.
Step 4. Work in small groups (20 min.)	4.1. Students are divided into small groups and given tasks: discuss and analyze the situation, fill out the situation analysis sheet for the group, develop a solution procedure, solve the task, prepare for the presentation	They make efforts to solve the case and prepare the presentation sheet
5th stage . Presentation (20 min.)	5.1. Organizes presentation, discussion and mutual evaluation of group presentations. Interprets the answers, focuses on the conclusions made in the process of analysis and problem solving. Refers to his response to the case (i lova)	Groups make presentations Other students participate in the discussion and ask questions

Appendix 1

Teaching situation - **case study** (English case - collection, concrete situation, study study) is a method that creates situations that organize ordinary life and requires students to search for more appropriate solutions, taken from life. based on the organization of habitual situations or artificially created situations.

Case - it consists of a detailed presentation of certain conditions obtained from the vital organization of a group of people or individuals, which directs learners to express the problem and search for a more appropriate solution.

(2) consists of supplemental information, including audio, video, and electronic media and instructional materials.

Appendix 4 _

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

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Educational technology in the lecture

16-Theme	**"Finding case solutions in groups"**

1 6 .1. Educational technology in the lecture

***Training time* - 2 hours**	***Number of students:* Up to 40 people**
Training form	Demonstration lecture
Lecture plan	1. The essence of the case study method 2. The rule of case development and its implementation **3.** Guideline diagram of the analysis of the practical situation
Purpose of training: **Introduction to the case technology of education and the rules of case development**	
Pedagogical tasks : 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation	*Results of educational activities:* 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

16.2 . «Introduction to educational case technology: rules for developing cases»

Summary and content of works _	*Activity*	
	t teacher	t learner
Preparatory l ik	Prepares case materials for students to familiarize with and distributes in previous classes.	They get acquainted with the content of the case
1 . To training	1.1. Introduces the subject, purpose, expected results and plan of the training session.	They pay attention.

k irish (5 min.)	Explains the importance of the case and its impact on the development of professional knowledge.	
2nd stage . _ Activation of knowledge (10 min.)	2.1. In order to activate the knowledge of students, he conducts a quick survey on the main concepts of the topic (appendix). 2.2. It introduces the work procedure, evaluation indicators and criteria in the workshop (appendix).	They answer questions. They discuss and ask clarifying questions.
3rd stage . _ Work separately (20 min.)	3.1. Organizes the discussion of case materials, focuses on the rules of operation, drawing of situation analysis, problem statement. 3.2. Independent analysis of the situation, formulation of the problem, determination of solutions, and then assigns the task of solving it	They discuss case materials, clarify, ask questions. They fill out the analysis sheet independently, solve the problem.
Step 4. Work in small groups (20 min.)	4.1. Students are divided into small groups and given tasks: discuss and analyze the situation, fill out the situation analysis sheet for the group, develop a solution procedure, solve the task, prepare for the presentation	They make efforts to solve the case and prepare the presentation sheet
5th stage . Presentation (20 min.)	5.1. Organizes presentation, discussion and mutual evaluation of group presentations. Interprets the answers, focuses on the conclusions made in the process of analysis and problem solving. Refers to his response to the case (i lova)	Groups make presentations Other students participate in the discussion and ask questions

Appendix 1

Teaching situation - **case study** (English case - collection, concrete situation, study study) is a method that creates situations that organize ordinary life and requires students to search for more appropriate solutions, taken from life. based on the organization of habitual situations or artificially created situations.

Case - it consists of a detailed presentation of certain conditions obtained from the vital organization of a group of people or individuals, which directs learners to express the problem and search for a more appropriate solution.

(2) consists of supplemental information, including audio, video, and electronic media and instructional materials.

Appendix 2_

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.

4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.

5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.

6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.

8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.

9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.

10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.

11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.

12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .

13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.

14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

Educational technology in the lecture

17-Theme	Finding case solutions in groups. Presentation and Evaluation of Results”

1 7 .1. Educational technology in the lecture

Training time **- 2 hours**	***Number of students:*** **Up to 40 people**
Training form	Demonstration lecture
Lecture plan	1. The essence of the case study method 2. The rule of case development and its implementation **3.** Guideline diagram of the analysis of the practical situation
Purpose of training: **Introduction to the case technology of education and the rules of case development**	
Pedagogical tasks : 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation	*Results of educational activities:* 1. Explain the essence of the case study method 2. Case development and development of the rule for its implementation **3.** To show the guiding drawing of the analysis of the practical situation
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

17.2 . «Introduction to educational case technology: rules for developing cases»

Summary and content of works _	*F aoli ya t*	
	t teacher	t learner
Preparatory l ik	Prepares case materials for students to familiarize with and distributes in previous classes.	They get acquainted with the content of the case
1 . To training	1.1. Introduces the subject, purpose, expected results and plan of the training session.	They pay attention.

k irish (5 min.)	Explains the importance of the case and its impact on the development of professional knowledge.	
2nd stage . _ Activation of knowledge (10 min.)	2.1. In order to activate the knowledge of students, he conducts a quick survey on the main concepts of the topic (appendix). 2.2. It introduces the work procedure, evaluation indicators and criteria in the workshop (appendix).	They answer questions. They discuss and ask clarifying questions.
3rd stage . _ Work separately (20 min.)	3.1. Organizes the discussion of case materials, focuses on the rules of operation, drawing of situation analysis, problem statement. 3.2. Independent analysis of the situation, formulation of the problem, determination of solutions, and then assigns the task of solving it	They discuss case materials, clarify, ask questions. They fill out the analysis sheet independently, solve the problem.
Step 4. Work in small groups (20 min.)	4.1. Students are divided into small groups and given tasks: discuss and analyze the situation, fill out the situation analysis sheet for the group, develop a solution procedure, solve the task, prepare for the presentation	They make efforts to solve the case and prepare the presentation sheet
5th stage . Presentation (20 min.)	5.1. Organizes presentation, discussion and mutual evaluation of group presentations. Interprets the answers, focuses on the conclusions made in the process of analysis and problem solving. Refers to his response to the case (i lova)	Groups make presentations Other students participate in the discussion and ask questions

Appendix 1

Teaching situation - **case study** (English case - collection, concrete situation, study study) is a method that creates situations that organize ordinary life and requires students to search for more appropriate solutions, taken from life. based on the organization of habitual situations or artificially created situations.

Case - it consists of a detailed presentation of certain conditions obtained from the vital organization of a group of people or individuals, which directs learners to express the problem and search for a more appropriate solution.

(2) consists of supplemental information, including audio, video, and electronic media and instructional materials.

Appendix 2

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.

4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.

5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.

6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.

8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.

9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.

10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.

11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.

12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .

13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.

14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

Seminar training

1-Theme	**Introduction to technology of education.**

1-1 educational technology at the seminar

***Training time* - 2 hours**	***Number of students: 21* up to**
Training form	Introduction, keynote speech
seminar ***plan***	1. The essence of the technological approach to education and its continuous development. 2. Basic categories and concepts in the field of educational technology. 3. Essential features and characteristics of educational technology. 4. Conceptual foundations of modern educational technology. 5. The difference between traditional education and education based on modern educational technologies.
Purpose of training: The essence of the technological approach to education, inculcating the essential features and characteristics of educational technology in the minds of students, as well as forming students' perceptions of the interaction of traditional education and educational technologies.	
Pedagogical tasks : 1. The nature of the technological approach to education and its continuous development are highlighted. 2. The main categories and concepts in the field of educational technology are covered 3. Essential signs and characteristics of educational technology are shown 4. The conceptual basis of modern educational technology is described 5. The difference between traditional education and education based on modern educational technologies is explained	*Results of educational activities:* 4. An idea is formed about the nature of the technological approach to education and its continuous development; 5. They will have information on the basic concepts in the field of educational technology 6. Acquires essential features and characteristics of educational technology 4. Gains an understanding of the conceptual foundations of modern educational technology. 5. They will have information about traditional education and educational technologies and their differences
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

1.2. Introduction to the technology of education.

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the science of wrestling, its tasks and a brief history of its development. Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Bliss survey questions

1. What is the essence of the technological approach to education?
2. What conceptual situations do you come from when designing authorship educational technology? Why?
3. Give your interpretation of the statement that the concept of «educational technology» is derived from the concept of «production technology».
4. Explain the relationship between the concepts of «pedagogical system», «educational technology», «methodology of science».
5. Describe the difference between education based on modern educational technologies and traditional education.
6. Clarify in detail the essential features of educational technologies.

Appendix 2

1. Assignment The problem is solved by **«Senectic» technology.**

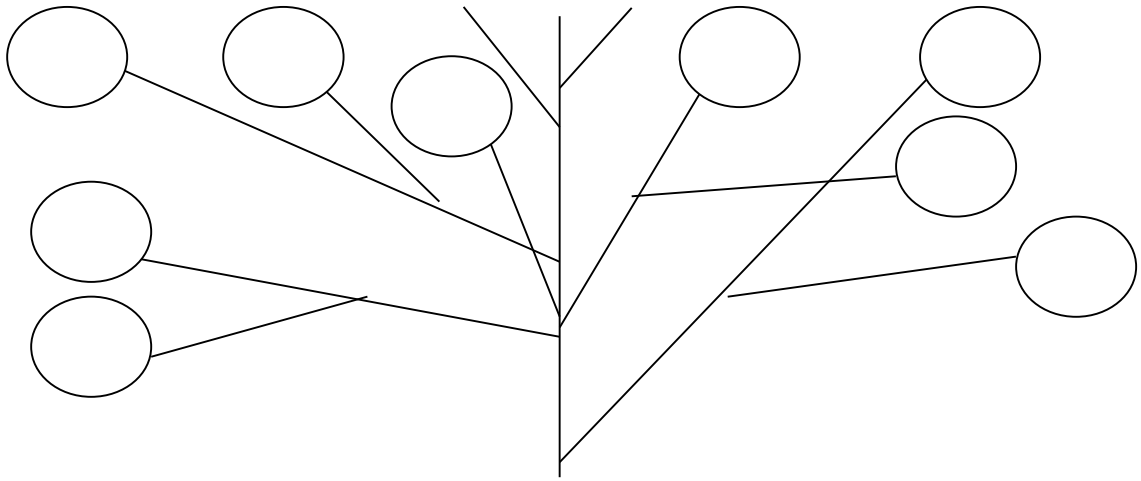
« **Innovative technologies in education and their characteristics** «

No	Stages of development
6.	
7.	
8.	
9.	
10.	

3 -Appendix

The task «SOLUTION TREE» allows you to find a solution to an important problem, and the problem is solved using the «SOLUTION TREE» technology.

« general concepts «



4- Appendix

A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature?//Shkolnyye tekhnologii.-2002.- №1.

4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.

5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.

6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

7. Yepisheva OB Osnovnyye parameters technology training. //School technology -2004.- No. 4.

8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.

9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No

10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.
11. Ochilov M. New pedagogical technologies. - Against, 2000.
12. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
13. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
14. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005

2-Theme	**"Goal setting. Evaluation of the level of achievement of educational results based on three-level tests"**

2.1 educational technology in the seminar

***Training time* - 2 hours**	***Number of students:* Up to 21 people**
Training form	**Main** seminar
Seminar ***plan***	1. The role and essence of management in the educational process. 2. Goal setting. 3. Ways of designing and planning pedagogical technology. 4. Control of the student's educational achievements.
Purpose of training: To the students Providing information and forming theoretical knowledge about the stages of origin of Olympic and sports spirituality .	
Pedagogical tasks : 1. The role and essence of management in the educational process will be explained. 2. Classification of goal setting 3. Ways of designing and planning pedagogical technology are shown 4. Information is given on the forms of monitoring the student's educational achievements.	*Results of educational activities:* 1. In the educational process, he will have an understanding of the role and essence of management 2. Gains skills in ways and levels of goal setting 3. Will have skills in designing and planning pedagogical technology 4. Information is given on the forms of monitoring the student's educational achievements.
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

2.2. «Goal setting. Evaluation of the level of achievement of educational results based on three-level tests»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the science of wrestling, its tasks and a brief history of its development. Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Basic categories and concepts

Management, goal setting, diagnosis, forecasting, design, planning, organization, information supply, control, evaluation and change, technology mapping, pedagogical monitoring.

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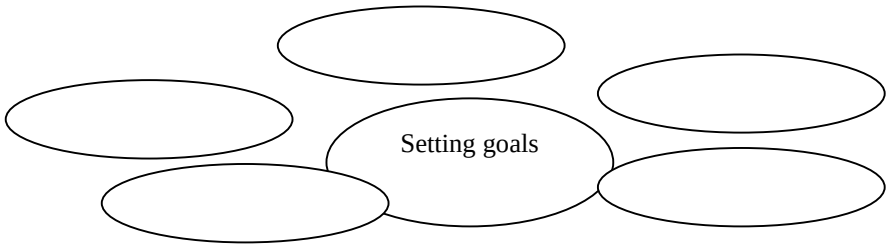
Appendix 2

Management is a special form of activity aimed at improving the functioning of the social system by increasing the level of regulation.

Appendix 3

Cluster



Appendix 4

Goal setting - determination of didactic tasks, formation of educational results. It is the main factor of pedagogical activity , and directs the joint activity of the teacher and the learner to a common result .

Diagnosis - study of characteristics of learners and available material and technical possibilities. It allows you to choose the means to achieve them and the need to adjust the goal.

Forecasting - predicting the results of pedagogical and educational activities under existing conditions within a set time.

Designing - creating a future model of activity, choosing ways and means during the time set in the existing conditions, dividing the stages of achieving the goal, forming separate tasks for them, determining the means and ways of delivering educational information and feedback.

Diagnosis, forecasting and design are the basis for developing a plan.

Planning is the development of a plan for future interrelated pedagogical and educational activities. It is formalized in the form of a technological map.

Organization - involvement of students in the specified work by the teacher, cooperation with them in achieving the specified goal.

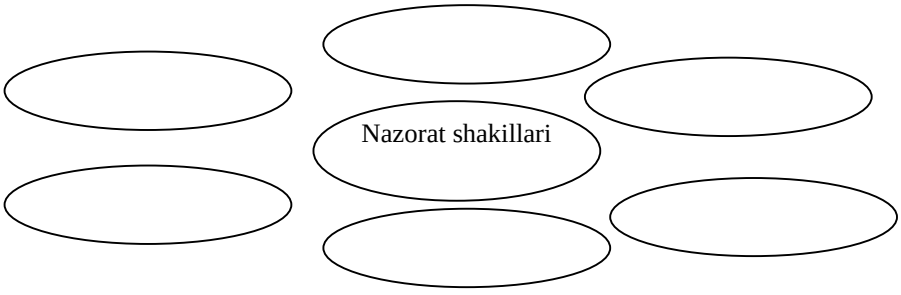
Informational provision - implementation of ways and means of delivery of educational information and feedback. It allows to quickly change the course of the collected information process, to introduce influencing factors and effective tools.

Control, assessment and change - creation of stimulating factors affecting the development process, coordination of changes in the object of pedagogical influence.

Analysis of the finished process - to determine the inefficiency, the reason for their appearance, to determine the measures to prevent it in the next iteration.

Appendix 5 _

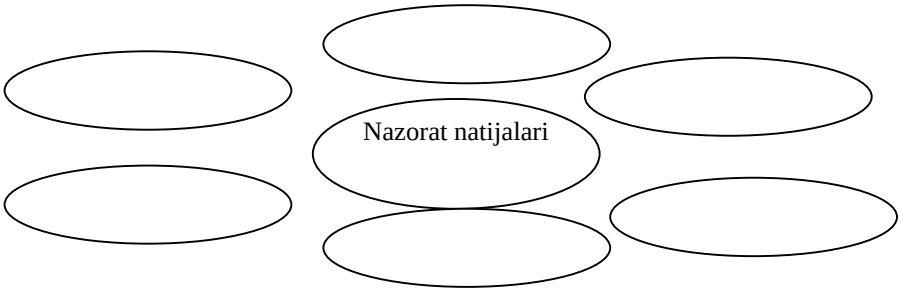
Cluster «:



Result - (1) the result obtained in the educational activity is progress in the development of the learner, which is reflected in one or another activity; (2) shows the effective progress of the educational process and characterizes the degree of achievement of the goal: the process of teaching and learning ends only when the result corresponds to the goal.

6 - appendix

Cluster «:



Appendix 7 _

Questions for reinforcement .

1 What is the essence of the management process?
2. State the concepts that illuminate the nature of the management process and reveal their content.
3. Give an extended statement to the categories «goal setting», «goal», «outcome».
4. Give a clear, enlightening answer to the question of how to combine educational goals based on a level approach to the ways of learning and learning activities.
5. Tell the teacher's procedure for designing and planning educational technology in the training session.
6. Tell me, in your opinion, what are the differences between the structure of educational technology and the structure of teaching technology in a training session? Justify your answer.
7. Give an extended description of the educational technology model in a training session.
8. Present a technology map of the training session in a structured view and highlight its meaningful indicators.
9. Express the concept of «monitoring of educational achievements». Tell its form, type and methods.
10. Develop level 3 tests of successful mastery of knowledge in one of the topics.

Appendix 8

Used and recommended literature .

Akhunova GN, Golish LV Introduction and projection and planning of pedagogic, technological and economic education: a brief outline of the lecture. - T.: Economics and finance, 2006

2. Podlasyy IP Pedagogy. New course. Uchebnik.- M.: VLADOS, 1999.

3. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice.-T.: RTM, 2000.

4. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice.-T.: Fan, 2005.

5. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

5. www.Ziyonet.uz
6. www.edu.uz
7. tdpu INTRANET.uz
8. wwwkurash.ru/athletics

seminar classes	
3-4-Theme	**Forms of education, content of educational technology**

3 . 1. Educational technology at the seminar

***Training time* - 4 hours**	***Number of students: 21* up to**
Training form	Main seminar
semester plan	1. Forms of educational organization: essence and content. 2. The technology of organizing cooperative work in groups. 3 . Mutual work in cooperation .
purpose of the training session: Forming the students' forms of educational organization, forms of cooperative work in groups, and mutual learning skills in cooperation	
Pedagogical tasks : 1. Forms of educational organization are explained, ways and procedures of existence are explained 2. Examples of the technology of organizing cooperative work in groups are presented. 3. In cooperation, the requirements of mutual study technology are shown	*Results of educational activities:* 1. Forms of educational organization are explained, skills are formed on the ways and procedures of existence 2. Ability to develop the technology of organizing cooperative work in groups is formed 3. Skills and competencies are formed in cooperation with mutual learning technology and their requirements.
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

2. Forms of education, content of educational technology

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2 . 4. Fully covers the information related to the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Forms of education (form-Latin-appearance) - this method covers the existence of the educational process , its internal essence , logic and content .

Appendix 2

The form of education manifests such external aspects of the educational process, namely:

Its way of being: order order:

- t *number* of students: mass, small groups, individual teaching;
- *teaching time:* class lesson 45, combined lesson 90, «lesson without a break»;
- *Shooting location:* Auditorium , lecture hall .

Appendix 3

Form of organization of study work:

- lectures, seminars, independent work , etc.

teacher and students in cooperation are general (frontal), group , individual .

Forms of organization of cooperative activities of educators and learners:

- *Mass work (* frontal) - the goal of completing the same task is set before all learners.
- *Team work (* collective) - can refer to both general and group work:

1) collaborative discussion of the upcoming work plan; 2) division of obligations, choice of reporting form; 3) discussion of conclusions (the opinions of individual learners are listened to and discussed in order); 4) form favorable conclusions (with general agreement).

- *With a group* - performing a task in cooperation in small groups.
- *Individual (individual*) - completing the educational task on his own.

One type of group work involves performing one type of task for learning groups. Differentiated ***group work*** involves performing different tasks in groups.

Appendix 4

Questions for reinforcement .

Define the concept of «forms of educational organization» in more detail.

2. Tell the different signs of forms of organization of cooperative activities of educators and learners.

3. Tell the basics of forming groups.

4. Explain the characteristics of groups.

5. Tell the rule of organizing work in groups.

6. How is work evaluated and concluded in groups?

7. Describe and justify the diagram of optimal placement of groups.

8. TT Explain the role of the «Snake trail» and «Let's learn together» techniques.

Appendix 5_

Used and recommended literature

1. Butz M., Faltus R., Sochen E. Rabota v gruppax : Sb. Warsaw: Foundation for Education for Democracy, 1994.

2. Guzeyev VV Obrazovatelnaya technology: ot priema do filosofii. - M.: September, 1996.

3. Jenny Steele, Curt Meredith, Charles Pimple. Obuchenia soob shch a : Uchebnaya programma; Obucheniya soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. - T.: Fund Sorosa - 1999.

4. Podlas y y ML Pedagogy. Nov y y course: U chebnik: V 2 kn. k.1.: Ob shch iye osnov y process obuchenia. - M.: VLADOS, 1999.

5. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

Seminar training

5-6--Theme	**Educational methods, the content of educational technology.**

5 . 1. Educational technology at the seminar

***Training time* - 4 hours**	***Number of students: 21* up to**
Training form	***Demonstration*** seminar
Seminar ***plan***	1. The role and function of the method in educational technology. 2. Characteristics of educational methods and techniques. 3. Selection of educational methods.
purpose of the training session: to form students' skills in teaching methods and their role and function in educational technology, as well as the selection of educational methods	
Pedagogical tasks : 1. The role and function of the method in educational technology is explained 2. Features of educational methods and techniques are explained 3. Selection of educational methods is indicated	*Results of educational activities:* of the method in the teaching technology 2. An idea is formed about the characteristics of educational methods and techniques 3. Will have the skills to choose educational methods
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

5.2. **Educational method is a structural organizer of educational technology**

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

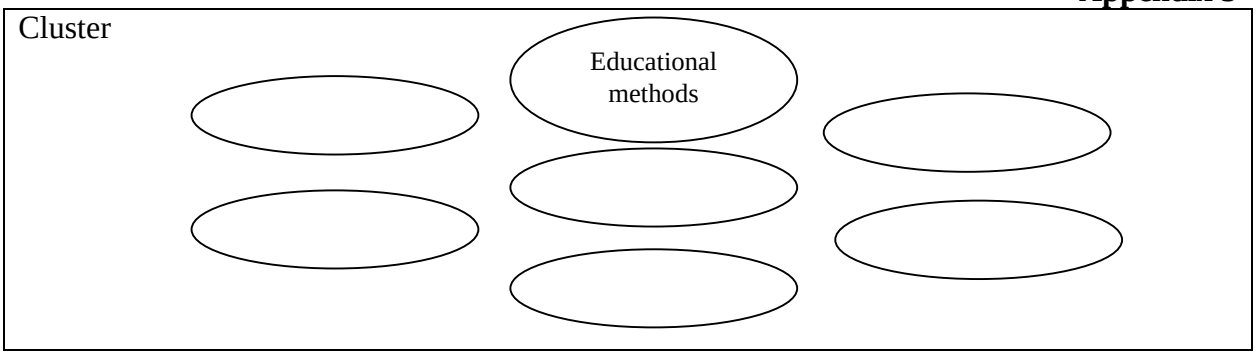
Appendix 1

Method (method) is derived from the Greek word «Methodos» which means the way to something.

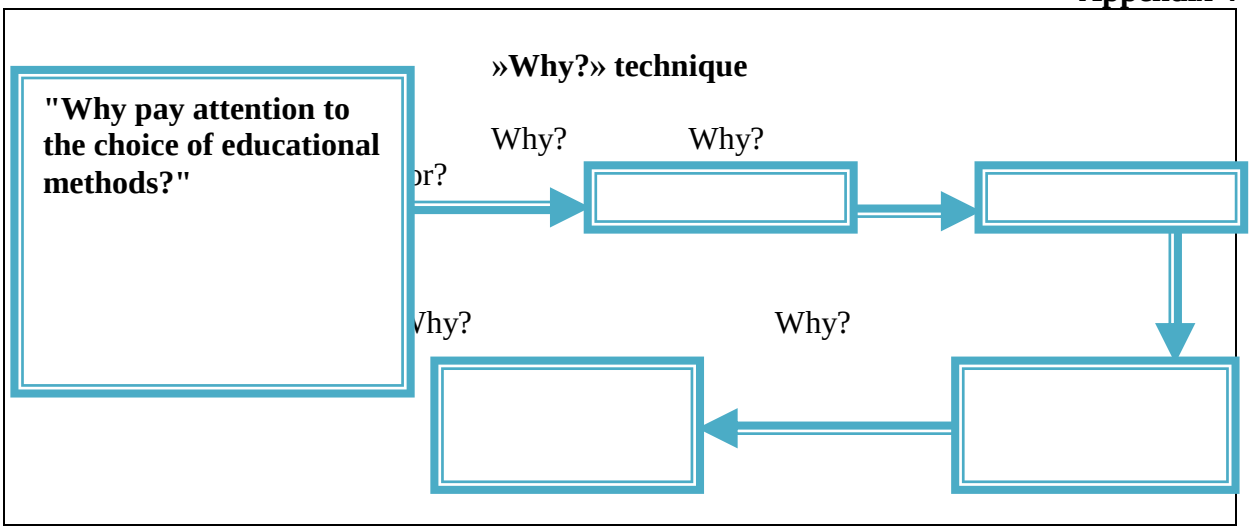
Appendix 2

Method of education **-** a way of orderly organization of the interaction between the teacher and the students in order to achieve the specified educational goal.

Appendix 3



Appendix 4



Appendix 5

Books

1. Bekmurodov A.Sh. **,** Golish LV , Pulatov ME . , Khajiyeva KN Proyektnaya technology ob u cheniya v vuze: Metodicheskoye posobiye. - T.: T GEU , 2009.

2. Golish LV Technology education and lectures and seminars: Teaching aids. //Pod public. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

3. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soobshcha: chteniye i pismo dlya razvitiya kriticheskogo myshleniya. Uchebnaya programma.- Bishkek: Foundation Sorosa, 1999.

4. Yoldoshev J., Usmanov S. Basics of pedagogical technology. - T.: Teacher, 2004.

5. Metody effektivnogo obucheniya vzroslyx //Uchebno-metodicheskoye posobiye. - M.: IPK gosslujashchikh, 1998.

6. New pedagogic information technology and educational system - M.: Academy, 2000.

7. Podlasyy ML Pedagogy. New course. Uchebnik dlya studentsov ped. vuzov: V 2 kn. k.1: Obshchiye osnovy process obucheniya.- M.: VLADOS, 1999.

8. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

9. Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya . - T.: Min vuz , 2002.

10 . Kharlamov ID Pedagogy : Uchebnoye posobiye. 2nd izd. - M.: Vy sshaya school, 1990.

11. Khodiyev B.Yu., Golish LV, Rikhsimboyev OK Case-study - modern educational technologies in an economic higher education institution: Scientific-methodical guide. - T.: TDIU, 2009.

12.Khojiyeva KN, Design technology of education at the Economic Higher Education Institution.: Scientific-methodical guide. - T.: TDIU, 2009.

13. Shadmonov Sh.Sh., Baubekova GD. - T.: Center «New Age Generation», 2004.

14. Shadmonov Sh.Sh., Baubekova GD, Khalikova G.M. Innovative method of education and economic education . - T.: FAN, 2002.

7-Theme	**"Rules for design and planning of pedagogical technologies"**

7 . 1. Educational technology at the seminar

***Training time* - 2 hours**	***Number of students: 40* up to**
Training form	Demonstration seminar
seminar *plan*	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

7.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

system is a self- contained entity in which an invariable order of interrelated and interacting parts creates its internal structure. It is a moving structure in which activities depend on specific goals.

Appendix 2

pedagogical system consists of the following contents:

1. Educator - teacher, master of production education.

2. Learner - student, reader, listener.

3. The educational goal is the goal of education.

4. The result - (1) coming out of this period to learn something that the learner needs to know, master, appreciate;

(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

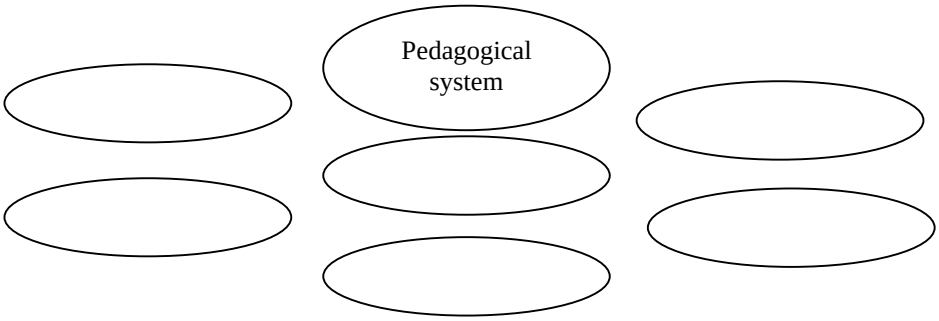
5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Cluster «:



Appendix 4

1. Assignment « **Senectic** « technology through problem solution will be done .

Classification	Systematization	Terms

Appendix 5 _

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3.Explain the moving structure of TT.
4.Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

Appendix 6

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.
2. Avliyokulov N. Modern teaching technologies.-T., 2001.
3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.
4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.
5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.
6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.
8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.
9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.
10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.
11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.
14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

Practic lessaons

Seminar training

1-Theme	**Introduction to technology of education.**

1-2 educational technology at the seminar

***Training time* - 2 hours**	***Number of students: 21* up to**
Training form	Introduction, keynote speech
seminar ***plan***	1. The essence of the technological approach to education and its continuous development. 2. Basic categories and concepts in the field of educational technology. 3. Essential features and characteristics of educational technology. 4. Conceptual foundations of modern educational technology. 5. The difference between traditional education and education based on modern educational technologies.
Purpose of training: The essence of the technological approach to education, inculcating the essential features and characteristics of educational technology in the minds of students, as well as forming students' perceptions of the interaction of traditional education and educational technologies.	
Pedagogical tasks : 1. The nature of the technological approach to education and its continuous development are highlighted. 2. The main categories and concepts in the field of educational technology are covered 3. Essential signs and characteristics of educational technology are shown 4. The conceptual basis of modern educational technology is described 5. The difference between traditional education and education based on modern educational technologies is explained	*Results of educational activities:* 7. An idea is formed about the nature of the technological approach to education and its continuous development; 8. They will have information on the basic concepts in the field of educational technology 9. Acquires essential features and characteristics of educational technology 4. Gains an understanding of the conceptual foundations of modern educational technology. 5. They will have information about traditional education and educational technologies and their differences
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups

Monitoring and evaluation	Oral control, question and answer

1.2. Introduction to the technology of education.

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the science of wrestling, its tasks and a brief history of its development. Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Bliss survey questions

1. What is the essence of the technological approach to education?
2. What conceptual situations do you come from when designing authorship educational technology? Why?
3. Give your interpretation of the statement that the concept of «educational technology» is derived from the concept of «production technology».
4. Explain the relationship between the concepts of «pedagogical system», «educational technology», «methodology of science».
5. Describe the difference between education based on modern educational technologies and traditional education.
6. Clarify in detail the essential features of educational technologies.

Appendix 2

1. Assignment The problem is solved by **«Senectic» technology.**

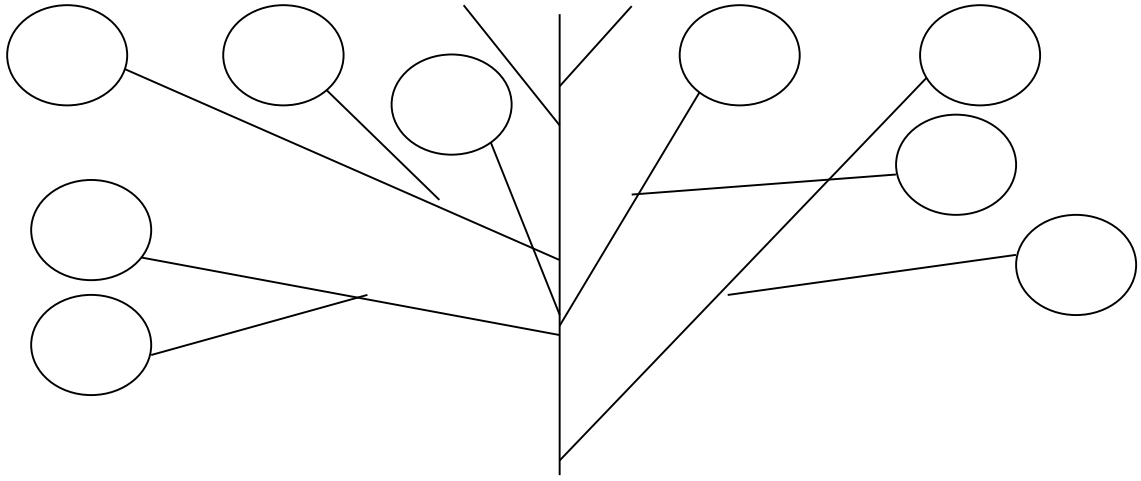
« **Innovative technologies in education and their characteristics** «

No	Stages of development
11.	
12.	
13.	
14.	
15.	

3 -Appendix

The task «SOLUTION TREE» allows you to find a solution to an important problem, and the problem is solved using the «SOLUTION TREE» technology.

« general concepts «



4- Appendix

A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.

2. Avliyokulov N. Modern teaching technologies.-T., 2001.

3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature?//Shkolnyye tekhnologii.-2002.- №1.

4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.

5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.

6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

7. Yepisheva OB Osnovnyye parameters technology training. //School technology -2004.-

No. 4.

8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.

9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No

10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.

11. Ochilov M. New pedagogical technologies. - Against, 2000.

12. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.

13. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .

14. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005

2-Theme	**"Goal setting. Evaluation of the level of achievement of educational results based on three-level tests"**

2.1 educational technology in the seminar

***Training time* - 2 hours**	***Number of students:* Up to 21 people**
Training form	**Main** seminar
Seminar ***plan***	1. The role and essence of management in the educational process. 2. Goal setting. 3. Ways of designing and planning pedagogical technology. 4. Control of the student's educational achievements.
Purpose of training: To the students Providing information and forming theoretical knowledge about the stages of origin of Olympic and sports spirituality .	
Pedagogical tasks : 1. The role and essence of management in the educational process will be explained. 2. Classification of goal setting 3. Ways of designing and planning pedagogical technology are shown 4. Information is given on the forms of monitoring the student's educational achievements.	*Results of educational activities:* 1. In the educational process, he will have an understanding of the role and essence of management 2. Gains skills in ways and levels of goal setting 3. Will have skills in designing and planning pedagogical technology 4. Information is given on the forms of monitoring the student's educational achievements.
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

2.2. «Goal setting. Evaluation of the level of achievement of educational results based on three-level tests»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on the science of wrestling, its tasks and a brief history of its development. Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Basic categories and concepts

Management, goal setting, diagnosis, forecasting, design, planning, organization, information supply, control, evaluation and change, technology mapping, pedagogical monitoring.

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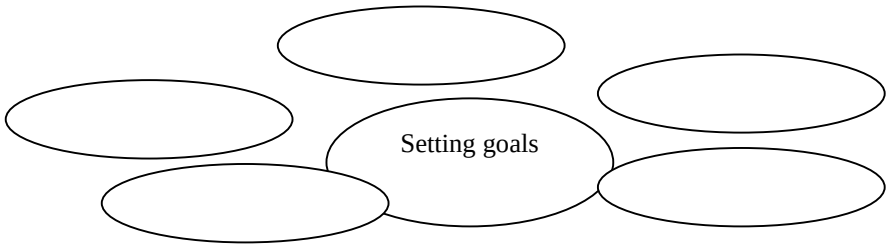
Appendix 2

Management is a special form of activity aimed at improving the functioning of the social system by increasing the level of regulation.

Appendix 3

Cluster



Appendix 4

Goal setting - determination of didactic tasks, formation of educational results. It is the main factor of pedagogical activity , and directs the joint activity of the teacher and the learner to a common result .

Diagnosis - study of characteristics of learners and available material and technical possibilities. It allows you to choose the means to achieve them and the need to adjust the goal.

Forecasting - predicting the results of pedagogical and educational activities under existing conditions within a set time.

Designing - creating a future model of activity, choosing ways and means during the time set in the existing conditions, dividing the stages of achieving the goal, forming separate tasks for them, determining the means and ways of delivering educational information and feedback.

Diagnosis, forecasting and design are the basis for developing a plan.

Planning is the development of a plan for future interrelated pedagogical and educational activities. It is formalized in the form of a technological map.

Organization - involvement of students in the specified work by the teacher, cooperation with them in achieving the specified goal.

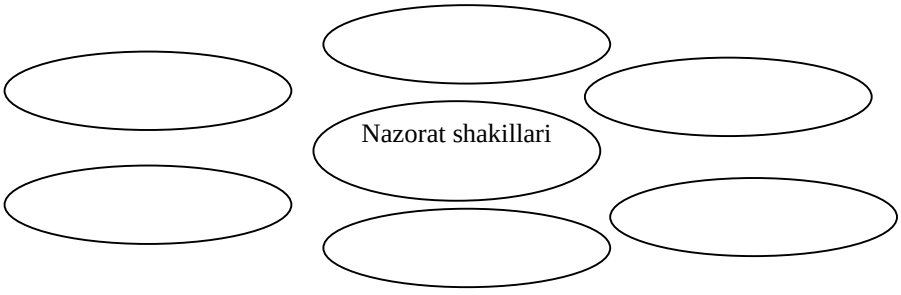
Informational provision - implementation of ways and means of delivery of educational information and feedback. It allows to quickly change the course of the collected information process, to introduce influencing factors and effective tools.

Control, assessment and change - creation of stimulating factors affecting the development process, coordination of changes in the object of pedagogical influence.

Analysis of the finished process - to determine the inefficiency, the reason for their appearance, to determine the measures to prevent it in the next iteration.

Appendix 5 _

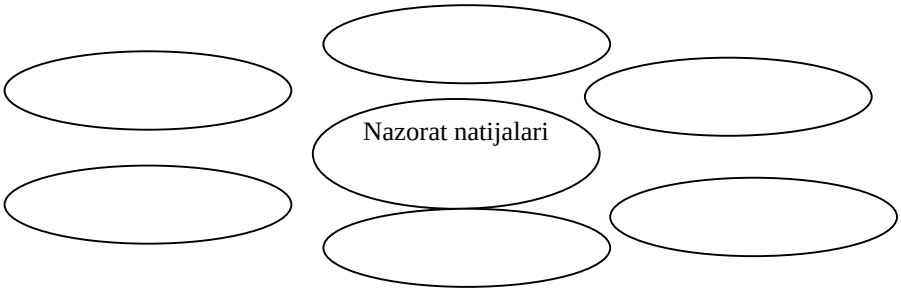
Cluster «:



Result - (1) the result obtained in the educational activity is progress in the development of the learner, which is reflected in one or another activity; (2) shows the effective progress of the educational process and characterizes the degree of achievement of the goal: the process of teaching and learning ends only when the result corresponds to the goal.

6 - appendix

Cluster «:



Appendix 7 _

Questions for reinforcement .

1 What is the essence of the management process?
2. State the concepts that illuminate the nature of the management process and reveal their content.
3. Give an extended statement to the categories «goal setting», «goal», «outcome».
4. Give a clear, enlightening answer to the question of how to combine educational goals based on a level approach to the ways of learning and learning activities.
5. Tell the teacher's procedure for designing and planning educational technology in the training session.
6. Tell me, in your opinion, what are the differences between the structure of educational technology and the structure of teaching technology in a training session? Justify your answer.
7. Give an extended description of the educational technology model in a training session.
8. Present a technology map of the training session in a structured view and highlight its meaningful indicators.
9. Express the concept of «monitoring of educational achievements». Tell its form, type and methods.
10. Develop level 3 tests of successful mastery of knowledge in one of the topics.

Appendix 8

Used and recommended literature .

Akhunova GN, Golish LV Introduction and projection and planning of pedagogic, technological and economic education: a brief outline of the lecture. - T.: Economics and finance, 2006

2. Podlasyy IP Pedagogy. New course. Uchebnik.- M.: VLADOS, 1999.

3. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice.-T.: RTM, 2000.

4. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice.-T.: Fan, 2005.

5. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

9. www.Ziyonet.uz
10. www.edu.uz
11. tdpu INTRANET.uz
12. wwwkurash.ru/athletics

seminar classes	
3-4-Theme	**Forms of education, content of educational technology**

3 . 1. Educational technology at the seminar

***Training time* - 4 hours**	***Number of students: 21* up to**
Training form	Main seminar
semester plan	1. Forms of educational organization: essence and content. 2. The technology of organizing cooperative work in groups. 3 . Mutual work in cooperation .
purpose of the training session: Forming the students' forms of educational organization, forms of cooperative work in groups, and mutual learning skills in cooperation	
Pedagogical tasks : 1. Forms of educational organization are explained, ways and procedures of existence are explained 2. Examples of the technology of organizing cooperative work in groups are presented. 3. In cooperation, the requirements of mutual study technology are shown	*Results of educational activities:* 1. Forms of educational organization are explained, skills are formed on the ways and procedures of existence 2. Ability to develop the technology of organizing cooperative work in groups is formed 3. Skills and competencies are formed in cooperation with mutual learning technology and their requirements.
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

2. Forms of education, content of educational technology

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2 . 4. Fully covers the information related to the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

Forms of education (form-Latin-appearance) - this method covers the existence of the educational process , its internal essence , logic and content .

Appendix 2

The form of education manifests such external aspects of the educational process, namely:

Its way of being: order order:

- t *number* of students: mass, small groups, individual teaching;
- *teaching time:* class lesson 45, combined lesson 90, «lesson without a break»;
- *Shooting location:* Auditorium , lecture hall .

Appendix 3

Form of organization of study work:

- lectures, seminars, independent work , etc.

teacher and students in cooperation are general (frontal), group , individual .

Forms of organization of cooperative activities of educators and learners:

- *Mass work (* frontal) - the goal of completing the same task is set before all learners.
- *Team work (* collective) - can refer to both general and group work:

1) collaborative discussion of the upcoming work plan; 2) division of obligations, choice of reporting form; 3) discussion of conclusions (the opinions of individual learners are listened to and discussed in order); 4) form favorable conclusions (with general agreement).

- *With a group* - performing a task in cooperation in small groups.
- *Individual (individual*) - completing the educational task on his own.

One type of group work involves performing one type of task for learning groups. Differentiated ***group work*** involves performing different tasks in groups.

Appendix 4

Questions for reinforcement .

Define the concept of «forms of educational organization» in more detail.

2. Tell the different signs of forms of organization of cooperative activities of educators and learners.

3. Tell the basics of forming groups.

4. Explain the characteristics of groups.

5. Tell the rule of organizing work in groups.

6. How is work evaluated and concluded in groups?

7. Describe and justify the diagram of optimal placement of groups.

8. TT Explain the role of the «Snake trail» and «Let's learn together» techniques.

Appendix 5_

Used and recommended literature

1. Butz M., Faltus R., Sochen E. Rabota v gruppax : Sb. Warsaw: Foundation for Education for Democracy, 1994.

2. Guzeyev VV Obrazovatelnaya technology: ot priema do filosofii. - M.: September, 1996.

3. Jenny Steele, Curt Meredith, Charles Pimple. Obuchenia soob shch a : Uchebnaya programma; Obucheniya soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. - T.: Fund Sorosa - 1999.

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5. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

Seminar training

5-6--Theme	**Educational methods, the content of educational technology.**

5 . 1. Educational technology at the seminar

***Training time* - 4 hours**	***Number of students: 21* up to**
Training form	***Demonstration*** seminar
Seminar ***plan***	1. The role and function of the method in educational technology. 2. Characteristics of educational methods and techniques. 3. Selection of educational methods.
purpose of the training session: to form students' skills in teaching methods and their role and function in educational technology, as well as the selection of educational methods	
Pedagogical tasks : 1. The role and function of the method in educational technology is explained 2. Features of educational methods and techniques are explained 3. Selection of educational methods is indicated	*Results of educational activities:* of the method in the teaching technology 2. An idea is formed about the characteristics of educational methods and techniques 3. Will have the skills to choose educational methods
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

5.2. **Educational method is a structural organizer of educational technology**

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

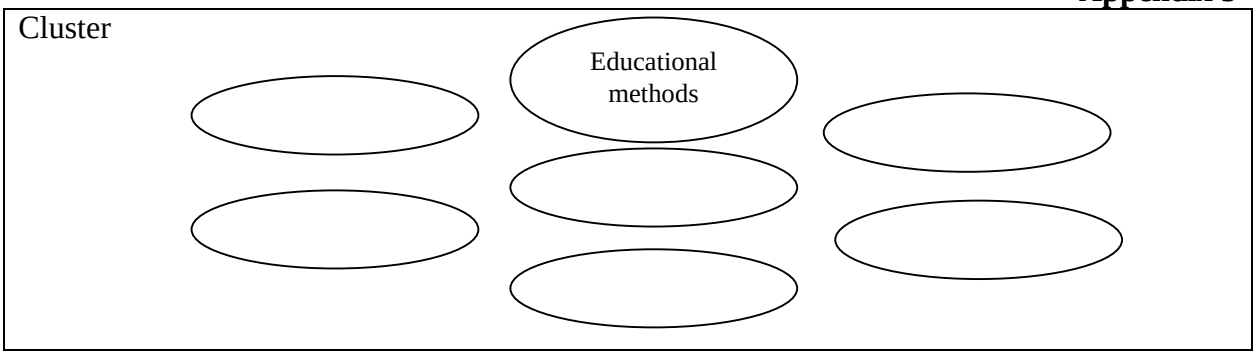
Appendix 1

Method (method) is derived from the Greek word «Methodos» which means the way to something.

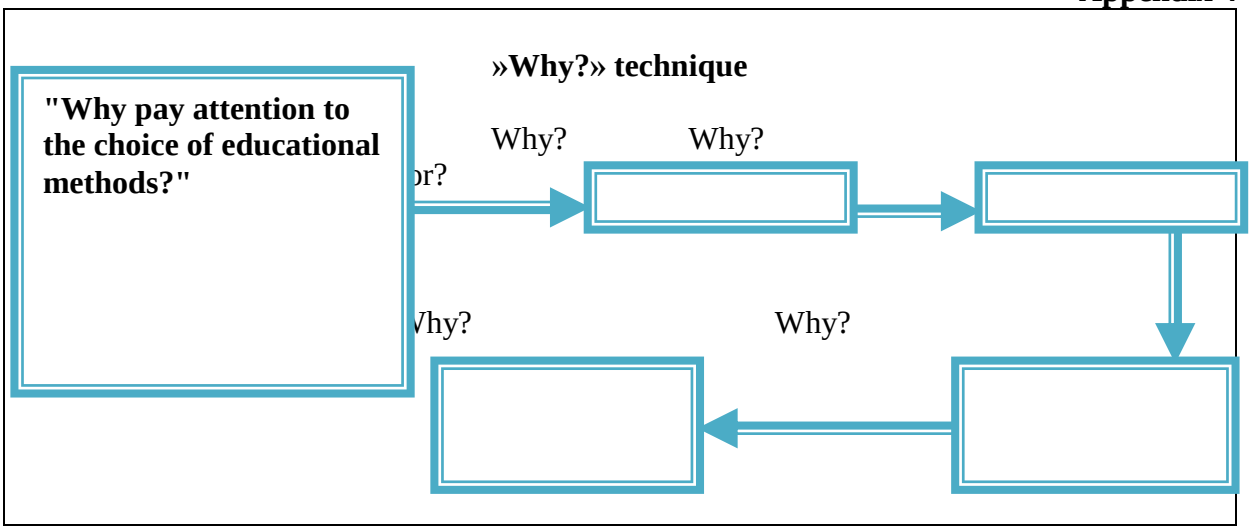
Appendix 2

Method of education **-** a way of orderly organization of the interaction between the teacher and the students in order to achieve the specified educational goal.

Appendix 3



Appendix 4



Appendix 5

Books

1. Bekmurodov A.Sh. **,** Golish LV , Pulatov ME . , Khajiyeva KN Proyektnaya technology ob u cheniya v vuze: Metodicheskoye posobiye. - T.: T GEU , 2009.

2. Golish LV Technology education and lectures and seminars: Teaching aids. //Pod public. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.

3. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soobshcha: chteniye i pismo dlya razvitiya kriticheskogo myshleniya. Uchebnaya programma.- Bishkek: Foundation Sorosa, 1999.

4. Yoldoshev J., Usmanov S. Basics of pedagogical technology. - T.: Teacher, 2004.

5. Metody effektivnogo obucheniya vzroslyx //Uchebno-metodicheskoye posobiye. - M.: IPK gosslujashchikh, 1998.

6. New pedagogic information technology and educational system - M.: Academy, 2000.

7. Podlasyy ML Pedagogy. New course. Uchebnik dlya studentsov ped. vuzov: V 2 kn. k.1: Obshchiye osnovy process obucheniya.- M.: VLADOS, 1999.

8. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

9. Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya . - T.: Min vuz , 2002.

10 . Kharlamov ID Pedagogy : Uchebnoye posobiye. 2nd izd. - M.: Vy sshaya school, 1990.

11. Khodiyev B.Yu., Golish LV, Rikhsimboyev OK Case-study - modern educational technologies in an economic higher education institution: Scientific-methodical guide. - T.: TDIU, 2009.

12.Khojiyeva KN, Design technology of education at the Economic Higher Education Institution.: Scientific-methodical guide. - T.: TDIU, 2009.

13. Shadmonov Sh.Sh., Baubekova GD. - T.: Center «New Age Generation», 2004.

14. Shadmonov Sh.Sh., Baubekova GD, Khalikova G.M. Innovative method of education and economic education . - T.: FAN, 2002.

7-Theme	**"Rules for design and planning of pedagogical technologies"**

7 . 1. Educational technology at the seminar

***Training time* - 2 hours**	***Number of students: 40* up to**
Training form	Demonstration seminar
seminar *plan*	1. Educational technology is the organizer of the pedagogic system. 2. Structure of educational technology (by parts). 3. The moving structure of educational technology. 4. Design and development of educational technology.
purpose of the training session: to create practical skills in students in the ways of designing and planning pedagogical technologies	
Pedagogical tasks : 1. To show the educational technology as an organizer of the pedagogical system 2. Development of the structure of educational technology (by parts). 3. To determine the moving structure of educational technology 4. Show the procedure for designing and developing educational technology	*Results of educational activities:* 1. Educational technology has an idea that pedagogy is the organizer of the system 2. Will have the skills to develop the structure of educational technology (in parts) 3. Master the moving structure of educational technology 4. Will be qualified to design and develop educational technology
Teaching methods	Demonstration lecture, question and answer, conversation, explanation.
Forms of education	Mass, collective, individual
Educational tools	Instruction manual, computer technologies, slides
Educational conditions	audience designed to use technical tools and work in groups
Monitoring and evaluation	Oral control, question and answer

7.2 . «Rules for design and planning of pedagogical technologies»

Work steps and time	***Activity content***	
	Educator	***Learners***
1. Introduction to the topic (15 minutes)	1.1. Tells the name of the training course. Introduces the goals and objectives of the course. 1.2. Announces the topic of the first exercise, its purpose and plans.	They listen. They listen.
Stage 2 The main stage (55 minutes)	2.1. Uses the question-and-answer method to activate students' knowledge: 2.2. Fill in the answers, summarize and say that they will get more detailed answers to these questions in today's training session. 2.3. Provides complete information on fighting techniques and tactics . Students focus on the main aspects of the topic, justifying their relevance and importance. 2.4. Covers the details of the second question of the plan. 2.5. Describes information related to the third question of the plan . 2.6. Covers information related to the fourth question of the plan. 2.7. Describes information related to the fifth question of the plan . 2.8. Answers students' questions on the topic	They answer the question. They express their opinions. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information. They listen, record the necessary information.
3. Final stage (10 minutes)	3.1. Final conclusions are drawn on topic b . It emphasizes the relevance and significance of the acquired knowledge on this topic , and provides information on where this knowledge can be used in the future . 3.2. Gives tasks for independent work . Prepare for the next training session on the second topic.	They ask questions. They write down the task.

Appendix 1

system is a self- contained entity in which an invariable order of interrelated and interacting parts creates its internal structure. It is a moving structure in which activities depend on specific goals.

Appendix 2

pedagogical system consists of the following contents:

1. Educator - teacher, master of production education.

2. Learner - student, reader, listener.

3. The educational goal is the goal of education.

4. The result - (1) coming out of this period to learn something that the learner needs to know, master, appreciate;

(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

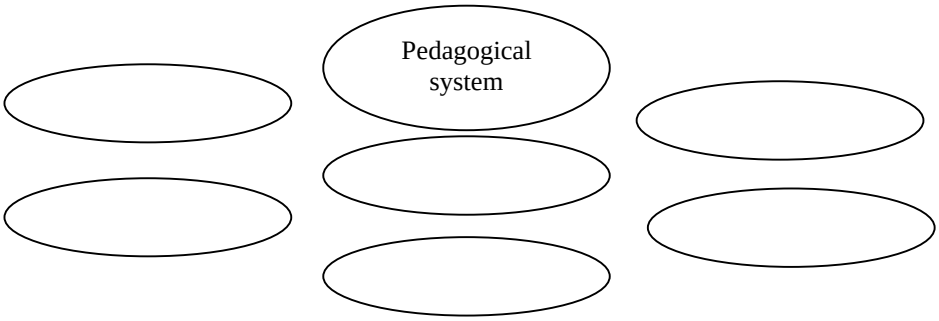
5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

Appendix 3

Cluster «:



Appendix 4

1. Assignment « **Senectic** « technology through problem solution will be done .

Classification	Systematization	Terms

Appendix 5 _

Question for reinforcement

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3.Explain the moving structure of TT.
4.Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

Appendix 6

Used and recommended literature .

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.
2. Avliyokulov N. Modern teaching technologies.-T., 2001.
3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.
4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.
5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.
6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.
8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.
9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.
10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.
11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.
14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

CONTROL MATERIALS

(Assignments, tests for ON, YaN, written work and oral control options)

Samarkand - 2022

Tests for intermediate control, final control

1.What is the answer to the instruction of the national program on the introduction of pedagogical technologies?

provided with advanced pedagogical technologies (fully provided)
new pedagogical technologies are introduced,
transition to pedagogical technologies,
full provision with new pedagogical technologies,

2.Scientific-methodical foundations of the pedagogical technology method.

pedagogical system theory, systematic, technological approach
behaviorist theory
production technology
educational laws

3.What is a pedagogical system?

the individual person , expert as formative in action socio - pedagogical event (structure)
education - upbringing _ _ system ,
from pieces _ Created social unity ,
all answers are correct.

4.What is the dictionary meaning of the word «technology»?

techne - skill, art, logos - concept, doctrine
technology - production method
techne - technique, logos - doctrine
the process of making the item

5.What is the definition of «technology»?

technology is ready product get for work release in processes applied _ _ method and methods set
technology - the process of obtaining a finished product,
technology - a set of methods of product preparation,
technology - production process

6.Pedagogical technology to the concept of UNESCO definition ? _ _

pedagogical technology is education _ _ _ _ forms adjust _ _ in order to technical tools , people potential and their mutually _ _ effect _ _ in consideration take and teach _ _ and knowledge learn _ _ all processes define , create and apply _ _ systematic method
pedagogical technology - education - upbringing _ _ intended _ _ to the goal reach for applied _ _ tools , methods is a set of
pedagogical technology - in advance defined , designed education _ _ _ _ process consistent done is to increase
pedagogical technology to practice current reach possible was _ _ known _ _ pedagogical of the system is a project

7. The student _ mastery _ _ degrees how many type divided ? _ _

4 types
2 types
8 types
6 types

8. Pedagogical to technology work release as in technology putable _ _ requirements

design, guaranteed results, adjustments, savings
effective use of methods and tools
compliance with technical documents
taking into account the individual characteristics of students

9. Show the types of tests

All answers are correct

Closed tests
Compatibility tests
Open tests;

10. Taxonomy is ….

Classification and systematization of objects based on their natural sequences and relationships
Determining the stages of students' mastery
Relational classification of teaching methods
Classification of teaching methods and student mastery levels

11. Show the row in which the sequence of categories of Bloom's taxonomy is correctly indicated.

knowledge, understanding, application, synthesis, analysis, evaluation
knowledge, application, understanding, analysis, synthesis, evaluation
understanding, knowledge, application, analysis, synthesis, evaluation
application, understanding, knowledge, synthesis, analysis, evaluation

12. The relevance of using pedagogical technologies in the educational process

Training of competitive, well-qualified, self-motivated personnel at the level of developed countries, achieving more results in a short period of time requires the application of new pedagogical technologies to the educational process.
In order to completely abandon the traditional teaching method
Due to scientific and technical progress
Because it is used in all developed countries

13. How many principles are modular teaching technologies based on?

9
5
4
8

14. Skinner's formula is shown correctly in which answer

S →R →P
SP →R →_
O'J= M+O'BF+B
S →P

15. How many types of learning activities of students are organized?

4
2
12
5

16. Description of the «Understanding» category in Bloom's taxonomy...

Comprehension is an indicator of the ability to understand the essence of a phenomenon or studied material.
Being able to understand the meaning of words
Being able to use a learned method or rule.
Remembering the learned material

17. Pedagogical technology principles

Completion, pre-planning, guaranteed achievement of results, completeness
Scientific, demonstrativeness
consolidation, savings
Considering age characteristics

18. How many stages does the technology of business games consist of?

3 stages
2 stages
6 stages

5 stages

19. Show the answer that explains the concept of «educational technology».

A tool for achieving the educational goal, that is, the step-by-step implementation of a pre-designed educational process based on a holistic system

A set of rules for providing knowledge and understanding to the student

Raising education to a higher level

Organization of education based on new technologies

20. Define the manifestations of educational technology.

Pedagogical technology, modularized technology, pedagogical axiology, pedagogical neology, pedagogical proxology

Pedagogical technology, educational technology, modular technology, teaching technology, pedagogical neology, pedagogical proxology

Pedagogical technology, pedagogical axiology, pedagogical neology, pedagogical proxology, educational technology, information technology

Pedagogical technology, modular technology, educational technology, new technology

21. What types of requests can be resubmitted in the rating system?

Current, intermediate, final

Intermediate, final

Final, current

Current, intermediate

22. Who approves the curriculum for secondary special vocational education institutions?

Secondary special, vocational education center and field ministries

Ministry of Higher and Secondary Special Education

Ministry of Public Education

Sector ministries

23. What do you understand by state education standards?

Determines the procedure for evaluating the quality of forms, tools, and methods of educational content

A state document that serves as a basis for regulating the fields of education and determining the financial support of an educational institution

It is the basis for determining the content of education

Determines educational conditions

24. The meaning of the word «behaviorism» is given correctly in which answer?

English - behavior (movement), external influence, reaction from the body

Romanian - extinct volcano

Greek - to understand, to apply

Latin - dual

25. Show the principles of modular teaching technology.

Activity, systematic quantization, motivation, modularity, equality, problematic, visually observable, error-based, learning time saving

Symbolic thinking, geometric thinking, in-depth explanation of science content, stimulating learning, generating creative thinking, pushing educational innovation

To develop critical thinking ability, to form activity, it is better to see once than to hear a hundred times, to create a study time reserve for individual and independent work

Arousing interest in the educational material, showing the connection of the passed module with other modules, mastering the new educational material step by step

26. What is the purpose of personnel training and retraining according to the national program?

Updating and deepening of professional knowledge and skills of specialists

Development of knowledge and skills of specialists

Expanding the knowledge of specialists, developing their skills

Improving knowledge in the specialty

27. Show pedagogical technology monitoring.
Learning, remembering, understanding, being able to analyze, being able to apply, synthesizing, evaluating, transitioning to new knowledge
Assessment, study, education, acquisition, processing, deepening of knowledge
Giving new knowledge, free education, creating, learning, remembering, analyzing, evaluating
Analysis, assessment, acquisition and deepening of new knowledge
28. What educational institutions are required to fulfill state educational standards?
All answers are correct
Higher educational institutions, secondary special, vocational educational institutions
Secondary schools
Preschool educational institutions
29. Which answer explains the concept of innovation in «pedagogical technology»?
Innovation, reform
Reform, innovation, fundamental change
Innovation, reform, reconstruction
Radical change, innovation, development
30. Which of the answers correctly states the purpose of the rating system for monitoring and evaluating student learning?
A numerical indicator that determines the quality indicator of a student's personality
Continuous objective assessment of students and comparison of their grades
Activating students' desire to study and creating opportunities for mutual competition, educating them as well-rounded individuals
Obtaining excellent knowledge, deepening the acquired knowledge
31. What is the meaning of the word «test»?
English «test»
Latin «try»
Greek «judgment»
Russian «control»

32. What are the correct answers in the test?
Key
Correct answers
The real answer
Standard answer
33. What does the word «rating» mean?
English - individual coefficient
Greek - assessment
Italian - I'll try
Latin - control
34. What are the first level tests?
Recognition
Difference
Comparison
False comparison
35. What are the secondary tests?
To put in place, to make up
Remembering information
False comparison, recognition
Differentiation, comparison, recognition, test task, test process
36. What mastery level is mainly determined in third-level tests?
Qualification
Skill

Knowledge
Professional skills

37. What is the level of mastery determined in the fourth-level tests?

Creativity
Skill
Qualification
Professional skills

38. At what stage does the educational process end in pedagogical technologies?

Final control
State exam
Obtaining a diploma and certificate
State certification

39. What control system is used to assess students' knowledge in new pedagogical technologies?

5 points
12 points
A lot of points
100 points

40. What is the most effective type of classroom training?

Acquisition of new knowledge, theory
Practical training
Repeat, computer
Production training

41. What are the main parts of the repetitive form of education?

From the general definition of educational goals
By clarifying the general goal, turning it into educational goals
From the set of educational practices (educational process).
From the assessment of educational outcome

42. Which answer correctly describes the requirements for pedagogical technology?

Design, management, guaranteed results, corrections, savings
Design, management, achievement of guaranteed results, introduction of corrections, training structure (DTS)
Design, management, guaranteed achievement of results, educational structure (DTS), technological map
Design, management, educational structure (DTS), technological map, criteria for evaluating the quality of education

43. What is the meaning of the pedagogical word «Taxonomy», which classifies the categories and sequence levels of educational goals?

Greek «taxis» means arrangement, «nomos» means law
Latin - main categories of learning objectives
English - main categories of learning objectives
Russian - variety of educational goals

44. Find the correct answer that represents the number of basic steps in the design of learning technologies.

5
7
3
2

45. Explanation - methods of setting (expressing) educational goals in the demonstrative (traditional) teaching method are correctly described in which answer?

Through learning content; through pedagogic activity; through the spiritual, intellectual, moral, aesthetic development of the student's personality; through the learning activity of the student

Through the learning activity of the student; through the spiritual, intellectual, moral, aesthetic development of the student's personality; through pedagogic activities; through a system of learning objectives
Through the system of learning objectives; by expressing the goals of the teacher, pedagogue and student separately
Through clarified learning objectives; through the system of learning objectives; through pedagogic activities; through the educational content studied

46. In what answer is the instruction on the introduction of pedagogical technologies in the second stage of the national program?

It is fully equipped with new pedagogical technologies
New pedagogical technologies will be introduced
New pedagogical technologies are provided
Transition to pedagogical technologies

47. What is the name of the state event that determines the quality of the pedagogical process, educational system and technologies?

Attestation
Lessons
Exam, test
Skill level

48. Show the highest level of test tasks.

Creative
Find out
Reproductive
Productive

49. Which answer fully describes the categories of learning objectives in the field of knowledge?

Knowing, understanding, applying, analyzing, synthesizing, evaluating
Knowledge, intuition, application, analysis, synthesis, evaluation
Knowledge, explanation, talent, analysis, synthesis, evaluation
Knowledge, explanation, talent, analysis, synthesis, evaluation

50. Show the type of the most common test tasks.

Closed
It's open
Appropriate
Sequence
All the answers are correct

Final control questions from the science of innovative pedagogical technologies in the teaching of physical culture

1. Pedagogical technology requirements for production technology.
2. Describe the advantages and disadvantages of traditional methods of education.
3. Describe the methodological foundations of the science of pedagogical technology.
4. Bloom's Taxonomy:
5. The main stages of designing teaching technologies.
6. Design of educational process organization and management system.
7. The main principles (rules) of modular training:
8. Designing a performance evaluation system:
9. Explain the design of the learning process:
10. B. Give examples of verbs that match the learning objectives of Bloom's Taxonomy:
11. Explain the disadvantages of setting learning objectives in the traditional education system:
12. Transfer of learning objectives to test tasks:
13. Tell the main reasons for organizing the educational process on the basis of pedagogical technologies:
14. New pedagogical technology as a science is in contact with what subjects:
15. Concept of teaching module technology:
16. Signs of pedagogical technology:
17. Standardization of education « standard «.
18. Development of the concept of pedagogical technology:
19. Tree of Learning Objectives:
20. B. Give a general description of Bloom's taxonomy:
21. Grouping of tests:
22. Describe the methodological foundations of the science of pedagogical technology:
23. Classification of tests:
24. Pedagogical technology and study _ _ methodology mutually _ _ relation :
25. Basic principles of pedagogical technologies
26. Problem-based educational technology
27. Person-oriented educational technologies
28. Interactive educational technologies in the educational process
29. Game technologies in the educational process
30. A systematic approach to education
31. Students' mastery level
32. Learning activities of students
33. «Cluster» method
34. «Brainstorming» method
35. «Decision tree» method
36. Education _ _ goals to determine pedagogical technology method
37. Principles of traditional education
38. In education _ information technologies apply _ _ essence and principles
39. Forms and types of distance education
40. «Severe attack of thoughts» method
41. The concept of technology and the history of its origin
42. Pedagogical technique
43. Principles of personalized educational technologies

44. Approaches to education
45. State educational standard of higher education
46. Pedagogical technology structure
47. Technological map of the lesson
48. Rating system of assessment
49. Test requirements
50. Advantages and disadvantages of verbal control
51. Advantages and disadvantages of written control

INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING PHYSICAL CULTURE FROM SCIENCE

(Text of lectures)

S amarkand - 2022

INTRODUCTION TO TECHNOLOGY OF EDUCATION

I. Plan

1. The essence of the technological approach to education and its continuous development.
2. Basic categories and concepts in the field of educational technology.
3. Essential features and characteristics of educational technology.
4. Conceptual foundations of modern educational technology.
5. The difference between traditional education and education based on modern educational technologies.

II. Basic categories and concepts

Technological approach, technologization of education, technology, production technology, educational technology (TT), teaching technology (OT), pedagogical technology (PT), pedagogical system (PT), teaching methodology (O 'M), science methodology (FM), concept (idea), person-oriented education, systematic approach, active approach, conversational approach, problem-based education, cooperative education.

III. A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.
2. Avliyokulov N. Modern teaching technologies.-T., 2001.
3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature?//Shkolnyye tekhnologii.-2002.- №1.
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5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.
6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
7. Yepisheva OB Osnovnyye parameters technology training. //School technology -2004.- No. 4.
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9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.
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12. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
13. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
14. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.

IV. Questions and assignments for self-examination

1. What is the essence of the technological approach to education?
2. What conceptual situations do you come from when designing authorship educational technology? Why?
3. Give your interpretation of the statement that the concept of «educational technology» is derived from the concept of «production technology».
4. Explain the relationship between the concepts of «pedagogical system», «educational technology», «methodology of science».
5. Describe the difference between education based on modern educational technologies and traditional education.

6. Clarify in detail the essential features of educational technologies.

1. THE ESSENCE OF THE TECHNOLOGICAL APPROACH TO EDUCATION AND ITS CONTINUOUS DEVELOPMENT

1.1. The essence of the technological approach to education

The idea of technological education is not new. 400 years ago, the Czech pedagogue Jan Amos Comenius put forward the idea of technological education. He encouraged the «technicalization» of education, that is, success in whatever is taught. The learning process that leads to the result, he called the «didactic machine».

The clear goals for such a didactic machine; to achieve these goals, clearly adapted means; wrote that it is important to find clear rules for how to use these tools.

In the theory and practice of education, the first attempts were made in the 50s to give the educational process a technological character. They found their expression in the creation of complex technical tools for traditional teaching.

Currently, «pedagogical technology is not considered research in the field of technical means of teaching or the use of computers, but it is education through the analysis, development and application of methods and materials, as well as evaluation of the methods used, which increase the effectiveness of education. is a study aimed at determining the basis of the lim process and the development of ways to optimize it».

The transfer of all educational and educational work to the path of pedagogical technology, a sharp turn from the voluntary construction of the pedagogical process of school practice and its implementation means the following:

- the consistency of each of its parts and stages (ordering of the educational process - defined and based in detail, parts consisting of a certain order of work - formalized as much as possible by dividing the ways and means of communication, information and management) ;
- orientation to be able to accurately diagnose the final result;
- to give the educational process a perfect, well-established, consistent, coordinated nature of the production technological process that ensures the achievement of the educational goal and a positive result in the existing conditions and within the specified time;
- controllability of the entire educational process with the aim of optimizing its effectiveness and human capabilities (power, time).

1.2. The technological approach to education and the continuous change in the meaning of the concept of «educational technology».

period	Manifestation of technological approach	The meaning of the concept «TT».
XVII century	In the 17th century, Jan Amos Comenius conducted research on such an educational mechanism, that is, he called it a «didactic machine».	«Didactic machine «
30s _ Mid 50s	of the 30 's , lectures on audio- visual education were given to students at Indiana University , 1946. a training course for hearing and visual education specialists was introduced here: production planning, use of hearing and visual aids and their quality assessment, programs for managing the educational process using these tools. 1954. - teaching on division of labor (subject-step-staff) by Professor BF Skinner regularly a programmed educational model (DT) was founded, which shows the technology . Feedback refers to the rapid assessment of the correctness of each step and feedback to the next step if there is an error .	***«Technology in education»*** **-** «... the application of modern inventions, industrial products and processes in the field of information acquisition" (M. Clarke). use of hearing and visual (audiovisual) means in presenting information for pedagogical purposes
Mid 50s - 60s	1958. – N. Crowder proposed an extended drawing of multiple-choice DT according to feedback depending on the correctness of a series of given answers.	**« *Teaching technology»*** *(D. Finn, 1959)* - the use of specially designed hearing aids for pedagogical purposes and the methodology of their use

70-80 years	The scientific basis of educational technology is information, theory of telecommunication, pedagogical qualimetry, systematic analysis, theory of cognitive process management, facilitation of the educational process, scientific organization of pedagogical work, etc. New types of hearing aids began to be produced: VCR, overhead projector, electronic and notepad, etc. The general essence of educational technology was proposed at the international conferences on the problems of educational technology . Field of application of TT - (1) technical means of teaching, (2) systematic approach to information acquisition problems. «The first field is connected with the implementation of technical achievements in teaching tools, and the second field is with the development of pedagogical theory. The general theory of their organization depends on the application, that is, a systematic approach to educational problems.» As a result of PD Mitchell's (1970) analysis of 102 resources on TT, he forms the basis of the meaning of TT and the task of pedagogues-technologists: «The optimal distribution of human, material and financial resources to obtain the expected pedagogical results.» «A new generation of skilled technologists has appeared, a stream developing theoretical studies of TT problems» (M. Eraut). «Only naive people think of technology as just a set of devices and learning materials.» It means more than that. It's a way of organizing, it's a human-machine vision of materials, people, organization, models, and systems. An examination of the economic feasibility of this problem. In addition, technology has an important relationship to the interaction of science, art and human value. «Far from being a synonym for a medium of instruction, it is a collection of interdisciplinary coincidences, related to all aspects of education, from the short curriculum to national systems in all its activities» - D. Finn, London , 1978.	***«Educational technology»*** TT - not research «in the field of educational technology or computers»; by analyzing the factors that increase the effectiveness of the educational process, by structuring and using methods and materials, as well as by evaluating the methods used, to determine the principles and ways of optimizing the educational process research for the purpose of development». (Mejdunarodnyi jezhegodnik po tekhnologii obrazovaniya i obucheniiya - London - New York, 1978 g. «The initial essence of TT meant the use of audio and visual means of communication, display, computer and other types of «soft» and «hard» means of communication for pedagogical purposes. In a new and broader sense, it is the task of optimizing the forms of education, assimilating the entire educational process and knowledge taking into account technical and human resources and creating their interaction. «is a systematic method of application and determination». (UNESCO , 1986)

	In the 80s, the first publications of Russian scientists about TT appeared: «... foreign experiences are not well known in our country now. But TT is knocking on our door» (Clarin, 1989).	term ***«pedagogical technology»*** was ***created*** in the field of pedagogy
90s _	TT problems were developed by: VPBespalko, V. Guzeyev, V. Klarin, V. Monakhov, G. Selevko, S. Saidakhmedov, J. Yoldoshev, S. Usmonov, M. Ochilov and others	
1st decades of the 21st century	«The subject of pedagogy is the legal relationship between human nature (dependent) and the effect of educational activities.» Instead of the «right to choose» from several methodologies, scientific, nature-based pedagogy suggests the **conscious design of optimal ways of moving for existing conditions based on specific knowledge of a given or human** being. It is known that pedagogy changes from the quagmire of «generalization of experience» and «mass creativity» to the field of scientific research and high-based psychology - pedagogical engineering. In this passage, **TT are the ways to optimally achieve pedagogical tasks in the given conditions.** Adequacy in given conditions is a universal systemic sign of technology. «For pedagogy, there is no reason to invent a meaning of technology that is separate, unique, and technically repetitive. In essence, existence and production, social, humanistic and technological tasks should be accepted as given» (AM Kushnir, 2004).	

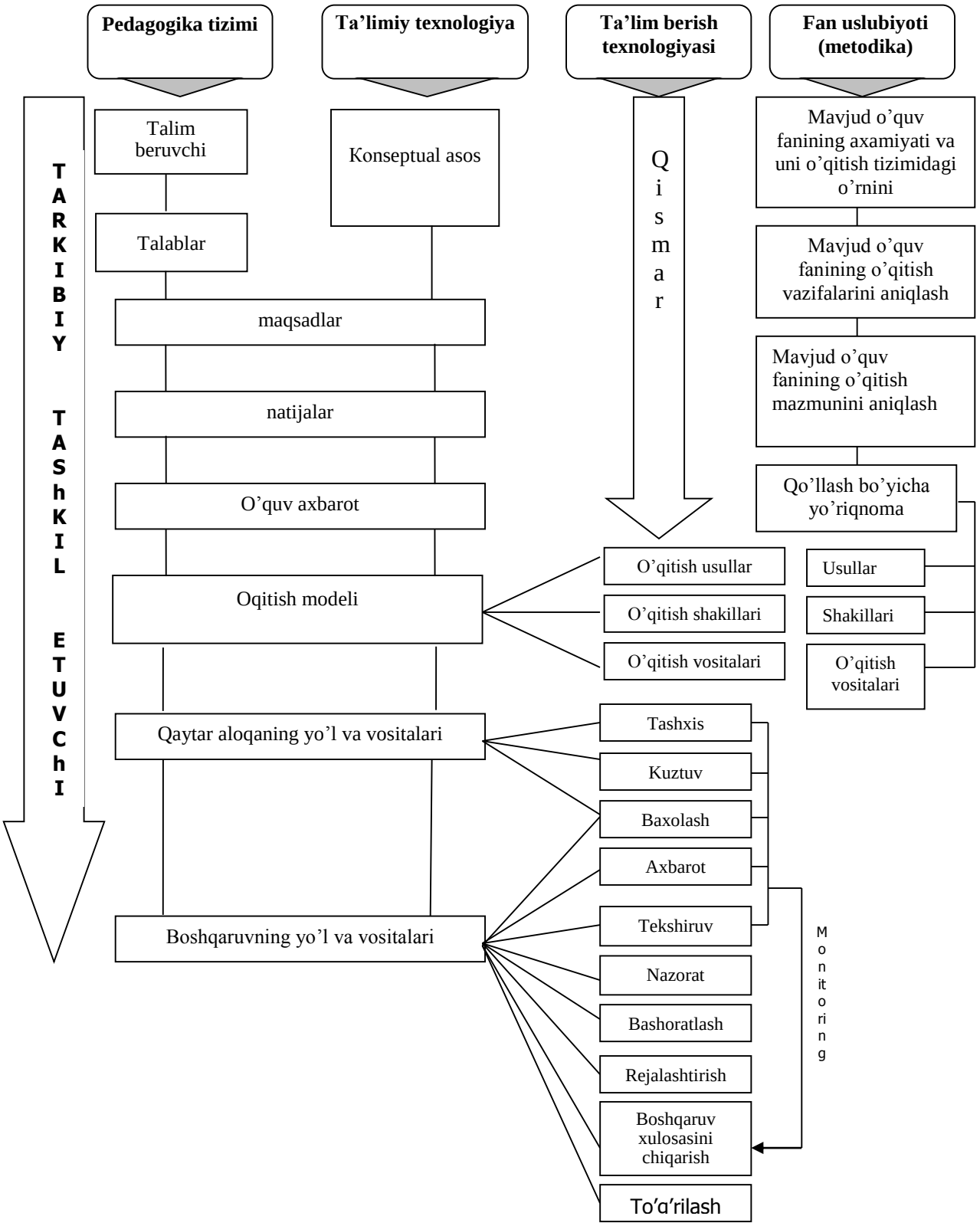
Different technology from science teaching methodology:

- «how to teach?» does not answer the question, but is an important addition « *how to teach effectively and how to organize the educational process optimally?* answers the question;
- *to a specific pedagogical idea, arising from specific conditions and directed to a specific result* ;
- differs in *that it produces* its results q say;
- in contrast to the methodological developments of the lesson directed at the learners and the teacher, it is directed to the provision of achievement at the expense of their own activities in education.

Unlike a methodologist, a pedagogue-technologist:

- *does not experiment* : it works with a clearly defined result;
- *based training model* that does not create doubt in the implementation of the goals set in the allocated time and existing conditions *relies on;*
- it acts, when *educational goals are set, specific pedagogical tasks are defined, and expected results are formed, it begins to act after the conditions of the educational process are determined.*

2.3. Systemic organizers and elements of « pedagogical system», «educational technology», «teaching technology», «methodology of science»



3. ESSENTIAL CHARACTERISTICS AND SPECIFIC CHARACTERISTICS OF EDUCATIONAL TECHNOLOGY

Konseptuallik	Ta’lim texnologiyasi falsafiy, psixologik, didaktik va ta’limiy maqsadning ijtimoiy-pedagogik asoslangan aniq ilmiy g’oyalariga asoslanadi.
Tizimmlilik	Ta’lim texnologiyasi tizimning barcha belgilariga ega, ya’ni: yaxlitlik, tuzilmaviylik, barcha tashkil etuvchilarning o’zaro bog’liqligi va ularning bir-biriga bo’ysunishi, tizim va muhitning o’zaro bog’liqligi.
Boshqaruvchanlik	(1**)** TT mohiyati- ishlarni aniq bajarilishida, ya’ni: butun tugallangan ta’lim jarayonini aniq pedagogik g’oya ostida *dastlabki bashoratlash, loyihalashtirish va rejalashtirishida* ko’rish mumkin. (2) Ta’lim berish jarayoni aniq *tuzilmaga keltirilgan:* pedagogik va o’quv harakatlari, boshqaruvchilik, axborotli va muloqotli ishlar ifodalangan ketma-ketlik – bosqichma-bosqich, maqsadli yo’l bilan, ya’ni ta’limiy maqsadlar alohida shaklda ifodalangan: pedagogik vazifalar va aniq belgilangan kutilayotgan natijalar bilan muvofiqlikda tuziladi. (3) *Texnologik jarayon* tabaqalashtirilgan va individuallashtirish, ikki kishilik va ko’pchilikli suhbat (dialog, polilog) tamoyillari hisobga olingan shartnoma asosidagi, ta’lim beruvchi va ta’lim oluvchilarning o’zaro bog’liq faoliyatini nazarda tutadi. (4) *Qaytar aloqani* tizimli tezkor ravishda ishlatilishi ta’lim jarayonining joriy natijalarini uzluksiz kuzatishni, tashhislashni va tezkor baholashni, tahlil va maqbul boshqaruv xulosasini qabul qilishni ta’minlaydi. (5) *Tashhisiy ishlar* faoliyat natijalarini aniq bir ma’nodagi mezon va ko’rsatkichlarini, shuningdek uni o’lchash vositalarini o’z ichiga oladi. (6) *O’zgartirish jarayoni* ta’lim oluvchini xatoliklariga emas, balki ta’lim jarayonini shu ta’lim oluvchiga nisbatan unga belgilangan maqsadga erishishni ta’minlash bilan tashkillashtirish yo’lini o’zgartirishga qaratilgan.
Samaradorlik	Ta’limiy texnologiya samarali natija va ta’lim maqsadlariga erishish kafolatini ta’minlaydi
Maqbullik	Texnologiyaviylikning hammabop tizimli belgisidir. TT ta’lim maqsadlariga erishishda, kuch va vaqt sarf qilishda inson imkoniyatlari va texnik zahiralaridan foydalanish bo’yicha maqbul yo’l va vositalarni ta’minlaydi.
Takror ishlab chiqarishlik	Takrorlash imkoniyati**,** xohlagan ta’lim beruvchi, shu texnologiviy ishlar tartibini, shundayligicha qo’llasa, shunday natija olishi mumkin

4. CONCEPTUAL BASIS OF MODERN EDUCATIONAL TECHNOLOGY

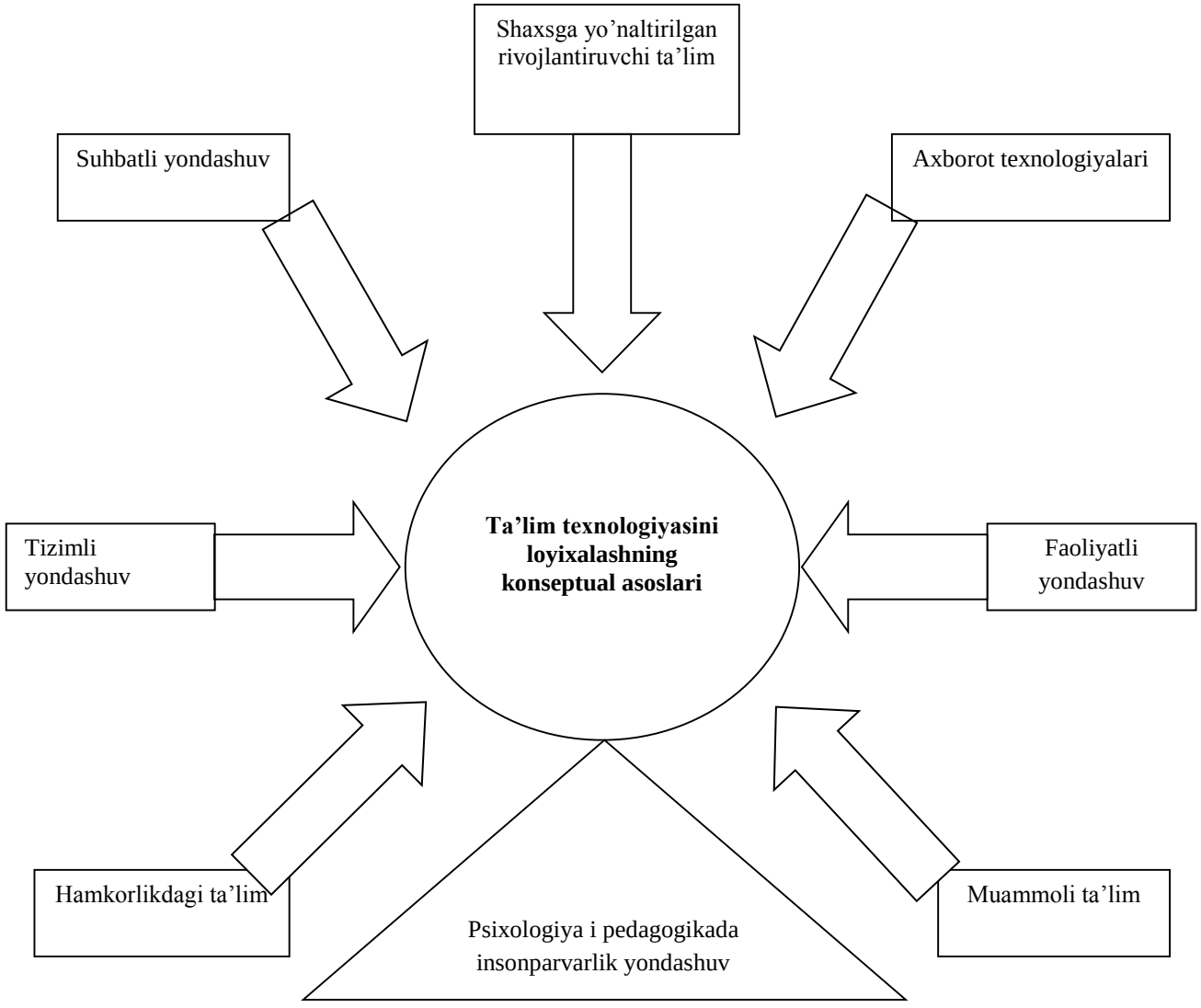
Konsepsiya – umumiy g’oya yoki biror-narsa to’g’risida tasavvur, tushuncha, fikrlar tizimi.

Educational technology is developed on the basis of a specific pedagogical idea, the basis of which is: (1) the determined methodological and philosophical direction of the author; (2) pedagogical, psychological and social sciences and pedagogical practice-conceptual foundations.

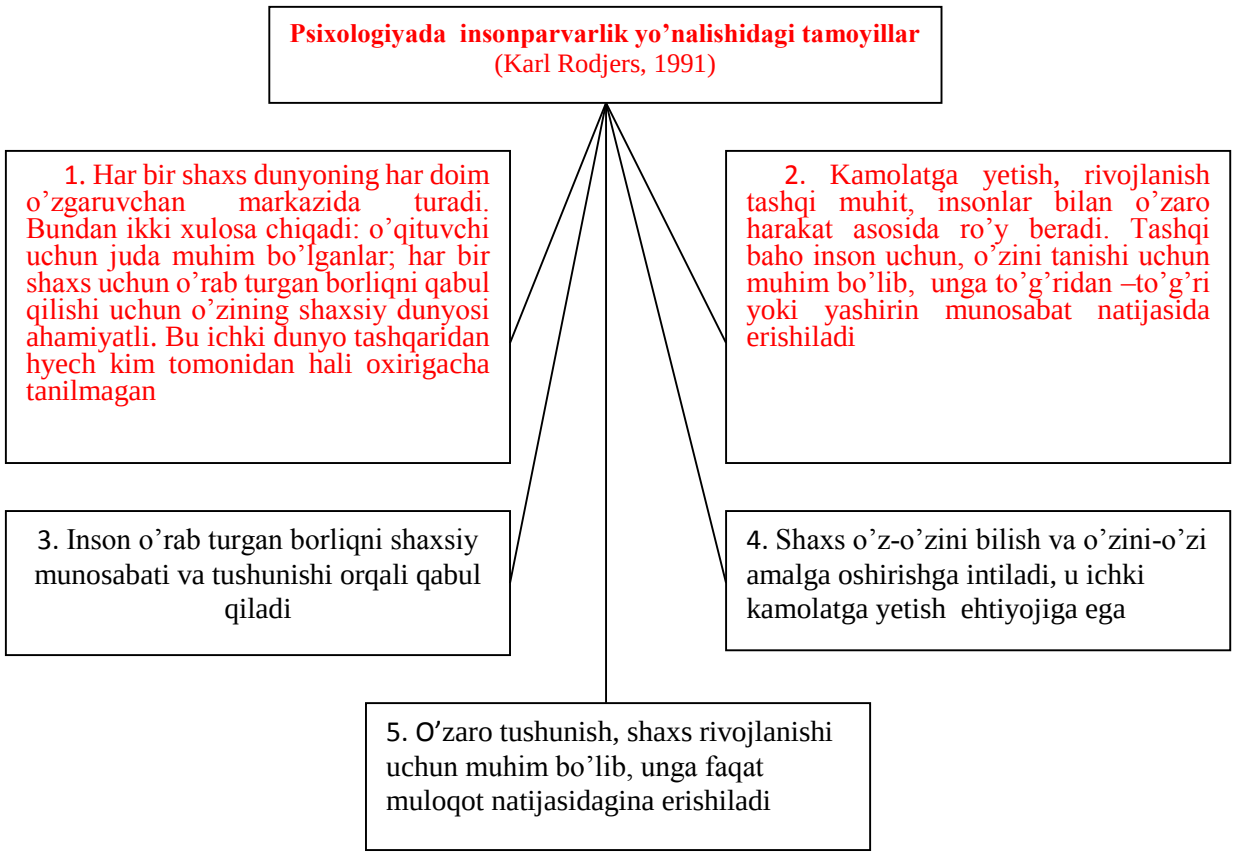
The educational system, like all other foreign countries, is based on the principles of humanism in philosophy, psychology and pedagogy. The main distinguishing feature of this direction in pedagogy is that it depends on the independent cognitive activity of each learner, which is clearly oriented to the conscious development of the learner's identity, his personality,

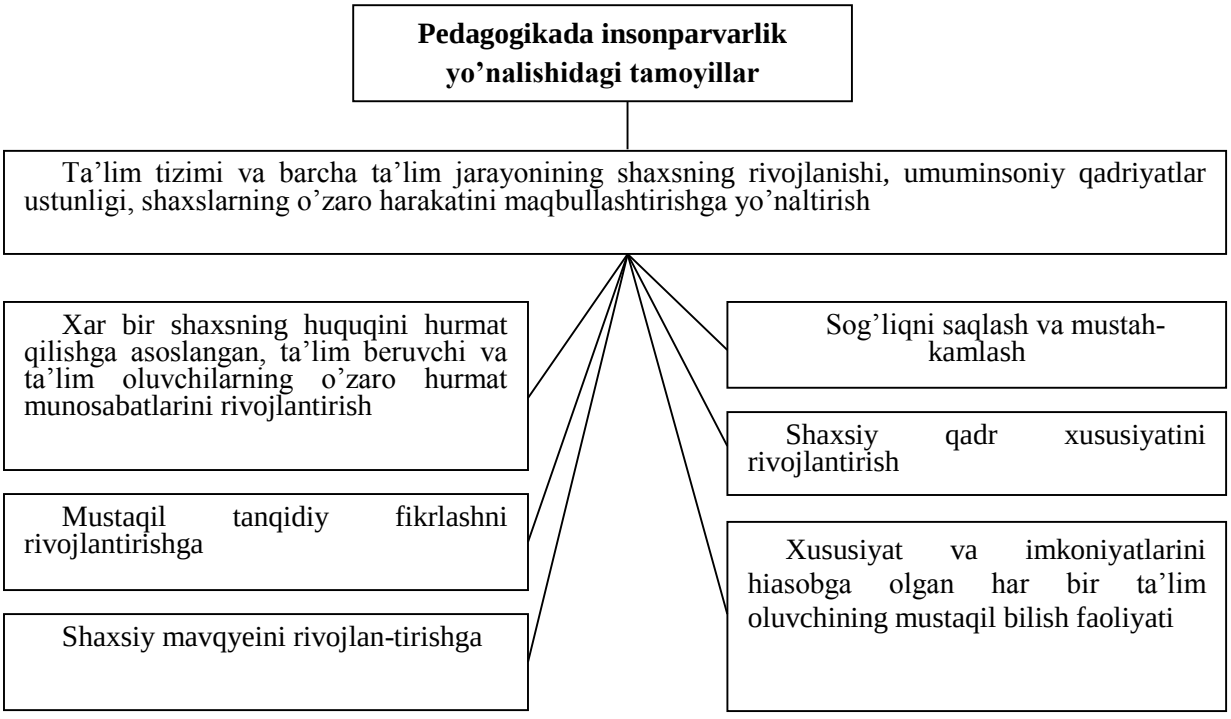
“Педагогик технология” – педагогик ҳодиса ва таълимни технологиялаштириш соҳасидаги жараёнда қўлланиладиган тушунча.

4.1. Conceptual foundations of modern educational technology



4.2. Principles of humanism in psychology and pedagogy





4.3. Person-oriented developmental education and conditions for its implementation

Main theoretical content	Implementation conditions
A personal approach means: - directing the goal, subject superiority, result and its efficiency to the person as the main criterion in the creation and implementation of the educational process; - full development of all participants of the educational process; - humanization and stratification of the educational process: directing the learner to the path of development in accordance with the requirements of the State Educational Standards in the areas of professional training; - taking into account the psychological-professional and personal characteristics and abilities of learners; - ensuring the personal interests of the participants of the educational process	Providing comfortable, non-conflict and safe conditions for free and creative development of the learner, realizing his natural potential. Accepting the person of the learner of the teacher: understanding his goals, passions, interests, views, attitudes, recognizing them as valuable, believing in him, his strengths and possibilities. In the process of developing and implementing educational technology, the level of education in this field of knowledge and the level of general development of personal culture; - psychological and physiological characteristics of the learner; - for each learner, the educational programs are adapted according to his/her abilities, under the influence of personal characteristics and training, his/her development variability; - to help him in his knowledge, self-determination, self-development and self-realization. Objective monitoring and diagnosis of the learner's personal development in order to determine the development and fading perspectives of the learner, and then to correct them. Development and implementation of technologies for the development of general pedagogic skills of the learner not only professionally, but also as a person. This goal can be considered achieved only when training and personal development have a vital and professional essence for the teacher and learner, when a strong interest in this activity arises, when training and development become a vital need of a person.

4.4. Active approach to education and conditions for its implementation

Main theoretical content	Implementation condition
The development of activity-personality is the basis, means and decisive condition. This creates the formation of process qualities of the learner, the activation and acceleration of his actions, the expansion of all his opportunities, diligence and enthusiasm in the educational process. Activity is an object of mastery It is realized when interacting with a personal and developmental approach to education	Changing the role of the educator: not only to impart knowledge, but also to enable learners to independently search, analyze, compare, change, solve their vital tasks, quickly update their knowledge throughout their life path and teaching to fill. For this, the teacher should not be a first-class demonstrator of all correct solutions, but an organizer, consultant and supervisor of the educational process; reducing less effective verbal ways of imparting knowledge. To ensure the high activity of the learner in the dialogue and polylogue in the process by implementing the forms of pair and group organization of education; supporting the independent activities of learners in predicting, planning and organizing learning activities

4.5. Conversational approach to education and conditions for its implementation

Main theoretical content	Implementation condition
It represents the formation of the educational process as a conversation between the teacher and the learner and is directed to the creation of program activities in cooperation . Together with personal and activity, it forms the methodological essence of humanistic pedagogy . Applying them together creates: ▪ the «objective» influence of the subjects of the participants of the educational process due to their psychological unity and interaction gives place to the process of creative mutual development and self-development; ▪ increase the freedom of the participants of the educational process; ▪ self-activation and self-realization of the individual	Task of the educator : - to establish an equal party with learners; - just teaching , but encouraging learners to develop and create conditions for their own movement ; - formation of students' independent thinking, the ability to independently plan a problem and propose ways to solve it, to evaluate the obtained results or prepare for verification. For this, it is necessary to implement the following: situational design; opinion-searching conversation; inclusion of educational tasks in the text of life problems; creating conditions for students to develop independence, independent study, self-determination, and self-realization skills

4.6. Problem-based education and conditions for its implementation

Main theoretical content	Implementation condition
This is a way to organize an active interaction between the teacher and the students , in which they discuss, learn to think, and creatively absorb knowledge while solving the presented problematic educational content . Provides independent thinking, strengthening of knowledge and creative application in practical activities. Forms the personal aspirations of learners, cognitive interests, develops thinking skills, helps to form and develop dialectical thinking of learners	Students actively acquire new knowledge by presenting orderly and goal-oriented problems to them, solving them under the guidance of the teacher. Providing independent creative cognitive activity in the direction: problem situation → problem formulation → a way to solve it → problem solving → solution verification

4.7. A systematic approach to the organization of education and the condition for its implementation

Main theoretical content	Implementation condition
Educational technology The concept of education means the whole (structural and meaningful) structure of the pedagogical system .	Designing educational technology from pre-setting the goal and forming the results of the activity to the creation of a diagnosis and control system of the pedagogical and educational process. This not only guarantees the achievement of the set goal, but also prevents the consequences of arbitrariness in the construction and implementation of the specified processes, eliminates the possibility of correction during educational activities.

4.8. Collaborative learning and conditions for its implementation

Main theoretical content	Implementation condition
by each learner of BMK according to the level of development of their personal characteristics ; (2) formation of communication skills: teaching to work together, learning and creating, always ready to help each other, share the joy of success or the pain of failure . Not only doing the task together, but learning together; not competition, but cooperation. The main principles of organizing cooperative education: - one task for one group; -incentives for everyone; - each person's responsibility for his own luck and the luck of other groups; - cooperation activities; -equal chances of success	It is done during the goal setting process. Independent individual work → cooperative work in groups - this is the dialectical interdependence of the learning process in cooperative education. Change in the teacher's role: willingness and ability to engage in new interactions with (not public!) learners. (1) personal equality and respect, transition to full communication and mutual understanding, (2) new forms of interaction of participants in the educational process: teacher → group → learners, education learners → learners. - a task is given to the group to complete the task; - the group receives the summation of uniform, collaborative work grades for everyone (the actions of all learners in the group are evaluated to achieve a common result), as well as the grade resulting from the individual contribution of each participant; - ways to speed up interaction, that is, group discussion, cooperation, mutual assistance, joint activity; -each learner should be focused on improving his personal success, as long as he is evaluated together with others, his personal opportunities and abilities in education

5. THE DIFFERENCE OF TRADITIONAL EDUCATION FROM EDUCATION BASED ON MODERN EDUCATIONAL TECHNOLOGIES

Traditional education	Teaching based on technological approach
1. Conceptual foundations	
the learner, it is controlled-advising, restorative according to the occupying method, suppressing the initiative and independence of learners , based on strictly organized obedience (authoritarian). education _ Education focused on the possibilities of secondary education students, their mastery and renewal of knowledge . Learning is the task of remembering, and teaching is the main activity . T educational paradigm: teacher - book - learner	It is based on a systematic approach to individual-oriented education and training. The learner is the central owner of the educational process. The humaneness and freedom of relations, the relinquishment of compulsion to study. Differentiation and individualization; taking into account the level of mental development of the student of general education and their mastery of this subject. Learning is mental development, the process of independent acquisition and, most importantly, the ability of learners to apply the acquired knowledge; Problematic, inquisitive, creative by nature. A new paradigm of education, i.e.: learner - book - teacher
2. The role and function of the learner	
A subordinate object under the influence of the teacher. Science is the only goal . Mistake - punishable.	An equal subject of the educational process, carrying out independent cognitive activity. Knowledge is a tool for solving personal problems . right to make mistakes - he learns from mistakes
3. The role and function of the educator	
executor of the directives of the governing bodies .	Organizer of independent learning activities of learners, their responsible advisor and assistant. It provides not only the control of the IBK of learners, but also the diagnosis of their education in order to correct possible deviations in time.
4. Teaching and learning methods	
Communicate knowledge through oral presentation. Teaching by example, based on simple to general inductive logic, mechanistic memorization, restitution (unchanged return) statement. As a result, it causes learners to become sluggish, to the point of slackening speech activity	Methods of active education based on the search for problems, practical application of knowledge, creation of problem situations, creative research activities of active knowledge
5. Educational tools	
Teaching words, visual and technical means. Educational literature written in complex (technical) language, therefore difficult to accept; mainly used for homework.	In addition to traditional means - information technologies. Learning materials are used by learners to independently seek knowledge
6. Forms of organization of education	
Teaching in public: learners in a	Goal setting: orientation to the guaranteed

detached relationship with each other; the achievement of independence .	achievement of diagnostically defined goals as a criterion limiting the final educational results; there are criteria and guidelines for measuring the quality of the obtained results.
only plans pedagogical activities.	Not only predicts, but also designs and plans pedagogical activities, at the same time develops the content and structure of educational activities, increases the initiative of learners when they predict, plan and organize independent learning activities. supports.
Mastered IFC control.	The teacher organizes the educational process with the learner as an educational dialogue; it creates conditions for the development of independence in them, preparation for independent education, self-knowledge, self-realization and self-presentation skills.
Quantitative assessment is a tool of assessment and coercion, it serves as a tool of the teacher's control over the learner: the final analysis and evaluation of the learner's performance.	Not only the control of BMK, but also the monitoring of education, development, upbringing. The teacher evaluates the overall result and analyzes his work in cooperation with the learner: why the expected results were not achieved or partially achieved

2 Goal setting. Evaluation of the level of achievement of educational results based on three-level tests

I. Plan

1. The role and essence of management in the educational process.
2. Goal setting.
3. Ways of designing and planning pedagogical technology.
4. Control of the student's educational achievements.

II. Basic categories and concepts

Management, goal setting, diagnosis, forecasting, design, planning, organization, information supply, control, evaluation and change, technology mapping, pedagogical monitoring.

III. A list of used and recommended literature for studying the topic and specific questions

1. Akhunova GN, Golish LV Introduction and projection and planning of pedagogic, technological and economic education: Brief synopsis of the lecture. - T.: Economics and Finance, 2006

2. Podlasyy IP Pedagogy. New course. Uchebnik.- M.: VLADOS, 1999.

3. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice.-T.: RTM, 2000.

4. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice.-T.: Fan, 2005.

5. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

IV. Questions and assignments for self-examination

1. What is the essence of the management process?
2. State the concepts that illuminate the nature of the management process and reveal their content.
3. Give an extended statement to the categories «goal setting», «goal», «outcome».
4. Give a clear, enlightening answer to the question of how to combine educational goals based on a level approach to the ways of learning and learning activities.
5. Tell the teacher's procedure for designing and planning educational technology in the training session.
6. Tell me, in your opinion, what are the differences between the structure of educational technology and the structure of teaching technology in a training session? Justify your answer.
7. Give an extended description of the educational technology model in a training session.
8. Present a technology map of the training session in a structured view and highlight its meaningful indicators.
9. Express the concept of «monitoring of educational achievements». Tell its form, type and methods.
10. Develop level 3 tests of successful mastery of knowledge in one of the topics.

ROLE AND ESSENCE OF CARE IN THE EDUCATIONAL PROCESS

Boshqaruv - bu tartibga solish darajasini oshirish orqali ijtimoiy tizim faoliyatini takomillashtirishga yo'naltirilgan faoliyatning maxsus shakli.

The essence of the management process is to initiate action in the direction of goal-result matching.

We consider the management actions of the teacher at each stage of creating a teaching plan.

Goal setting - definition of didactic tasks, formation of learning outcomes. It is the main factor of the pedagogical activity and directs the action of the joint activity of the teacher and the learner to a common result.

Diagnosis - study of characteristics of learners and available material and technical possibilities. It allows you to choose the means to achieve them and the need to adjust the goal.

Forecasting - predicting the results of pedagogical and educational activities under existing conditions within a set time.

Designing - creating a future model of activity, choosing ways and means during the time set in the existing conditions, dividing the stages of achieving the goal, forming separate tasks for them, determining the means and ways of delivering educational information and feedback.

Diagnosis, forecasting and design are the basis for developing a plan.

Planning is the development of a plan for future interrelated pedagogical and educational activities. It is formalized in the form of a technological map.

Organization - involvement of students in the specified work by the teacher, cooperation with them in achieving the specified goal.

Informational provision - implementation of ways and means of delivery of educational information and feedback. It allows to quickly change the course of the collected information process, to introduce influencing factors and effective tools.

Control, assessment and change - creation of stimulating factors affecting the development process, coordination of changes in the object of pedagogical influence.

Analysis of the finished process - to determine the inefficiency, the reason for their appearance, to determine the measures to prevent it in the next iteration.

2. SET THE GOAL H

2.1. The concept of «setting the goal».

Goal setting is considered to be the main factor of technologization, and the design of pedagogical technology, creation and organization of the educational process starts from this.

Maqsad - ko'zlanayotgan natija modeli ko'rinishidagi muhim yo'nalishning mahsuli.
Bu esa, ta'lim subyektlarining faoliyat yakunida egallashlari ko'zlanayotgan narsadir.

Natija - (1) o'quv faoliyatida olingan natija ta'lim oluvchining rivojlanishida oldinga siljish bo'lib, bu uning u yoki bu faoliyatida o'z aksini topadi; (2) ta'lim jarayonining samarali borishini namoyon qilib, maqsadga erishilganlik darajasini xususiyatlaydi: ta'lim berish va ta'lim olish jarayoni natija maqsadga mos kelgandagina tugaydi.

2.2. Unification of educational goals based on a graded approach to knowledge acquisition and learning activities

Level of mastery of IFC by learners	Formation of goals and results of their achievement. Criteria for evaluating shooting performance	A description of the actions of educators and learners to achieve these outcomes
I. Apprenticeship (acquaintance movement)	***Educational goal*** : formation of concepts about ... ***Results:*** • (I know explains , tells, enumerates general assumptions without changing familiar things ; • (in their own words) q will tell ; • knows and recognizes external signs and characteristics ; • (s o' zma-s o' z) writes. *Evaluation criterion* : restores information without errors.	*Educator* : will be the source of information, the organizer of the activities of the learners on acquiring knowledge. *receiving*) activities: listen, observe, ***remember educational information*** *and* ***restore it without error.***
II. Algorithm (pattern, similarity)	***The purpose of education:*** formation of knowledge about ..., application of theoretical knowledge by analogy, formation of skills to perform actions according to order, (development, strengthening). ***Results:*** • separates the main idea; • evaluates, concludes, proves, classifies; • explains, justifies, summarizes, provides reliable evidence, compares and contrasts, draws conclusions; • independently solves tasks; • performs actions according to a ready sequence under familiar conditions (sample): conducts measurements, tests; checks, diagnoses (systems, equipment, etc.); unpacks, collects; technical assignment, reads drawings; performs production work, uses (equipment), etc.; • prepares abstracts, compiles and edits graphs, charts, tables . *Evaluation criteria:* knows the ways of educational activities, changes existing knowledge and applies them in familiar conditions: performs by example, analogy.	*Educator* : organizes the activities of learners. *Learners* : perform reproductive (recovery) activities in a (model) sequence: consciously absorb knowledge, remember and apply it: ***they have learned actions in a similar situation based on an example under the guidance of the teacher*** .
III. Creative thinking (heuristic) (choice of actions)	***The purpose of education:*** to organize personal activities and to conduct independent creative research and search for knowledge, to form skills and abilities to apply them in new situations ***Results:*** • plans and organizes personal activities;	*Educator:* directs the activities of learners. *Learners* : perform creative thinking as a result of creative activity: carry out

	• finds , selects, uses and creates the necessary information ; • makes, complicates, simplifies; tries; • applies knowledge and skills in new situations to solve familiar and non-standard tasks, problem situations; • Reads and interprets instruction manual for use of (equipment, etc.), explains. Drawings and tables; (computer, etc.) fills and replaces incomplete constituents in the system; • conducts a logical search for faults, if necessary, repairs, restores, replaces, adjusts, that is, modifies (variation, appearance, formation, change). *Evaluation criterion:* demonstrates the ability to operate in a new situation, performs actions based on newly acquired knowledge, independently organizes personal activities	independent research and search for knowledge according to an independently structured procedure, search for mastered knowledge, create mastered knowledge anew and apply it in a new way. will cry
IV . About creativity (looking for actions)	***Educational goal:*** the ability to distinguish and solve problems independently, to prepare for research and investigative activities, to form (develop) the ability to act in unfamiliar situations. ***Results:*** • independently separates the problem and finds a way to solve it; • finds the object and subject of the research, puts forward the hypothesis and tasks of the research , makes an experiment plan, conducts an experiment, checks the hypothesis based on the results of the experiment, determines the limits of the application of the results obtained from the experiment *Evaluation Criteria:* Performs *research* - type activities , has a systematic approach, and demonstrates analytical skills and abilities .	*Educator* : gives advice to learners *Learners:* perform productive research-type activities

3. DESIGN OF PEDAGOGICAL TECHNOLOGY A NI H TIRIS H AND PLANS H TIRIS H ROADS

3.1. Structure and meaningful indicators of educational technology

Educational technology in the subject is developed on the basis of:

- rule of technologization of education in economics and higher education;

- purpose, structure, content and volume of educational information on science;
- Conceptual approaches to the selection of ways and means of education, communication, information and management, which guarantee the achievement of the goal of education at the time and in the given conditions, defined by DTS, specified in the curriculum.

1. Introduction.

In this part of the educational technology, the relevance of the technology of education in the context of the tightening of the market principles of the economy and the democratization of the society is based, the structure of the educational technology in the academic subject is described, and the education designed for lectures, practical and seminar classes Brief descriptions of the technology of liming are given.

2. Conceptual foundations of educational technology.

This part of TT covers the following:

- *the relevance, goals and tasks of the subject, the total volume of classroom hours and their distribution by subject, types of work in* accordance with the model program of the subject;
- *, the subject content of the* academic subject is described in accordance with the model program of the academic subject;
- *conceptual cases of educational technology development in educational sessions* - conceptual bases of educational technology design and planning, which will be the basis for choosing ways and means of education, communication, information and management.

3. Educational technology designed for lectures, practical and seminar classes .

Each educational technology consists of an educational technology model , a technology map of education, and applications to the technology map.

3.2. The structure and content of the teaching plan for educational technology in the training session

educational model of training for a specific subject and topic is in the form of a table, which shows the following:

- *preliminary data* : study subject, time, number of students;
- *form* (lecture, seminar, etc.) and *appearance* (for example, a problem lecture, etc.), the plan/structure of the training session, its purpose, expected results of the training activity, pedagogical duties;
- t defined educational model: *methods, forms and teaching tools* ;
- *educational conditions* : specially equipped rooms designed for working in groups ;
- *Ways and means of feedback* based *on* monitoring and evaluation : type of control (written and oral), form of control (quick- *survey* , *taking* a test, presentation, educational tasks, etc.) .).

Study of training technology map including three lines, 1.5-2 in the form of a table: (1) steps and time of training; (2) educational activity; (3) learner performance.

App . Performs the organizational and didactic function of the educational process: questions and assignments for educational/independent work, criteria for its assessment, rules that students must follow during the educational work process, reference books used by the teacher, as well as drawings, table, slides and other visual materials, assignments (tests, questions, tasks and exercises) to control the achievement of the planned goals.

The materials presented here are not limited. Only they should be formalized in large, well-structured and graphic drawings.

Model of educational technology in the educational field

Subject (number) **……** (name) **……**

Time : ...hours	*Number of students:…*
The form and type of training course	Lecture (informative / combined lesson etc.) ,

	seminar (on deepening of knowledge and skills) , practical training
Lecture plan / structure of training	1. ... 2. ...
Purpose of training:	Formation / deepening of knowledge and skills
Pedagogical tasks : introduction to ...; ...classify ; … to explain; .. . reveal v a head q .	*Results of* educational *activities :* ... they show ; ...are classified ; ...they tell ; ...they reveal in order
Educational methods	Lecture, insert , brainstorming , etc.
Form of education	Frontal, collective, group work
Educational tools	Lecture text , technical tools , etc.
Educational conditions	Rooms equipped with special technical equipment , intended for group work
Monitoring and evaluation	Verbal communication: fast communication and basic communication . Written test: report , test and head .

3.3. Technological map of training

Texnologik xaritada ta’lim beruvchi va ta’lim oluvchi faoliyat (o’quv jarayon)i bosqichlarining ketma-ketligi va mazmuni hamda ularda qo’llaniladigan vositalar tavsiflanadi. Texnologik xarita talabalarning mustaqil ishlashlarini nazorat qilishga yordam beradi.

In contrast to the thematic plan, the technological map shows (1) the stages and time of the training session; (2) activity of the learner along with the activity of the educator; (3) methods, forms and means of teaching; (4) monitoring and evaluation of academic achievement of educational objectives are indicated.

The structure and meaningful indicators of the technological map .

1st stage (up to 5-10 minutes). Access to training.

Actions of educators and learners :

- The name of the teaching topic, with the (lecture) plan, with the nature of the training session (problematic lecture, game with the teacher, etc.), the main concepts on the topic; introduces the list of literature for independent work, the criteria for evaluating educational work in the training session.
- Learners listen, clarify, ask questions, take notes.

2nd stage (up to 55-65 minutes). Basic / informative.

Actions of educators and learners :

- The teacher implements the educational model he has created in accordance with the structure of the training plan, and manages the educational activities of the students to achieve the expected educational results.
- Learners perform planned learning activities to achieve the intended learning outcomes.

3rd stage (up to 10-15 minutes). Final - consequential.

Educator and learner behavior:

- Educator makes a conclusion on the topic, focuses the attention of learners on the main ones, informs about the importance of the completed work in the future professional activity, evaluates the work of groups, individual students or concludes the mutual evaluation; evaluates the level of achievement of the training goal; gives an assignment for independent work.
- Learners conduct mutual evaluation, ask questions, write assignments.

Technological map of training

Work steps and time	Activity	
	t teacher	t learners
1st stage . Introduction to training (min.)	1.1. It conveys the topic's name, purpose, and expected results. Introduces the training plan. 1.2. Basic concepts on the subject; gives a list of literature for independent work. 1.3. Introduces the criteria for evaluating academic work in the training session	They listen and record. They clarify, ask questions.
Stage 2. Main (min.)	2.1. Activates knowledge through quick learning / question - and-answer / brainstorming . 2.2. Describes the procedure for organizing the educational process in accordance with the plan and structure of the lecture/seminar/practical training	They answer They write. They work in groups, make presentations, etc.
Stage 3. Final (min.)	Concluding on topic b , the students draw attention to the importance of the work done in their future professional activities. 3.2. They evaluate the work of groups, analyze the degree of achievement of the goal of the training session. 3.3. Gives an assignment for independent work and conveys its assessment criteria.	They conduct self-evaluation. They ask questions They write the assignment

SUPERVISION OF STUDENTS' STUDY AND EDUCATION

Nazorat – doimy tekshirish yoki nazorat maqsadidagi tekshiruv

.

Control:

- means to determine, measure and evaluate the knowledge, skills and competences of learners;
- It ensures feedback between the teacher and the students, obtaining real information about the level of mastery of the educational material by them, as well as identifying shortcomings and gaps **.**

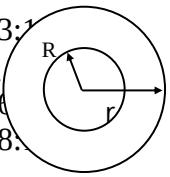
4.2 . Test control

Let's take a look at the test control, which has several control types. Compilation of test tasks is carried out in connection with the expression of educational results. The number of test tasks depends on the type of control and time allocated to it.

Type of control :	*Transfer time (minutes)* :	*Number of assignments :*
Current	10-15	10-15
Intermediate	30-40	25-30
Final	1 - 1.5 hours	50 and more

It is necessary to match the content of the test tasks to the level of mastering the planned educational material. We will explain in a series of examples suggested by BL Farberman.

An example of the development of test tasks

Expected result: IFC mastery level	**Meaningful indicators of the investigation**	**An example**
I. Apprenticeship (acquaintance movement)	Checking knowledge related to recall, familiarity and retelling - the *learner must remember and restore educational information in the form of terms, arguments, formulas, rules, laws*	Show the formula for the area of a circle: A. _ $2\pi R^2$ B. $\frac{\pi R^2}{2}$ V. _ πR^2 G. _ $2\pi R$
II. Algorithm (pattern, similarity)	Demonstrating the skills of practical application of knowledge (rules, laws) in practice in superficial conditions: *the learner must perform a task/assignment based on a previously learned sample.*	Show the area of a circle with a radius of 2 cm: A. 25,12 B. 6.28 V. 12.56
III . Creative thinking (heuristic) (choice of actions)	Independently developed work procedure: checking the ability to transform acquired knowledge to solve disparate tasks by making logically structured, based interrelated correct conclusions. receivers should create an independent work order based on the given task and the known rules for solving it	Show the ratio of the area of the outer circle to the area of the inner circle: R = 4; r = 2. A. 3:1 B. _ V. 6 G. 8: 
IV . About creativity (looking for actions)	Since solving the task implies an unambiguous correct answer, test control is not carried out at this level	

To solve the first task, show the formula for the area of a circle, showing the correct answer out of the 4 offered. It is designed to test knowledge for level I. This is a low level, but an important level in mastering the learning material. After all, teaching involves the importance of memorizing a lot of information: time, factors, rules, etc.

However, a high score on this test can also be shown by those who have memorized the information without understanding it. Therefore, control tests should also include tasks that test skills. These test items are designed to check mastery of level II (Example 2).

Solving this test consists of 4 tasks:

1. The formula for the area of a circle is $S = \pi R^2$ to remember _

2. Numerical valueπ Remembering = 3.14 . _

the length of the radius squared by $2^2 = 4$.

4. Calculate the area of the circle S = 12.56.

It is recommended to include a task to check mastery of level III as part of the test: students' ability to independently apply the mastered knowledge to tasks that are different from the usual one in an independently structured way (Example 3).

The task can be solved in different ways, that is, by performing the following 6 actions:

1. Recall the theorem about the relationship of the area of \u200b\u200btwo circles (the square of the radii).

2. Calculation of the square of the radius of the outer circle: $R^2 = 4^2 = 16$.

3. Calculation of the square of the radius of the inner circle: $r^2 = 2^2 = 4$.

4. Subtract the area of the small circle from the ratio of the area of the large circle: 16 - 4 =12 .

5. Establishing the ratio of the external area to the internal area: 12 : 4 = 3 : 1 .

6. Compare the received response with the proposed answers and determine the correct answer (A).

It should be noted that the test tasks in the considered samples πcontrol only one part of the study, that is, calculating the area of a circle using R^2 · However, in the process of solving a task, learners must perform a series of coherent actions, that is, performing actions based on recall-patterns, given a task from known rules, and developing a sequence of actions to solve it. This allows for the use of test items for learners' practice (in some cases ungraded, but only as training samples) that provide a consistent increase in mastery of a single learning material.

4.3. Development of tests for successful acquisition of knowledge, skills and competencies (according to V. Bespalko)

Purpose of the test	Category and types of tests	Characteristics	Answers	Examples of expression of test tasks
Checking the students' familiarity with the previously studied material (of mastering Level I)	Recognition assignment	consists of a *task and an answer* at the same time (to tell) .	« Yes « « No «	… is considered?
	Assignment of separation	*Question* and will consist of *answer options to choose from*	1. 2. 3. 4.	… indicate which of these… is correct
	Task on classification	It consists of matching parts tasks	1-(g) 2-(b) 3-(a) 4-(c)	Show matches (their concept and definition)
Test the skills of retelling the acquired information on those remembered without external recitations and solving sample tasks based on them (mastering - of II)	Supplemental tests	It is required to fill in the ideas presented in the desired form: verbally, with symbols, in drawings	No	… complete the (formula), indicate the (missing element)…
	Structural tests _	It requires repetition without retelling what is remembered	No	What is this "(concept / expression shown)?"... Draw a diagram for … Write a formula for
	Sample assignments	It is required to reconstruct the known rules and apply it for the desired result	1. 2. 3. 4.	Sample assignment
Test of creative thinking skills (of mastering level III)	Unusual tasks	Completing the tasks under the model procedure requires changing the initial conditions in order to obtain additional information.	1. 2. 3. 4.	Unusual tasks

3-4 EDUCATIONAL FORMS COMPOSITION OF EDUCATIONAL

TECHNOLOGY

I. Plan

1. Forms of educational organization: essence and content.
2. The technology of organizing cooperative work in groups.
3. Mutual learning in cooperation.

II. Basic concepts and terms

Forms of educational organization, forms of education, public, collective, group and individual.

III. A list of used and recommended literature for studying the topic and specific questions

1. Butz M., Faltus R., Sochen E. Rabota v gruppax : Sb. Warsaw: Foundation for Education for Democracy, 1994.

2. Guzeyev VV Obrazovatelnaya technology: ot priema do filosofii. - M.: September, 1996.

3. Jenny Steele, Curt Meredith, Charles Pimple. Obuchenia soob shch a : Uchebnaya programma; Obucheniya soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. - T.: Fund Sorosa - 1999.

4. Podlas y y ML Pedagogy. Nov y y course: U chebnik: V 2 kn. k.1.: Ob shch iye osnov y process obuchenia. - M.: VLADOS, 1999.

5. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000.

IV. Questions and tasks for self-examination

1. Define the concept of «forms of educational organization» in more detail.
2. Tell the different signs of forms of organization of cooperative activities of educators and learners.
3. Tell the basics of forming groups.
4. Explain the characteristics of groups.
5. Tell the rule of organizing work in groups.
6. How is work evaluated and concluded in groups?
7. Describe and justify the diagram of optimal placement of groups.
8. TT Explain the role of the «Snake trail» and «Let's learn together» techniques.

1. EDUCATIONAL ASSESSMENT AND LIVING STYLES : ESSENTIAL AND CONTENT

The form of education manifests such external aspects of the educational process, namely:

Its way of being: order order:

- t *number* of students: mass, small groups, individual teaching;
- *teaching time:* class lesson 45, combined lesson 90, «lesson without a break»;
- *Shooting location:* Auditorium , lecture hall .

Form of organization of study work:

- lectures, seminars, independent work , etc.

teacher and students in cooperation are general (frontal), group , individual .

Forms of organization of cooperative activities of educators and learners:

- *Mass work (* frontal) - the goal of completing the same task is set before all learners.
- *Team work (* collective) - can refer to both general and group work:

1) collaborative discussion of the upcoming work plan; 2) division of obligations, choice of reporting form; 3) discussion of conclusions (the opinions of individual learners are listened to and discussed in order); 4) form favorable conclusions (with general agreement).

- *With a group* - performing a task in cooperation in small groups.
- *Individual (individual*) - completing the educational task on his own.

3.1. Collaborative learning: principles and rules

Collaborative learning: principles and rules

1) one task for the group;

2) one incentive: all participants of the group receive a single assessment consisting of the sum of the cooperative work assessment (the effort of all group members to achieve a common result) and the sum of their academic results, that is, the success of the group (team) of each participant depends on the contribution;

3) personal responsibility of everyone for his own success and the success of other members of the group;

4) cooperative activity: organized on the basis of methods of mutual action, such as group negotiation, cooperation, mutual assistance;

5) equal opportunities for success: every student should be given the opportunity to improve his personal achievement, to study based on his personal capabilities and abilities, because he is evaluated equally with others.

Hamkorlikda o’qiyotganlar uchun asosiy qoidalar:

- topshiriqni birgalikda oddiy bajarish emas, balki birgalikda o’qish;
- musobaqalashish emas, balki hamkorlashish;
- birgalikda ishlashga o’rganish, o’qish va ijod;
- har doim bir-biriga yordam qilishga, muvaffaqiyat quvonchi yoki muvaffaqiyatsizlik achchig’ini birga tortishga tayyor bo’lish

Technological map of « Snake track « (« Arrow «) technique

Work b hangers	*F aoli ya t*	
	t teacher	learner
1	Forms groups of 4-6 people to work on the learning material style, which is equally divided according to the complexity and size of the sheets.	
2	Explains the nature of the work ahead, distributes expert sheets - each group member takes a separate part of the general work and becomes an expert in the field of his educational material.	Each group member finds the necessary information from the educational material according to the expert sheet. Meeting of experts - in different groups, those who study only one material meet and exchange information as experts, work on their questions, plan together to present this information more effectively to their group members. The experts return to their original groups, each presenting their part of the task (like a tooth of a saw). They ask each other questions on a common topic and assess their knowledge or perform tests on all topics by the teacher
3	After the end of the work, he invites the student in the group to answer any question on the topic.	To the questions answer they give

3.3. «Let's learn together» («Koop-koop») method

Technological map of the «Let's learn together» («Koop-koop») method

The work stages	F aol i ya t	
	t teacher _	t learner
1	Forms different groups of 3-5 people according to the level of education	
2	Each group is assigned a *part of the general topic - a* task, on which all educational groups work. Provides support (expert sheets).	A common task is shared within the group
3	Monitors the success of the task, the culture of dealing	Everyone completes a separate assignment and works independently on all topics. They listen to the group members' small lectures. They represent a general report
4	Announces the end of work in groups and presentation of results	Group leaders or the whole group will give a presentation.
5	Analyzes and evaluates the results of the group, determines the winning group.	

3.4. « Think - work in pairs - share ideas ” technique

This technique is a collaborative activity that directs students to think about the text, form their own ideas, and express them in a specific form with the help of partners.

The structure of the process of organizing work in groups using the technique «Think -

work in pairs - share ideas».

1. The teacher gives a question and a task: first think, then write short answers.

🡻

2. Students divide into pairs, exchange ideas with each other and try to develop a common answer that combines both answers.

🡻

3. The teacher invites several pairs to express a short summary of their work to the audience for thirty seconds.

Divide into 3 groups to complete homework assignments:

1. In your opinion, write suitable descriptions and symbols for the concepts of «cooperative reading», «mutual reading», «joint reading» in the form you want.

2. Discuss what is written together in a group and try to compare and analyze these concepts together (you can use graphic organizers).

3. Which of the three reading techniques is best for you? Justify your answer.

Prepare a visual presentation that reflects the group's knowledge on this topic.

Prepare questions to test the knowledge of other group members.

5-6- EDUCATIONAL METHODS I - COMPOSITION OF EDUCATIONAL TECHNOLOGY

I. Plan

1. The role and function of the method in educational technology.
2. Characteristics of educational methods and techniques.
3. Selection of educational methods.

II. Basic categories and concepts

Educational methods, active method, interactive method, brainstorming method, Insert, Pinbord technique, teaching method of practical situations (Case - stadium), project method, method of problem situations, business and role (situation) games, discussion, conversation, practical work, exercise, experimental method, book work, viewing method, show, demonstrate, instruct, story, explain, lecture

III. A list of used and recommended literature for studying the topic and specific questions

1. Bekmurodov A.Sh. . _ - T.: TGEU, 2009.
2. Golish LV Technology education and lectures and seminars: Teaching aids. //Pod public. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
3. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soobshcha: chteniye i pismo dlya razvitiya kriticheskogo myshleniya. Uchebnaya programma.- Bishkek: Foundation Sorosa, 1999.
4. Yoldoshev J., Usmanov S. Basics of pedagogical technology. - T.: Teacher, 2004.
5. Metody effektivnogo obucheniya vzroslyx //Uchebno-metodicheskoye posobiye. - M.: IPK gosslujashchikh, 1998.
6. New pedagogic information technology and educational system - M.: Academy, 2000.
7. Podlasyy ML Pedagogy. New course. Uchebnik dlya studentsov ped. vuzov: V 2 kn. k.1: Obshchiye osnovy process obucheniya.- M.: VLADOS, 1999.
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10 . Kharlamov ID Pedagogy : Uchebnoye posobiye. 2nd izd. - M.: Vy sshaya school, 1990.
11. Khodiyev B.Yu., Golish LV, Rikhsimboyev OK Case-study - modern educational technologies in an economic higher education institution: Scientific-methodical guide. - T.: TDIU, 2009.
12.Khojiyeva KN, Design technology of education at the Economic Higher Education Institution.: Scientific-methodical guide. - T.: TDIU, 2009.
13. Shadmonov Sh.Sh., Baubekova GD. - T.: Center «New Age Generation», 2004.
14. Shadmonov Sh.Sh., Baubekova GD, Khalikova GM Innovative methods of training and economic education. - T.: FAN, 2002.

IV. Questions and assignments for self-examination

1. Define the concept of «teaching method».

2. Describe the role and function of the method in educational technology.

3. Describe the differences between teaching groups.

4. Describe the factors that determine teaching methods.

5. Comment on the assertion that teaching methods affect students' learning outcomes.

6. Explain the place of the first group of methods: story, explanation, lecturing method, demonstration, demonstration, guidance methods in educational technology.

7. Explain the place of methods of the second group: practical work, exercise, experimental method, methods of working with books in educational technology.

8. Explain the place of the third group of methods: method of problem situations, business and role-playing (situational) games, discussion, interview methods in educational technology.

9. The fourth group of methods: the method that teaches practical situations (Case-stadi), the method of projects

10. Explain the role of active educational methods: brainstorming method, insert, pinboard techniques in educational technology.

OF THE METHOD IN EDUCATIONAL AND TECHNOLOGICAL A

Metod (usul) - yunoncha so'zdan olingan bo'lib, "Metodos"- biror narsaga yo'l ma'nosini anglatadi

Ta'lim berish usuli **-** belgilangan ta'lim berish maqsadiga erishish bo'yicha ta'lim beruvchi va ta'lim oluvchilar o'zaro faoliyatini tartibli tashkil etish yo'li

The teaching method is the basis of the complex process of cooperation between the teacher and the learner on the implementation of the educational goal. Methods: ensure the achievement of the intended outcomes that the learner should know, understand and value when leaving this training period.

Usullarni tanlashning **asosiy qoidasi** → turlicha emas ta'lim berish maqsadiga mos kelishi

Usullarga qo'yiladgan **asosiy talab** → natija beradigan, faqat bittasini qo'llash.

Usulning asosiy natijaviyligining mezoni → belgilangan vazifani hal etish uchun uni qo'llashning mosligi va tejamkorligi.

Ta'lim texnologiyasini loyihalashda usulni ongli tanlash, har birining imkoniyatlarini ko'ra bilish kerak

Choosing a method, the teacher begins to ask himself questions:

→ In what fields are the results after applying the method: In the field of knowledge? In skills? In qualifications? Or there will be more in the instruction.

→ The next question is related to the order of teaching: «What should be the activity (initiative) of students?»

What criteria determine the effectiveness of educational methods?

There are no good or bad ways. The effectiveness of the method can be concluded based on the completed or uncompleted task.

How do you relate the effectiveness of common methods, including brainstorming or

group discussion, to the tasks to be solved in a training session, or the effectiveness of a specific practical situation analysis and solution (case-study) method, to the training in which this method is used? It is possible to assess in advance the disconnection from the goals and objectives of the training.

Experiments show that the **main efficiency criteria of the method are as** follows:

- appropriateness and economy of its application to solve specified tasks;
- simplicity and ease of use;
- not only to provide the best results, but also to be able to ensure high reliability of their achievement.

Faol ta'lim berish usuli - ta'lim oluvchilarning bilim faoliyatlarini rag'batlantiruvchi usuldir. U yoki boshqa muammoni yechish to'g'risidagi fikrlarni erkin almashinuvini nazarda tutuvchi suhbat asosida quriladi

The most common and characteristic educational methods are: *conversation, debate, game, case study, project method, problem method, brainstorming,* etc.

Interfaol (Interactive) - suhbatli.

Interfaol ta'lim berish - suhbatli ta'lim berish, bunda ta'lim beruvchi va ta'lim oluvchi, ta'lim oluvchi va kompyuterning o'zaro harakati amalga oshiriladi

Interactivity is a completely new phenomenon in the field of education, according to which the teacher:

- can actively interact with all subjects of the educational process, not only through personal meetings with the teacher, other students, the administration;
- in the process of analyzing multimedia objects, changing their content, shape, size and color, viewing them from all sides, performing other similar actions, stopping to achieve maximum visibility and where desired can start again.

The higher the level of interactivity, the more effective the educational process will be.

In pedagogy, there were different approaches to the classification (arrangement, grouping) of educational methods. They are structured on different bases of systematization.

Showing educational methods as a way of cooperative activity of the teacher (teaching) and the learner (learning) to achieve educational goals, they are their characteristics and the results of educational activities. allows grouping by:

Group 1: ready mastery learning activities and methods that provide learners with knowledge mastery at the 1st level;

Group 2: learning activities that describe what is remembered and methods that provide students with knowledge and skills at the 2nd level;

Group 3: deliberative, partially-researched learning activities and methods that provide students with knowledge and skills at the 3rd level;

Group 4: independent research activities and methods that ensure mastery of knowledge at the 4th level.

2. CHARACTERISTICS OF EDUCATIONAL METHODS AND TECHNIQUES

2.1. The first group of educational methods

The first group of educational methods: ready mastery learning activities and methods that provide learners with knowledge acquisition at the 1st level.

LECTURE

Ma'ruza – davomli vaqt ichida o'qituvchi tomonidan katta hajmdagi o'quv materialining monologik bayon qilishi

task of the method is to teach. *Characteristics:* strict structure, oral-logical presentation, abundance of information.

Lectures allow highlighting important moments.

The efficiency conditions of the method of organizing joint activities with learners are as follows:

- ✓ making a detailed plan of the lecture;
- ✓ to announce the purpose, tasks and plan of the topic of the lecture to learners;
- ✓ summarizing conclusions after covering each plan ;
- ✓ ensure logical continuity when moving from one part of the lecture to another ;
- ✓ show separately the necessary places for recording (telling);
- ✓ a seminar in which its specific cases are considered in detail, matching the lecture with practical training.

STORY, EXPLANATION

1) current;
2) final.

Issuing an entry instruction includes the following actions:

- ➢ convey to students the content of the work, methods, tools and forms of pedagogical interaction, technical documents and requirements for the final result, work product;
- ➢ explanation of the rules and consistency of work, individual actions, methods;
- ➢ warning about difficulties, errors, labor safety.

Issuing current guidance includes the following actions:

- ➢ correcting the work of students who are struggling to complete the work;
- ➢ monitor each student's work;
- ➢ establishing independence in the execution of types of work and work results.

Issuance of final guidance includes the following actions:

- ➢ assessment of collective and group work results;
- ➢ the level of independence of educational-cognitive activity;
- ➢ identification of specific deficiencies in the performance of labor actions;
- ➢ formation of important professional qualities, skills, and ethical standards of behavior;
- ➢ introducing grades.

According to the form of instruction, it can be oral, written, visual and mixed. It is possible to achieve the greatest effect in giving written instruction, which consists of various instructional, production, educational-production and educational-methodical documents (instructional, technological, instructional-technological and action map, procedure, rules) are used.

Technological and instructional-technological maps are used in educational-production work. In addition to technological consistency, they will consist of technological

requirements, order, means of general work performance, instructional statement of work performance rule.

the map of actions and the procedure of work : to provide service, to diagnose faults, to teach the adjustment of complex equipment. They include various production instructions and regulations to be followed in production activities. It is most effective to have each student use a written instruction on the job.

DEMONSTRATION H

Namoyish - ta'lim oluvchilarni obyekt va hodisalar, jarayonlarni ularning tabiiy ko'rinishda ko'rgazmali-hissiy tanishtirish

The main task of this method is teaching. We use demonstration only to reveal variation in the phenomena being studied, while this method can serve to introduce learners to the external appearance of an object, its internal structure, or its place among similar objects.

The demonstration can be carried out by drawing or showing a diagram of the object under consideration on the blackboard, drawing drawings, which will facilitate the understanding of the principles underlying the object being demonstrated.

The effectiveness of the educational task of the demonstration method ensures the following:

- correct selection of objects;
- directing the attention of learners to the important aspects of the phenomenon being demonstrated;
- that students like to see the displayed object and, if possible, receive it not only with the eyes, but with all the senses;
- attracting the attention of students to the important aspects of the studied object as much as possible;
- independent assessment of the qualities of the object being studied for learners.

DISPLAY

Ko'rsatish narsa, jarayon va hodisalarni ularni tasviriy ko'rinishda ko'rsatish va qabul qilishni ko'zlaydi

The main task of this method is to teach. Schemes, tables, pictures, paces, albums, maps, flat models serve as means of presentation.

VIDEO METHOD

Ko'rish usuli axborotni ko'proq ko'rgazmali kodoskop, proyektor, kinoapparat, o'quv televideniyalar, shuningdek axborotni displey bilan aks ettiruvchi kompyuterlar bo'yicha qabul qilishga asoslanadi

2.2. The second group of educational methods

The second group of practical educational methods: educational activities that describe what is remembered and methods that provide learners with the acquisition of knowledge and skills at the 2nd level.

WORKING WITH THE BOOK

Kitob bilan ishlash usuli: ta’lim berish, tarbiyalash, rivojlantirish va qiziqtirish vazifalarini bajaradi

Learners can work with the book:

- under your guidance in training session i ;
- m independent at home.

Before giving students a homework assignment, make sure they have the skills to work independently with a book:

- get to know its structure;
- run away ;
- read individual chapters ; _
- search for answers to questions;
- writing an abstract;
- making basic summaries;
- makes sense drawing up structural drawings ;
- solve examples and tasks, perform exercises;
- performing control tests;
- storing material in memory.

If the work is carried out in a training session, then we will divide the material studied by the book into separate parts and control them.

LABORATORY METHOD A

Laboratoriya usuli - bu shunday usulki, bunda ta’lim oluvchilar ta’lim beruvchi rahbarligi ostida va oldindan tayyorlangan reja bo’yicha tajribalar o’tkazadilar yoki amaliy topshiriqlarni bajaradilar, shu jarayonda yangi bilimlarni qabul qiladilar va anglab yetadilar

The main tasks of the method are teaching and development. This method provides learners with the following opportunities:

- acquisition of qualifications and skills for working with equipment;
- check what is known and choose ways of independent research;
- acquisition of practical skills: measurement and calculation; processing the results and comparing them with the previous ones.

The laboratory method is complicated. It requires the presence of special, expensive equipment, careful preparation not only of you, but also of the students. Using it involves effort and time. Therefore, when planning the experimental method, it is necessary to make sure to increase the educational efficiency of independent research, because it can be achieved by other simpler, more economical methods.

EXERCISE

O’rganilayotgan materialni amaliyotda qo’llash maqsadi bilan muntazam tashkillashtirilgan ko’p takrorlanuvchan harakat

main task of the method is educational and developmental.

There are the following types of exercise:

- special;
- about interpretation;
- written;

- oral;
- production.

2.3. The third group of educational methods

The third group of educational methods: deliberative, partially-researched educational activities and methods that provide learners with knowledge and skills at the 3rd level.

CONVERSATION

Suhbat – dialogli (yunoncha: dialogos - ikki yoki bir necha insonlar orasidagi so'zlashuv), ta'lim berish va o'rganishning savol–javobli yo'li

The main task of the method is to interest: with the help of purpose-oriented and skillfully posed questions, learners try to remember and express their knowledge on the given topic, discuss with other learners under the guidance of the teacher. Learners understand and assimilate new knowledge through step-by-step independent thinking, conclusion, conclusion and generalization together with the teacher.

Another advantage of conversation is that it activates the thinking of learners and helps them to develop their knowledge.

Interviews are divided into the following according to the task:

- introduction or organizer (didactic task: preparing learners for work in training);
- transfer of new knowledge (didactic task: introducing students to new material);
- synthesizing or strengthening (didactic task: systematization, «consolidation», remembering and thinking of students' knowledge).

Interviews are divided into educational and «round discussion» according to their organizational form.

«Round discussion» differs from educational discussion in the arrangement of participants in a free state and, most importantly, in the fact that they express their opinions in turn.

The most important thing is to formulate and ask questions correctly. They should have a logical interrelationship, should reveal the essence of the researched question, should help to assimilate knowledge in the system. The content and form of the questions should correspond to the level of development of the learners.

Remember : easy questions do not stimulate active cognitive activity, and a serious attitude stimulates learning.

Technological map of su h bat

Work stages and content	Activity	
	educator	learner
Stage 1 . Preparation	Determines the topic of the interview, its purpose, tasks and results, formulates main and auxiliary questions, thinks about its organization and conduct: the order of asking questions, the need to generalize and draw conclusions about related situations, etc.	
2nd stage . _ Enter the conversation	In a short form, the topic of the educational interview will be announced, its tasks, and the knowledge and skills acquired on this topic will be mentioned. Summarizes individual comments of students during the interview. All	

	students try to actively participate in the conversation.	
3rd stage . _ Conversation	Approves correct answers, interprets and identifies incorrect or incomplete ones. An incorrect answer prompts the learner to find his own fault. If he can't do it, he calls other learners for help	They listen carefully to the questions, answer them, analyze the answers of others, give their personal opinion.
4th stage . _ Summary	Summarize the results of the conversation by choosing one of the methods: he makes an end; "gathers" interview results using guiding questions	
Step 5. Finish	Concludes: analyzes and evaluates the performance of learners	They evaluate themselves

DISCUSSION (discussion)

Bahs (munozara) - aniq muammo bo'yicha fikr almashish, muhokama shaklidagi ta'lim berishning faol usuli. Munozara usuli hamma vazifalarni bajaradi

This method is used for the following purposes :

- ✓ in forming new knowledge;
- ✓ providing students with a deep consideration of one or another question, access to their essence;
- ✓ in teaching learners to understand the difference between evidence and evidence-based conclusions;
- ✓ mutual exchange of ideas and skills formation;
- ✓ helping learners to stand firm and defend their personal opinion.

A debate is free when it can be managed freely. It should only cover topics and questions that need to be mastered.

A technological map of a guided discussion in a lecture

Work stages and content	*F aoli ya t*	
	educator	learner
1st stage . _ Preparation	Determines the topic of discussion, its purpose, task and results, shapes the results; A note to the panelist formalizes the poster/slide; prepares questions and interim conclusions that keep the discussion in the right order; designs its conduct and organization: how and from what to start the discussion; how to ensure the participation of all learners; how to conclude the discussion and clearly form the final conclusions	
2nd stage . _ Enter	Announces the topic, describes its structure, expresses his opinions and invites learners to express their opinions. He asks some prepared questions to make the discussion interesting	
3rd stage . The main part	Makes the discussion interesting, ensures that the participants follow the rules	They make suggestions and discuss

4th stage . Final analysis	At the end of the discussion, a brief and non-evaluative summary of related questions is separated and structured, and concluded.	They listen, get acquainted with the grades

Seminar - technological map of the debate

Work stage - and content	*F aoli ya t*	
	educator	learner
1st stage . _ Preparation.	Determines the topic of the seminar, its purpose, tasks and results; shapes the outcomes that learners can achieve in the discussion; distinguish the problem that is important to discuss in the discussion, form a list of the main and additional literature for the speaker and the participant.) identifies experts and helps them in their preparation. It programs the procedure and organization of the discussion	The leader of the seminar assigns one of the students to give a lecture on the topic of the seminar
2nd stage . Enter	Announces the topic of the seminar, introduces the seminar leader	Introduces keynote speakers, challengers, reviewers, logicians, psychologists and experts
3rd stage . The main part	Asks questions, makes separate statements, determines the main situation of the lecture, limits contradictions in thinking. Shows freedom and curiosity in the spoken thoughts, uses a reliable statement of the problem	After the lecture, the presenter gives the floor to the objectors and reviewers. Introduces the participants with the «Discussion Participant Note» and announces the start of the discussion
4th stage . Final analysis	Identifies and structures short and non-evaluative related questions from the discussion. The final conclusion forms the a-s. Evaluates participants	The presenter gives the floor to the objector, the reviewer, the logician, the psychologist

A seminar is a tool for discussion

INTELLIGENT ATTACK METHOD

Aqliy hujum (breynstroming-aqllar to'zoni) - amaliy yoki ilmiy muammolar yechish g'oyasini jamoaviy yuzaga keltirish.

allowing themselves to be criticized, they come up with more personal ideas for solving it, and then distinguish between more reasonable / effective / acceptable and other ideas , they discuss and develop them, they evaluate the possibilities of proving or reversing them.

This method fulfills all tasks, but its main task is to activate students' educational activities, to interest them in independent understanding and solving of problems, and to develop in them the culture of communication, exchange of ideas, freedom from thinking under external influence. and educates to overcome primary path thoughts in solving a creative task.

In traditional education, many learners do not dare to express their ideas when solving

a task. They are justifiably afraid of the error of their proposals and the negative attitude of the teacher, the destructive criticism and laughter of other participants.

A technological map of a training session using the brainstorming method

Stage and content of works _ _ _ _	F aoli ya t	
	educator	learner
1 - press q drink. Preparation	« brainstorming « in the educational session , formulates its purpose, determines the criteria for evaluating the problem and proposed ideas for solving it	
2 - press q drink. **Enter**	Announces the topic , introduces the problem , establishes the way to find its solution and the evaluation criteria . Teamwork conditions and ethics q introduces (reminds) the family. Divide the participants into groups of 3-4 (this can be done correctly in team training situations , but it makes coordination difficult and reduces efficiency) . Quick answers to unexpected , interesting questions that are not related to the topic , but from a closer topic , to relieve students of mental difficulties and fears . conducts a search exercise . _ _ Reminds you of the given problem and allows you to start	Each group selects an expert to evaluate and record acceptable/effective/reasonable ideas. Group members are seated so that they can work cooperatively
3 - press q drink. The main part	He watches, kills , encourages . He does not allow himself to get involved in arguments and to express his opinion . It shows endurance , endurance , and indifference . Group goodwill when needed to working condition with q says	They give ideas and suggestions for solving the problem, and experts write them down
	Option 1. Organizes the discussion of the said ideas with experts, evaluates and selects them according to the proposed criteria. The group of experts organizes the presentation of the selected ideas for solving the problem and their discussion.	While the experts are working, all other participants solve crossword puzzles by topic level, discuss the educational situation. Experts present selected ideas. The authors of this idea lead the defense
	Option 2. Organizes individual evaluation of ideas and collective selection of the best ones	
Step 4. Conclusion, analysis and evaluation	Summarizes the results, analyzes and evaluates the work of groups: positive, shows high level of creativity, successes of teamwork	They evaluated themselves _ _ _ _ _ _

(–) - What I know is a sign of contradiction ;
(?) - made me think . _ This is a sign that I need more information about b.

Technological map of the educational session using the insert method

Level and content of works _ _	F a o l i yes content	
	t teacher	t learners
1 - press q drink . Preparation	Determines the purpose of the training session, forms the criteria for evaluating its results, the performance of learners, prepares the necessary training materials	
2 - press q drink . **Enter**	It introduces the purpose and tasks of the training session, its results, and the criteria for evaluating the learners' activities.	They write
3 - press q drink The main part	Activates existing information on the topic: using the « brainstorming « method, invites them to answer the following question: «What do you know about...?» Organizes writing on the board as individual words or word connectors. Offers systematization of received information by categories. For this: • organizes a collective discussion of the classification table structure; • offers to draw a table on the blackboard and enter the information obtained (collectively/individually) into it. Summarizes the acquired knowledge: invites them to answer the following questions: «What news would you like to know?», «Why do you need knowledge about this?» Spreads the text, offers to read it and put marks on the edge of the text using the insert method. Monitors the progress of work. It offers cross-examination of work and answers to questions that arise during reading. Groups by optional character and offers to create grouped Insert tables and insert information into them. Announces the start of the results show	They answer questions They participate in solving the structural components of the table. Information is «entered» into it. They answer questions They work in pairs; they exchange ideas on the studied material. Based on the information selected during the discussion, they make group tables. The group leaders will hold a results presentation . In this, they focus on the main information , and ask questions that arise during the work .
4 - click drink . _ To conclude	Summarizes and interprets the received information . Answers the questions that have arisen, provides important additional information . Analyzes and evaluates the ability to achieve goals . _ _ _ _ The next step is to identify the children	

PINBOARD

Pinbord (inglizchadan: *pin*- mahkamlash, *board* – yozuv taxtasi) munozara usullari yoki o'quv suhbatini amaliy usul bilan moslashdan iborat.

Educator:

→ Expresses his point of view on solving the proposed problem.

→ Mass organizes proper brainstorming.

Learners have the following ideas:

→ They propose, discuss, evaluate the most acceptable (effective and other ideas) and write them on a sheet of paper in the form of key words (no more than 2 words) and attached to the writing board.

→ Group members (2-3 students designated by the teacher go to the blackboard and consult with others:

- sort out ideas that are clearly flawed or rejected;
- determine disputes ;
- ideas can be systematized b ' they identify by b ' signs ;
- according to these symbols, they group all the ideas on the board (cards/sheets).

Educator:

→ Summarizes and evaluates work results.

Technological map of the educational session using pinboard technique

Stage and content of works _ _ _ _	F aoli ya t	
	educator	learner
1 - press q drink . Preparation	Determines the place of the pinboard in the training session, formulates its purpose, determines the criteria for evaluating the problem and proposed ideas for solving it	
2 - press q drink . **Good study of the subject**	Determines the subject structure. Explains the pin-board method. Gives his/her opinion and invites the learners to express their opinion, asks a series of questions to prompt the discussion. Observes. Reminds you of the given problem and allows you to start	Each group selects an expert to evaluate and record acceptable / effective / correct ideas . Group members sit in front of the table where they can work cooperatively
3 - press q drink . A written statement of the final conclusion	Gives advice and recommendations	They write their thoughts, developed during the discussion, as the main final conclusion, on small pieces of paper and attach them to the blackboard. 2-3 representatives from the study group, in consultation with other learners, systematize information and group it according to content. They indicate their compatibility with the help of indicator lines or other symbols
4 - press q drink . Generalization		
5th stage Conclusion, analysis and evaluation	Summarizes the results, analyzes and evaluates the work of groups: positive, shows high level of creativity, successes of teamwork	They evaluated themselves . _ _ _ _ _

EDUCATIONAL GAME

Ishbilarmon va rol (holat)li o'yinlar muammoli topshiriqning bir turi. Faqat bunday holatda matnli material o'rniga, ta'lim oluvchilar tomonidan o'ynaladigan sahnalashtirilgan hayotiy holatlar ishlatiladi

As a teaching method, it performs the following tasks:

- ***teacher:*** formation of general educational skills; development of creative abilities, including understanding, formulation and analysis of new situations;
- ***developmental: developing*** the ability to think logically, speak, learn to environmental conditions;
- ***motivational:*** to encourage students to study, to encourage them to make independent conclusions;
- ***educator:*** formation of responsibility, exchange of ideas.

The implementation of game methods and training situations in the form of lessons takes place in the following main directions:

- the didactic goal is set before students in the form of a task;
- educational activity is subject to the rules of the game;
- material is used as a tool of the game ;
- a competition that turns a didactic task into a game is included in the educational activity ;
- of the didactic task is connected with the results of the game.

business game and a role - playing game?

participants of the business game are offered a game plot based on a real life situation, in which the participants have a single common goal: to solve the proposed problem .

At the same time, each participant must fulfill the purpose of his role . Therefore, the process of developing a solution has a group - oriented nature: each participant first makes a decision according to his task goal, and then comes to it with the group . The fulfillment of the individual task goal depends on the results of the decision-making of the whole group. Usually, solving a problem during a business game is in several stages (from 2 to 10 and one game is over) .

Evaluation of the participants ' actions is carried out according to the final and intermediate results : the intermediate evaluation allows us to influence the actions of the participants during the game in order to increase their understanding of the achievement of the set goal , in evaluating the final result , the organizational activities of the participants and their performance of the task role goal are taken into account.

playing game, shown in a business situation , is based on the active joint actions of participants in solving a problem . Subject participants have one mandatory goal - to solve a problem. But individual goals are not negotiated as in the business game. The goals of each participant of the role-playing game are to win and show off . The results of the situational game are evaluated not only by the results of achieving the common goal, but also by the implementation of the role goals of each participant .

game developed by you should be as close as possible to real life , but not too complicated and difficult for the participants .

Technological map of the educational session using the business game method

Summary and content of works –	*F aoli ya t*	
	t teacher	t learner
Step 1 ch . Preparatory l ik	Chooses a topic, formulates goals, tasks and results; describes the studied problem, justifies the assigned task ; develops a technological map of the game ; determines the order of the game , the content of the situation and the characteristics of the participants	
2nd stage. Enter	Prepares instructions and game specifications for participants ; determines the criteria for evaluating the results . Kills participants and experts . Determines the work order, forms the main goal of the training, formulates the problem and justifies the choice of the situation. Distributes packets to participants with materials: instructions , characteristics of characters to be played, and situational instructions	the materials together and divide the roles.
3rd stage . Preparation for playing roles	He observes and gives specific questions	At a predetermined time, they realize the task and enter the role: each participant plans to fulfill the purpose of his role, which is described in the script. Collects additional information as needed, takes advice from presenters and experts for advice
4 . The main part	Changes in the direction of the game are observed without the right to directly intervene. Performs (provides) evaluation of the intermediate results of the game, at the same time moderately influences the actions of the participants in order to increase their understanding	According to the requirements written in the terms of the game, they play roles, actively cooperate with each other. At the same time, they adhere to the rules of ethics and rules of behavior, prohibiting non-public exit from the game, prohibiting, slow attitude to the game, suppressing the activity of others.
Step 5. Analysis, discussion, self-evaluation of the results	Refers to the endgame discussion. The analysis is limited to previously published indicators and evaluation criteria. In addition to the acceptance of the topic given by the participants, the level of achievement of the role goals, it can be a critical observation of the participants' hand movements, facial expressions, and their ability to work with teaching tools.	Experts listen to their speech, exchange ideas, defend their conclusions on achieving role goals. They compare their actions and conclusions with the actions of the characters of the game

6 . to conclude and evaluate _	Interprets the achieved results, shows errors, makes the final conclusion of the training, determines the connection of the game with the content of the academic subject.	They listen

METHOD OF SITUATIONS

Vaziyatlar usuli – ta’lim beruvchining muammoli vaziyatlarni yaratishga va ta’lim oluvchilarning faol bilish faoliyatlariga asoslangan. U aniq vaziyatni tahlil qilish, baholash va keyingi qarorni qabul qilishdan tuzilgan

The leading tasks of the method are as follows:

- - based on activation of knowledge ;
- Developmental - formation of analytical thinking, the ability to see the legitimacy of the evidence of individual events;
- An educator _ – exchange of ideas and formation of niche skills.

connect theory with practice, which makes the material more relevant for learners.

Important signs of a learning problem include :

- the presence of the unknown, finding it leads to the formation of new knowledge ;
- that learners have some knowledge resources to carry out the search in the direction of finding the unknown.

The problem consists of 3 components:

- known (from this given task) .
- unknown (finding leads to the formation of new knowledge) .
- the unknown, it is necessary to carry out the search , previous knowledge (experience of learners).

Thus, a learning problem can be defined as a task with an outcome or performance method that is unknown to the learners in advance. But learners have a preliminary way of doing or solving this result search. Thus, learners know how to solve, the task will not be a learning problem. On the other hand, if learners do not know how to solve a problem and do not have the means to find a solution to it, then it cannot be a learning problem either.

The complexity of the problematic task (situation «educational» problem) is determined by a number of factors, which should correspond to the level of learners. If the introductory material is too large or complex, they will not be able to absorb all the information, they will not know how to find the solution, and they will lose any interest in the learning activity.

Developing a problem task requires a lot of work and pedagogical skill. According to the rule, after experimenting with the task several times, the study group has the opportunity to create a successful version. Nevertheless, such tasks allow you to connect the theory with the real situation. This allows to activate learning in the minds of learners, helps to realize the practical usefulness of the studied material for their future professional activities.

The technological map of the educational session using the method of situations

Work steps and content	*F aoli ya t*	
	t teacher	t learner
Preparatory l ik	Selects a topic, a problem situation, expresses the goal, results and evaluation criteria, develops a technological map, defines and solves problem situations with students.	

1 . To the problem access	Creates a problem situation (states the problem), directs students to solve them; at the same time, it introduces them to the criteria for evaluating work results	They are divided into groups; they familiarize themselves with the materials in which problem situations are described
2nd stage . _ Introduction to the problem	Moves from one group to the next to make sure they understand the problem, activates the discussion and directs it when necessary. Explains to students that problems can be solved in different complex ways	They discuss various possibilities of solving this problem in groups, analyze them, find the most suitable ones, express a single opinion.
3rd stage . _ Presentation of results	They listen carefully and ask questions	They report the results, discuss the options with other groups
4th stage. To generalize, to conclude	Freely and succinctly lists the main problems and solutions. Focuses on the conclusions made in the process of solving the problem situation	They determine the most suitable

2.4. The fourth group of educational methods

The fourth group of educational methods: independent research activities and methods that ensure the acquisition of knowledge at 4 levels.

3. CHOOSE TEACHING METHODS H

It is important to consider many of the following didactic factors when choosing and using teaching methods:

- *Setting the goal:* 1) the goal of education, 2) pedagogical tasks,

3) results of educational activities.

- *The volume and complexity of educational information content* : the purpose and nature of this educational subject, thus this subject is perceived as so complex.
- *The influence of teaching methods on acquisition of educational information.* According to G. Mayer, after 72 hours (three days), 10% in the listener's memory after hearing information; by sight - 20%; by sight and hearing - 50%; in reception and discussion by sight and hearing - 70%; -90% of information remains when taking in and discussing, using practical opportunities.
- *Learning opportunities of students:* level of preparation, formation of general educational skills, activity, interest and orientation, age, ability to work, specific opportunities and abilities.
- *Time consumption:* 1) the time allocated to the academic subject and its individual topics during the year in the educational program can be so limited that it allows to use time-consuming methods in more appropriate places; 2) time is an important factor in the preparation and implementation of this or that method in terms of labor costs. Therefore, when planning to use such methods, will he have enough time and energy to prepare himself for the implementation of this organizational method? should be asked.
- *Teaching conditions:* special conditions are required for the implementation of some methods: technical means of teaching, a computer, special computer programs, a magnetic writing board, a specially equipped room, etc.

- *Characteristics of the relationship between the teacher and the learner, in the team* (collaborative or tacitly submissive).
- *The number of learners:* if it is not large, teaching can be accelerated by using active learning methods.
- *In-depth knowledge and personal qualities of the teacher:* he should know and be able to use the methods considered acceptable, and have personal qualities suitable for the requirements.

Additional factors:

- Study the subject (independently/ under the guidance of the teacher) organization way: *How?*
- Didactic tools: *Which ones?*
- Activity Stimulation Techniques: *Which Ones?*
- Control and Self-Control: *Which One?*

7- «Rules for design and planning of pedagogical technologies»

I. Plan

1. Educational technology is the organizer of the pedagogic system.
2. Structure of educational technology (by parts).
3. The moving structure of educational technology.
4. Design and development of educational technology.

II. Basic categories and concepts

System, model, structure, composition, element, moving structure, design, goal setting, purpose, task, result.

III. A list of used and recommended literature for studying the topic and specific questions

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14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

IV . Questions and tasks for self-examination

1. Describe the pedagogical system model and tell its contents.
2. Describe the TT model and state its composition and elements.
3.Explain the moving structure of TT.
4.Explain why the orientation phase is important in TT design.
5. Explain why evaluation-analytical activities are important in the resulting stage.

1. EDUCATIONAL TECHNOLOGY – ORGANIZATION OF THE PEDAGOGICAL SYSTEM

1.1. Concept of pedagogical system

Tizim – o’zida yaxlit borliqlikni namoyon etib, bunda o’zaro bog’liq va o’zaro harakat qiluvchi qismlarning o’zgarmas tartibi uning ichki tuzilmasini yaratadi. Bu harakat qiluvchi tuzilma bo’lib, bunda faoliyat aniq maqsadlarga bog’liq bo’ladi.

pedagogical system consists of the following contents:

1. Educator - teacher, master of production education.

2. Learner - student, reader, listener.

3. The educational goal is the goal of education.

4. The result - (1) coming out of this period to learn something that the learner needs to know, master, appreciate;

(2) describes the level of achievement of the goal, demonstrating the effective progress of the educational process. If the result corresponds to the set goal, the training process is considered complete.

5. Content of educational information - consists of literary texts and educational manuals, dictionary and other information sources that make up the content of teaching in the subject. It is determined based on the curriculum and modified by the teacher based on the goal setting.

6. Educational technology - (1) teaching - methods, forms and tools; (2) communication, (3) information, and (4) ***ways and means of management.***

7. Analytical-resultative content - ways and means of measuring the effectiveness of the results obtained on educational technology.

If there is not one of the constituents of the pedagogical system, then the educational process itself will not exist, or it will have a weak character. Even if there is a positive result in any case, it can be accidental.

1.2. Pedagogical system structure

Note:

«Initial situation» is to obtain comprehensive information before starting the design of educational technology, namely:

Learners , including their :

- of prior knowledge);
- bullet uv - informative skills;
- educational communication (related to exchange of ideas) skills necessary for continuing education, acquiring a profession;
- important professional qualities ;
- socially important qualities of a person ;

Bullet is a material resource:

- availability of educational materials (books, manuals , dictionaries , etc.) ;
- availability and condition of teaching aids ;
- availability of furnished rooms (workshop, experiment rooms , etc.) .

«Defining» the starting situation is important for goal setting.

«Delayed, variable outcome». Material and responsible (for example, in production conditions) activity is related to the laws of existence of a certain field. Therefore, production technologies are characterized by a strict determination of the technological procedure, and at the same time always ensure that the result corresponds to the set goal.

However, educational activity has a personal-subjective, characteristic nature, it is based on teaching in the nature of authorship, individual, creative, unprepared, that is, in the nature of creating the process itself, psychological and professional characteristics of the teacher and Students are represented by multifaceted personal characteristics. Therefore, it is allowed to deviate from the established procedure in the educational technology, and the educational results achieved by the subject only in the implementation of this technology are *delayed, variable.* will have a *feature* .

However, in any case, the result achieved is somewhat close to the average.

STRUCTURE OF EDUCATIONAL TECHNOLOGY A

2.1. Components and elements of educational technology

Tuzilish (lot. structura – tuzilish, joylashish), tarkibiy qismlarning muayyan o'zaro aloqasi, o'zaro joylashuvi; biror narsaning tuzilishi.

Tuzilmaning qismlari – uning shartli bo'linmaydigan va qiyoslana oladigan qismlari.

Tuzilmaning tashkil etuvchilari - qismlar uchun ularni birlashtiruvchi nom.

Educational technology is a systematic category, with structural elements and parts, which are:

1. Ways and means of education: methods of education; forms of education; ways, techniques of education; educational tools.

2. Ways and means of communication:

2.1. Direct interaction of the teacher with the learners based on instant feedback:

(1) educator - source of educational information, organizer and controller of its use;

the learner is a consumer of information, an object of influence;

(2) an educator is a source of educational information, a consultant, a coordinator of information exchange between subjects of the educational process;

learner - a subject of personal independent creative activity in acquiring educational information and using it.

2.2. Indirect interaction between the instructor and the learners with time-shared feedback:

(1) the interaction of the teacher with the learning resources with the least participation of the learners;

(2) between a teacher and a learner, between two learners: active interaction;

(3) between all participants in the educational process: the educator with the group of learners; between learning groups: active interaction.

3. Ways and means of information:

- conveying information - monologue, dialogue, polylogue;
- receiving information (feedback) - diagnosis, assessment, monitoring.

4. Ways and means of management:

- prediction;
- planning;
- control;
- assessment;
- collection of information, its collection and analysis;
- determining volatility and direction;
- acceptance of management summary;
- change.

8- «Introduction to project-based learning technology «

I. Plan

1. Educational technology is the organizer of the pedagogic system.
2. Structure of educational technology (by parts).
3. The moving structure of educational technology.
4. Design and development of educational technology.

II. Basic categories and concepts

System, model, structure, composition, element, moving structure, design, goal setting, purpose, task, result.

III. A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.
2. Avliyokulov N. Modern teaching technologies.-T., 2001.
3. Bershadsky M.Ye. V kakix znacheniyax ispolzuyetsya ponyatiye «technology» in pedagogic literature? //School technology.- 2002.- No. 1.
4. Bespalko VP Slagayemyye pedagogicheskoy tehnologii. - M.: Pedagogy, 1989.
5. Bogolyubov VI Evolution of pedagogical technology //Shkolnyye tekhnologii - 2004. - No. 4.
6. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye //Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
7. Yepisheva OB Osnovnyye parameters technology training. //School technology - 2004.- No. 4.
8. Yoldoshev J., Usmanov S. Basics of pedagogical technology. T.: Teacher, 2004.
9. Klarin MV Pedagogical technology and educational process. Analiz zarubezhnogo opyta.- M.: Znaniye, 1989 / Novoye v jizni, nauke, tekhnike. Sir. «Pedagogy and psychology». No. 6.
10. Kushnir AM Methodological pluralism. //School technology. - 2004. No. 4.
11. Selevko GK Sovremennyye obrazovatelnyye tehnologii: Chebnoye posobiye. - M.: Narodnoye obrazovaniye, 1998.
12. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000 .
13. Tolipov O'., Usmanboyeva M. Pedagogical technology: theory and practice. - T.: Science, 2005.
14. Farberman BL Peredovyye pedagogicheskiye tehnologii. - T.: Science, 2000.

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3. Ways and means of information:

- conveying information - monologue, dialogue, polylogue;
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4. Ways and means of management:

- prediction;
- planning;

- control;
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- determining volatility and direction;
- acceptance of management summary;
- change.

9- «INTRODUCTION TO EDUCATIONAL CASE TECHNOLOGY: RULES OF CASE DEVELOPMENT»

CASE STUDIES

Ta’lim berish vaziyati- **keys-stadi** (case ingliz.- to’plam, aniq vaziyat, stadi- o’rganish) – bu usul, odatiy hayotni tashkillashtiruvchi vaziyatlarni yaratuvchi va ta’lim oluvchilardan maqsadga muvofiqroq yechim izlashni talab qiluvchi, hayotdan olingan odatiy vaziyatlarni tashkillashtirish yoki sun’iy yaratilgan vaziyatlarga asoslanadi.

Keys - ta’lim oluvchilarni muammoni ifodalashni va maqsadga muvofiqroq yechim izlashga yo’naltiruvchi, bir guruh insonlar yoki alohida shaxslarni hayotiy tashkillashishidan olingan ma’lum sharoitlarini bayonli taqdim etilishidan iborat.

(2) qo’shimcha axborotlardan, jumladan audio, video va elektron yetkazuvchilar va o’quv-uslubiy materiallardan iborat.

Relevance of the teaching situation :

A concrete situation links teaching to authenticity: case studies allow learners to model practical activities in diagnosing situations, articulating hypotheses, identifying problems, gathering additional information, clarifying hypotheses, and designing specific steps to solve problems. will give.

A case gives learners the freedom to analyze, find solutions, and solve problems.

In a case study, learners create a learning process and in the process create situations of authentic exchange of ideas in interaction.

The technological map of the educational session using the case-study method

Summary and content of works _	*F aoli ya t*	
	t teacher	t learner
Preparatory l ik	Prepares case materials for students to familiarize with and distributes in previous classes.	They get acquainted with the content of the case
1 . To training k irish (5 min.)	1.1. Introduces the subject, purpose, expected results and plan of the training session. Explains the importance of the case and its impact on the development of professional knowledge.	They pay attention.
2nd stage . _ Activation of knowledge (10 min.)	2.1. In order to activate the knowledge of students, he conducts a quick survey on the main concepts of the topic (appendix). 2.2. It introduces the work procedure, evaluation indicators and criteria in the workshop (appendix).	They answer questions. They discuss and ask clarifying questions.
3rd stage . _ Work separately (20 min.)	3.1. Organizes the discussion of case materials, focuses on the rules of operation, drawing of situation analysis, problem statement. 3.2. Independent analysis of the situation, formulation of the problem, determination of solutions, and then	They discuss case materials, clarify, ask questions. They fill out the analysis sheet

	assigns the task of solving it	independently, solve the problem.
Step 4. Work in small groups (20 min.)	4.1. Students are divided into small groups and given tasks: discuss and analyze the situation, fill out the situation analysis sheet for the group, develop a solution procedure, solve the task, prepare for the presentation	They make efforts to solve the case and prepare the presentation sheet
5th stage . Presentation (20 min.)	5.1. Organizes presentation, discussion and mutual evaluation of group presentations. Interprets the answers, focuses on the conclusions made in the process of analysis and problem solving. Refers to his response to the case (i lova)	Groups make presentations Other students participate in the discussion and ask questions

10- Rules for designing and planning educational technologies in the lecture

Plan

1. Lecture is the main form of educational organization of OUYu.
2. The process structure of teaching technology in the lecture.
3. Teaching technology in lectures.

II. Basic categories and concepts

Lecture, introductory lecture, final lecture, summative lecture, problem lecture, added lecture, lecture with anticipated errors, advice lecture, informational lecture , educational technology in lectures

III. A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, 2003.
2. Akhunova GN Educational technology course «Marketing in the sphere of education» // Iz series «Technology of education and economic education».- T.: TGEU, 2005
3. Golish LV Технологии обучения на лексиях и семинарах / Uchebnoye posobiye / Pod obshch ed. Acad . SS Gulyamova. - T.: TGEU, 2005.
4. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. Curriculum - Bishkek: Fund Sorosa - 1999.
5. Metod y effektivnogo obucheniya vzrosl y x : Uchebno-metodicheskoye posobiye. - M.: IPK gossluja shch ix, 1998.
6. Rean A, Bordovskaya N, Rozum S. Psychology and pedagogy. - SPb.: Peter, 2003.
7. O'.Q. Tolipov, M. Usmanboyeva. Pedagogical technology: theory and practice. - T.: Science, 2005
8 . Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya. - T.: Minvuz, 2002.
, Baubekova GD . - T.: Center «New Age Generation», 2004.
1 0. Shadmonov Sh.Sh., Baubekova GD, Khalikova GM Innovative methods of training and economic education . - T.: FAN, 2002.

IV. Questions and assignments for self-examination

1. Why is the lecture an element of TT? try to explain.
2. Describe the lecture as a teaching method.
3. State the effectiveness conditions of the lecture method and give their extended descriptions.
4. Describe the lecture as a form of organization of education.
5. Tell about the specific features of teaching in the form of a lecture.

1. LECTURE IS THE MAIN FORM OF ORGANIZING OUYU EDUCATION

The lecture is considered the leading form of organization of education and allows to perform the following tasks:

- guidance-allows students to focus on the main aspects of the educational material, its place and importance in future work;
- informativeness - the teacher reveals the essence of the situation, main scientific evidence and conclusions during the lecture;
- methodology - teaching methods are compared during the lecture, the basics of scientific research are demonstrated;
- education-lecture to arouse emotional-evaluative attitude to educational material;
- development - helps to develop learning interests, that is, logical thinking and proof skills.

1.2. Application of pedagogical techniques

Pedagogik texnika

Auditoriya bo'yicha harakat qilish lozim, hamma vaqt kafedra orqasida turmang, me'yoridan oshirmasdan imo-ishoradan foydalaning
Materialni jonli tilda, misollar va taqqoslashlar bilan bayon kiling
O'z faniga bo'lgan qiziqishni va talabalar nimani va qanday o'zlashtirishlariga befarq emasligini ko'rsatish lozim, bunda o'z ishiga mas'uliyatlilik ularni ruhlantiradi
O'quv materialini bayon qilishning maqbul sur'ati (temp)ni tanlash lozim: u ta'lim oluvchilarning tayyorgarlik darajalariga mos kelishi lozim va ma'ruzaning asosiy holatlarini yozib olishga imkon berish uchun u juda tez bo'lishi kerak emas

Ma'ruzaga talabalar ishtirok etish elementini kiritish zarur:
Savollar berish va talabalar javoblaridan foydalanish, bunda ularning ahamiyatini ko'rsatish
Vaqtincha erkin fikr almashishga ruxsat berish, bu zo'riqishni pasaytiradi va hissiy kuch beradi
Aniq holatlarni, jumladan muammoli vaziyatlarni aniqlash, har kungi hayotdan misollar keltirish
Talabalarda savollar berishga qiziqishni uyg'otish
Avval o'rganilganlar bilan, ya'ni yangi holat va dalillarni taqqoslash
Materialni tushunishning dabdabali va aniqlovchi savollarini qo'llash
n ...

1.3. Peculiarities of teaching in the form of a lecture

Lecture forms	Unique features
Informative	The most traditional type of lecture. *Pedagogical tasks:* presentation and explanation of educational information
Summarizing is concise	The basis of the control situations described in the course or its large sections is primarily a scientific-conceptual and conceptual basis. *Pedagogical tasks:* Systematization of scientific knowledge. Clarifying internal and interdisciplinary connections.
Problematic	New knowledge is realized through problem solving of questions/tasks/situations. In this case, students' knowledge is brought to the research activity in cooperation and conversation with the teacher. *Pedagogical tasks:* to explain new educational information; identifying the problem, solving it / summarizing and organizing the analysis of the traditional and modern point of view
Demonstrative	Conducting such a lecture leads to an open and brief interpretation of the material under consideration. *Pedagogical tasks:* clarifying the content of information with the help of technical means of education or audio techniques
Binary li	Conducting such a lecture represents a conversation between two teachers / representatives of the 2nd school / scientist and practitioners, teacher and students *Pedagogical tasks:* clarifying new educational information by comparing the views of two sides
With foreseeable errors	It is aimed at finding meaningful, methodological mistakes made by the teacher: by students. At the end of the lecture, the analysis of the students' diagnosis and mistakes will be made. *Pedagogical tasks:* explaining the content of new material; interest students to constantly monitor the information offered
Conference	Scientific-practical training is carried out on the scale of the program prepared by the teacher, with a predetermined problem and lecture system. *Pedagogical tasks:* to illuminate new educational information, to encourage students to search for and systematize new educational information
Advisable	It can be done in different ways. 1. «Question-answer». The teacher answers students' questions about the entire course or section during the lecture. 2. «Question-answer-discussion». It not only describes the new information, but also organizes the search for answers to the questions. *Pedagogical tasks:* strengthening, developing students' knowledge, filling them with new information
n...	

2. PROCESS STRUCTURE OF LECTURE TEACHING TECHNOLOGY

I stage. Introduction to the training session - presentation of the topic of the training session, topic, goal, task and lecture plan for independent study, literature, key categories and concepts on this topic, self- reporting questions and assignments for self-examination.

II stage. Basic, informative - strict adherence to the plan of the lecture session, orderly actions of the teacher and students on the implementation of educational goals according to the technological map of the training session.

III stage. Making final - consequential - final conclusions, drawing the attention of learners to the main educational information on this topic. Organization of mutual evaluation and reflection on one's work; to inform about the significance of the completed work for the future professional activity.

3. EDUCATIONAL TECHNOLOGY A SI IN LECTURES

3.1. Teaching technology in an introductory lecture

In the traditional education system, the unit of educational material is a «subject». For the student, the actual unit of learning material serves as a learning activity, and the topic is only the name of its learning, which is announced by the teacher.

Therefore, students study the subject without a clear understanding of the connection and interaction between individual units of study: here the feature of «piecemeal» learning of the educational material is visible.

Currently, educational material is structured on a module basis. This does not mean that the student will immediately determine the full course of action, that is, the connections between all parts (learning or modular units) within the limits of the educational material given by them.

According to the psychological theory of the gradual formation of mental actions, this problem can be solved by introducing an interesting stage into the training structure. Its task is to ensure interest in learning the expected educational material (in our case - academic subject/course), as long as the full course of action determines the connection between all the components of the educational material. possible

An interesting stage of the educational subject/course in the higher school is the introductory lecture. Its purpose is to give a first overview of the subject/course and to guide students in the work process, the results of future educational activities and their control system and evaluation.

Pedagogical tasks include:

- introducing students to the importance, task and role of the subject/course, its place in the system of educational subjects and professional training;
- give a brief review of the structure, the development of science and practice, mention the names of famous scientists, and highlight the achievements in this field;
- to describe directions of research prospects in this field of knowledge;
- elucidating the features of methodological and organizational work within the discipline/course;
- to carry out the analysis of the recommended educational - methodical literature;
- reporting/evaluation forms and timing.

3.2. Teaching technology in thematic lectures

Variants of teaching technology in thematic lectures

(Students are given lecture notes in advance)

I stage .

1.1. Announces the topic of the lecture, mentions the main question, important concepts and words (available in the text distributed to students).

1.2. Introduces the expected educational results of the lecture and the plan for its implementation.

II stage .

2.1. *Task Reminder* : Reading the text of the lecture using the Insert technique. He offers to exchange texts with his friend to get to know each other.

2.2. *Students are divided into groups according to the sign of freedom* .

Option 1

- Claims to be an «expert» on the subject.
- The expert distributes sheets - displays and interprets their text through an overhead projector.
- Announces the start of work in groups: they prepare answers to questions in groups or in pairs.
- Announces the start of the presentation.

The group leader/group members will present the material they have learned using demonstration materials; justify whether they agree or disagree with another group's proposal; they answer the questions.

The teacher acts as a consultant.

Option 2

- Each group member declares that they are an «expert» on the topic and will teach others («Snake trail» technique).
- Depending on the number of questions, the expert group number (1, 2, 3, 4, 5) is distributed to all students on the material to be mastered.
- Tells them to group themselves into small groups according to their numbers. The expert distributes the number to the groups, displays their text on the screen through an overhead projector, and interprets it. It also introduces the evaluation indicators and criteria of work results.
- Informs that the work in groups has started: they divide into teams or pairs, try to present the studied material in a less graphic/table form, prepare answers to questions (in this case, the results will be discussed as a team).
- Experts return to their original groups and train others.
- Based on the «list of questions for self-examination» proposed by the teacher, he conducts a check of the level of mastery of the educational material.

The teacher, if the work is done according to option 1, makes conclusions at the end of each group's presentation, focuses students' attention on the main. Asks a quick question to check the level of mastery of the educational material.

If the work is done with the 2nd option, generalizing conclusions will be made, students will focus on the main. Asks a quick question to check the level of mastery of the educational material.

III stage.

3.1. Summarizes, students focus on the main thing.

3.2. Tells the groups to report the end of the peer review and interprets the results. Demonstrates the importance of completed work for future professional activities.

3.3. Gives and explains assignments for independent work.

Variants of educational technology in the thematic lecture

(Students are given lecture notes in advance)

I stage. Announces the topic of the lecture, the main question (available in the text

distributed to students), and mentions important concepts and words. The lecture introduces the expected learning outcomes of the training and the plan for its implementation.

II stage .

2.1. Acts according to the selected option (one of six). (The choice of the option depends on the setting of the goal, time, volume of educational information content):

- *interesting questions* and tasks:

– update and repeat knowledge (for example, «What knowledge do you have on the subject?» ... tell, ... explain);

– to activate attention («What do you think ... will be necessary in your future professional activity?»);

– to determine the connection between what students know and what they need to master at this stage.

- *Asks problematic questions* :

– a series of questions that bring students into conflict with the goal of their independent search for their solution;

– questions that consider the problem from different angles;

- *Asks «open-ended» questions* (write/display test on the board) and invites «thinking/pairing/sharing ideas».
- short, unambiguous answers *(«Yes» and «No», «True» and «False* «), highlighting important aspects of the topic.
- technique of *«suspension satellite»* .
- *Uses the «Brainstorming»* method.
- *Graphical organizers* : Uses B/BX/B table, Insert table, clusters, categorical table.

2.2. According to his desire, he gives a lecture by choosing the desired form of conducting it. It can be used to:

- Organizers with the following graphics: a diagram that identifies the cause of problems; chronological table; cluster; category table; structural-logical drawing; T-chart etc.
- such forms of educational organization, that is, working in pairs in groups, groups or groups.

III stage.

3.1. Summarizes, students focus on the main thing.

3.2. If the «Waiting Satellite» technique is used in stage II, then students are invited to compare the main concepts and terms with the order of application of the proposed information and the structure of its description. Interprets the results.

3.3. Demonstrates the importance of completed work for future professional activities.

3.4. Gives and interprets assignments for independent work.

3.3. In lectures sample models and technological maps

INFORMATIVE INTRODUCTION - TECHNOLOGICAL MAPPING MODEL OF EDUCATIONAL TECHNOLOGY IN LECTURE

An informative introduction - a model of educational technology in lecture

<table>
<tr><td>Time : 2 hours</td><td>Number of students: 25</td></tr>
<tr><td>The form of the training course</td><td>An informative introduction is a lecture</td></tr>
<tr><td>Structure of training</td><td>1. Introduction to the subject of training and training
2. Activation of knowledge - brainstorming
3. Distribution of the text of the lecture
4. Conducting the lecture in Power Point format.
5. Definition of key terms-pinboard
6. Termination. Evaluation</td></tr>
<tr><td colspan="2">Purpose of training: To give a general idea about the subject of study</td></tr>
<tr><td>Pedagogical tasks :
- ... to introduce the importance and tasks of science, its place in the system of educational sciences;
- ... to interpret the structure of the academic subject and the recommended educational and methodical literature;
- ... coverage of achievements in the field of theory and practice;
- ... to reveal the characteristics, duration and evaluation forms of methodological and organizational work at the scientific level;
- ... organization, ... description of the general outline of the process;
- ... expressing the main stages of organizing the process;
- ... process explanation.</td><td>Educational activity results :
- ...express the importance and tasks of science;
- ... interpret the structure of the academic subject and the recommended educational and methodological literature;
- ... highlight achievements in the field of theory and practice;
- ... they reveal the features of methodical and organizational work at the scientific level, the term and assessment forms;
- ... describe the general drawing of the process;
- ... represent the main stages of process organization;
- ...they explain the process.</td></tr>
<tr><td>Educational methods</td><td>Lecture, pinboard, brainstorming</td></tr>
<tr><td>Form of educational organization</td><td>Mass, collective</td></tr>
<tr><td>Educational tools</td><td>Lecture text, computer, graphic organizers</td></tr>
<tr><td>Educational conditions</td><td>room equipped with special technical equipment</td></tr>
<tr><td>Monitoring and evaluation</td><td>Verbal communication : fast - s o' rov .</td></tr>
</table>

Informative introduction - technological map of the lecture

Work steps and time	Activity content	
	t teacher	t learners
Stage 1. Access to training (20 min.)	1.1. It conveys the topic's name, purpose, and expected results. Displays the structural-logical diagram of the subject (Appendix No.) on the screen, illuminates the interrelation of topics, gives a brief description of them, explains the features of methodological and organizational work performed at the level of the subject. Rating-control system, current, intermediate and final control evaluation criteria (Appendix No.) introduces. Basic concepts on the subject; gives a list of literature for independent work. 1.2. The topic of the first training session, the goal and the results of the training activity. 1.3. Suggests to tell known concepts on this topic using the brainstorming method. Reminds the rule of brainstorming method (Appendix No. He writes down all the suggestions on the board. This job reports that it will end at the end of the session.	They listen and record. They say concepts
Stage 2. Main (50 min.)	2.1. Distributes the text of the lecture on the topic and offers an introduction to its outline and basic concepts. 2.2. Presents and interprets the slides in Power point format (Appendix No.) and describes the main theoretical cases on the topic. Asks engaging questions; makes conclusions on each part of the topic; focuses on the most important; reminds them to record the given information in a notebook. 2.3. Invites you to return to the concepts written on the board. Together with students, he removes irrelevant and redundant information, introduces important basic concepts (Pinboard) (Appendix No.	They read. They listen, copy tables and drawings into notebooks. They ask questions. They discuss the main concepts. They record information in a notebook.
Stage 3. Final (10 min.)	3.1 . Concludes topic b , draws students' attention to the importance of the work done in their future professional activities. 3.2. They evaluate the work of groups, 3.3. Gives an assignment for independent work and introduces its assessment criteria	They conduct self-evaluation. They ask questions. They write the assignment

PROBLEM - EDUCATIONAL TECHNOLOGICAL A SI MODEL AND TECHNOLOGICAL MAPS IN THE LECTURE

Problematic - a model of educational technology in a lecture

Time : 2 hours	*Number of students:* 35-40 _
The form and type of training course	Problem lecture
Lecture plan	1. 2. 3.
The goal of the training session: to form general ideas about ...	
Pedagogical tasks : - explaining the essence of ...; -...describing the types, bases, economic role and tasks of the conditions of movement; - ... to reveal the main methods and indicators of assessment; - ...consisting of, expressing the problem; -… show problems; -… explaining the consistency of the problem solving process; - ...to provide an opportunity to search for ways to solve the problem.	*Educational activity results* : - ...they explain the essence; -...they describe the types, bases, economic role and tasks of the conditions of movement; - ... reveal the main methods and indicators of assessment; - ...consisting of, represent the problem; - ...shows problems; -… explain the consistency of the problem solving process; -...make final conclusions about solving the problem.
Educational methods	Lecture, problem method, brainstorming, discussion, joint reading, quick inquiry, presentation
Form of educational organization	Mass, collective, group
Educational tools	Lecture text, computer, visual materials, drawings, marker, scotch tape
Educational conditions	room designed for working in groups, equipped with special technical means
Monitoring and evaluation	Oral control : question-and-answer, problem-solving educational task

Technological map of the problem lecture

Work steps and time	Activity content	
	educator	learners
Stage 1. Access to training (10 min.)	1.1. It conveys the topic's name, purpose, and expected results. He informs that the lesson will take the form of a problem lecture.	They listen and record
Stage 2. Main (70 min.)	2.1. Activates students' knowledge in the form of a conversation (Appendix No. In the process of knowledge activation, it is determined whether the acquired knowledge of students is sufficient for them to actively participate in research activities to solve educational problems. 2.2. On the basis of activated knowledge, students are «led» to the problem to be solved in the exercise, and represent it. Organizes its solution. Analyzes together with students, identifies difficulties that have arisen in them. 2.3. Moves to organizing the search for solutions to the problem: the first sub-problem is presented, then by asking problematic questions and discussing their answers, it leads students to search for a solution, that is, the first interim conclusion. In this way, it organizes the search for ways to solve further problems. To organize the training, the assistant uses questions and conclusions (Appendix No.), demonstration materials (Appendix No. 2.4. Divide the students into small groups, distribute papers, markers for presentation, give a description of the problem solving «Tree of Solutions». Informs that work in groups has begun. 2.5. Announces the start of the presentation, leads the group's performance. The presentation concludes, asks to copy the structural-logical diagram of the best problem solving into a notebook, and makes a final conclusion	They answer questions. They give their opinion on solving the problem. They give opinions, discuss, analyze, draw conclusions on solving a small problem. In groups, they describe the structural-logical drawing «Solution Tree». Group representatives make a presentation, give a final conclusion, write in a notebook
3rd stage . Final (10 min.)	3.1. Concludes the topic, draws students' attention to the importance of the work done in their future professional activities. 3.2. Gives an assignment (appendix no.) for independent work.	They listen. They write the assignment.

EDUCATIONAL TECHNOLOGY MODEL AND TECHNOLOGICAL MAPS IN ANJUMAN-LECTURE

A model of teaching technology at the conference-lecture

Time : 2 hours	*Number of students:* 35-40 _
Educational mash ghulot form	Conference - lecture
Training plan _	1. 2. 3.
The goal of the training session: to form knowledge about ...	
Pedagogical tasks : - ...to introduce concepts; - give a description of ...; - ... to explain; - to reveal the content of ...	*Educational activity results* : - ... define concepts; - ... will be classified; - ... will explain; - ... they reveal the content.
Educational methods	Conference-lecture, discussion, rapid-request.
Form of educational organization	Public, collective, individual.
Educational tools	System of lectures, presentation materials (slides), laser projector, information supply.
Educational conditions	A room for the use of technical equipment.
Monitoring and evaluation	Verbal control : quick- talk , control questions

Technological map of the conference- lecture

The work stages and time	Activity content	
	educator	learners
Preparation	Lecture topics (Appendix No.) list of recommended literature for lecture preparation. Organizes giving topics to speakers, identifying reviewers and opponents. Gives the lecturers the task of drawing up a detailed abstract plan on the chosen topic, gives advice, introduces the role of presenter, reviewer, experts and the time allotted for the presentation, evaluation indicators and criteria. All students are assigned the task of studying the content of the lecture and additional materials and formulating questions. Discusses the style and structure of the lecture with the lecturers, makes changes to the content of the lecture	Speakers choose a topic and plan it. The rest study the content of the lecture and additional materials, and formulate questions for the speakers. Speakers make changes, additions, write abstracts, prepare presentation material

Stage 1. Access to training (5 min.)	1.1. It informs the subject, purpose, expected results and the plan of the training session . Introduces the host . 1.2. Attention -grabbing questions to activate knowledge «...?» gives, conducts a quick survey. 1.3. Introduces the time allocated to the work, the rules of discussion (appendix no.), evaluation indicators and criteria (appendix no .).	They listen carefully, take notes and answer. They get acquainted with the time allotted for the work, the rules of discussion, evaluation indicators and criteria
Stage 2. Main (60 min.)	2.1. Organizes students' introduction to prepared lectures and information. Carefully observes that the content of the material is explained logically. 2.2. Invites reviewers to speak and ask questions. 2.3. The process of group discussion of the content of the lecture is: - invites opponents to express their opinions and ask additional questions; - asks questions (appendix no.); - defines the main essence of the lecture; - talks to him in a spirit of trust. 2.4. Each lecture concludes with a brief summary.	The speaker introduces the information The reviewer mentions the positive aspects of the lecture and the weak aspects. Opponents own thoughts they say. Questions they give In disputes participate. The participants of the discussion collectively discuss the contents of the lecture.
Stage 3. Final (10 min.)	3.1. Concludes the results of educational activities. Encourages active participants. It evaluates the preparation of speakers and participants of the lecture-conference, and their activity in discussions. Shows the importance of acquired knowledge in future professional and educational activities. 3.2. Gives a task for independent work (Appendix No.	They listen, clarify, write down the task

11- Rules for design and planning of educational technology in the seminar

Plan

1. Seminar - a form of organization of education in OO'U.
2. Design and planning of teaching technology in seminar classes.

II. Basic categories and concepts

Seminar, types of seminar, management, performance evaluation, question-answer technique.

III. A list of used and recommended literature for studying the topic and specific questions

1. Azizkhodjayeva NN Pedagogical technologies and pedagogical skills - T.: TDPU, Nizomiy, 2003.
2. Akhunova GN Educational technology course «Marketing in the sphere of education»./ Iz series «Technology of education and economic education».
3. Golish LV Technology education and lectures and seminars: Uchebnoye posobiye // Pod obshch. ed. Acad. SS Gulyamova. - T.: TGEU, 2005.
4. Jenny Steele, Curt Meredith, Charles Temple. Obucheniye soob shch a : chteniye i pismo dlya razvitiya kriticheskogo m y shleniya. - Bishkek: Fund Sorosa : 1999.
5. Yoldoshev J., Usmanov S. Basics of pedagogical technology. - T.: Teacher, 2004.
6. Methody effektivnogo obucheniya vzroslyx: Uchebno-metodicheskoye posobiye. - M.: IPK gosslujashchikh, 1998.
7 . Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya. - T.: Minvuz, 2002.
8 . Shadmonov Sh.Sh. , Baubekova GD . - T.: Center «Generation of the New Century», 2004.

IV. Questions and tasks for self-examination

1. Why? Explain that the seminar is considered part of the TT.
2. Give a description based on the form of organization of the seminar, educational session.
3. Name the main types of seminars.
4. What are the characteristics of each workshop?
5. What factors determine the teacher's choice of conducting a seminar? What does that path show?
6. What criteria should be followed when evaluating the effectiveness of the workshop?
7. Tell the task that the teacher performs in the seminar and the means of its implementation.
8. Tell what the question-and-answer technique of teaching is manifested.
9. Develop and justify the technological map of the workshop.

1. SEMINAR - FORM OF ORGANIZING OUYU EDUCATION

Seminar - ta'lim beruvchini ta'lim oluvchilar bilan faol suhbatga kirishishiga yo'naltirilgan, nazariy bilimlarni amaliy faoliyatda amalga oshrish uchun sharoitni ta'minlovchi, mashg'ulotni o'qitish shakli

The workshop is used to achieve the following goals:

- arrangement of theoretical material;
- to develop skills ; _
- knowledge control.

To effectively conduct an educational seminar, it is necessary to consider the following:

- his preparation, in which he has a question and answer technique;
- the state of the study group: its motivation, the nature of its organization;
- technical equipment of the educational process.

The transition to a seminar-type training means the transition from the broadcasting (broadcast) scheme of interaction to dialogue, from monologue to dialogue.

Preparing and conducting a workshop requires answering a number of questions:

1. *Why?* - The assignment and the conduct of the workshop should generally be consistent with the educational objectives.

How to conduct the technology in the form of a seminar ? - need to be developed

3. What should be discussed during the seminar, in the content of the material - *What?* development is necessary.

4. Factors that are important to take into account when conducting the seminar - Taking into *account what?* must be supported.

5. To manage the seminar, in order to ensure its effectiveness, it is possible to use it as a means of influence - in *what way?* can be determined.

Three main types of seminars can be distinguished according to the purpose and application areas of the curriculum :

1) educational - will be mainly focused on:

- regulation of theoretical knowledge, activation or independent of them

to develop ;

- skills of practical application of acquired knowledge

to form.

2) developmental - aimed at forming students' problem-solving skills, analytical skills, and predictive skills.

Activity	
educator	learners
3. Completion of the seminar . The topic of the workshop concludes by content: 3.1. Evaluates the results of work performed by students. 3.2. It evaluates the preparation of the seminar participants, their activity during the discussion. 3. 3. Gives a general assessment of the effectiveness of the seminar . 3.4 . The next workshop will define the training objectives	They ask questions

Muammoli savolga javob izlashni tashkillashtirish izchilligi:

- muammoli savolning berilishi;
- berilgan savolga javoblarni izlash va asoslash bo'yicha talabalarning fikrlash harakatlarini tashkillashtirish;
- javoblarning tanqidiy tahlil qilish, ularning kuchli va kuchsiz tomonlarini aniqlashni tashkillashtirish;
- mos keluvchi tomonlarni ishlab chiqish - eng to'g'ri javoblarni tuzib chiqish maqsadida o'zlari o'rtasida javoblarni taqqoslashni tashkillashtirish;
- keyingi muammoli savolni berishga o'tish.

2.3. Model of educational technology and technological map in problem seminar

A model of teaching technology in a problem-based seminar

Time : 2 hours	*Number of students:* 15-30 pieces
Educational mash ghulot form	Problem seminar
Training plan _	1. 2. 3.
purpose of the training session: to strengthen knowledge about ..., to develop skills for solving problematic tasks about ...	
Pedagogical tasks : - teaching systematization of information about...; - to teach how to solve and analyze problematic tasks; -...promoting opportunities, evaluating them, teaching to make final conclusions.	*Educational activity results* : -... enter data into the system; - they solve and analyze problematic tasks on...; -...promote opportunities, evaluate them, make final conclusions.

Educational methods	Problem method, conversation, discussion, brainstorming
Form of educational organization	Mass, collective, group.
Educational tools	Lecture text, A32 size papers, markers, scotch tape, study materials.
Educational conditions	A room for working in groups.
Monitoring and evaluation	Verbal control : quick-s o' rov

Technological map of the problem workshop

Work steps and time	Activity content	
	t teacher	t learners
Stage 1. Introduction to training (15 min.)	1.1. The name of the subject, the purpose and the expected results. He informs that the training will take the form of a problem-based seminar. 1.2 . Activates students' knowledge in the form of a conversation (Appendix No. In the process of activating knowledge, it determines the sufficiency of the acquired knowledge of students to actively participate in research activities to solve educational problems.	They listen and record
Stage 2. Main (55 min.)	2.1. He reads the problem assignment to the students (Appendix no.). 2.2. Moves to organizing the search for solutions to the problem: the first sub-problem is presented, then by asking problematic questions and discussing their answers, it leads students to search for a solution, that is, the first interim conclusion. In this way, it organizes the search for ways to solve further problems. 2.3. The students are divided into 3 small groups and given the task of solving a problematic task. Distributes educational materials, evaluation indicators and criteria (Appendix No. Distributes papers, markers for the presentation, reminds the rule of brainstorming. Informs that work in groups has begun. 2.4. Announces the start of the presentation, leads the group's performance. During the presentation, he comments on the answers, pays attention to the correct solutions, and points out mistakes. Together with the students, he evaluates the completeness of the answers, answers the questions. 2.5. The presentation concludes by showing the difficulties encountered in solving the problem	They answer questions. They give their opinion on solving the problem. They express opinions, discuss, analyze, draw conclusions on solving a small problem. The representatives of the group will make a presentation and give the final conclusion. They listen
3 stages. Final (10 min.)	3.1. Concludes the topic, draws students' attention to the importance of the work done in their future professional activities. 3.2. Gives an assignment (appendix no.) for independent work	They listen. They write the assignment

12 - EDUCATIONAL TOOLS COMPOSITION OF EDUCATIONAL TECHNOLOGY

Plan

1. Educational tools: concept and content.
2. Techniques of graphic organizers.

II. Basic concepts and terms

Educational tools, technical tools of education (TTV), auxiliary educational tools (YoTV), educational and methodological materials (UUM), Insert table, cluster, classification and conceptual tables, B/BX/B table, Venn diagram, SWOT - analysis table, «Why?», «Fish skeleton», «Cascade», «Pyramid», «Lily flower» scheme, «How?» diagram.

III. A list of used and recommended literature for studying the topic and specific questions

1. Jenny Steele, Curt Meredith, Charles Temple/ Obucheniye soobshcha: chteniye i pismo dlya razvitiya kriticheskogo myshleniya. Educational program . - // Bishkek: Fund Sorosa 1999.

2. Gulyamov SS and dr . Distance economic development. - T.: Shark, 2004.

3. Metod y effektivnogo obucheniya vzrosl y x . Uchebno-metodicheskoye posobiye. - M.: IPK gossluja shch ix, 1998.

4. Podlas y y IP Pedagogy. Nov y y course : Uchebnik . V 2 kn. Kn.1: Ob shch iye osnov y . The process is education. - M.: VLADOS, 1999.

5. Saidakhmedov NS Examples of using new pedagogical technologies in pedagogical practice. - T.: RTM, 2000. - 46 p.

6 . Farberman BL, Musina RG and dr. Instrument y razvitiya kriticheskogo m y shleniya . - T.: Minvuz, 2002.

IV. Questions and tasks for self-examination

1. Define the concept of «Educational tools». Explain its role in educational technology.
2. Explain why technical means of education, teaching aids, teaching-methodical materials are necessary.
3. Explain what determines the choice of educational tools.
4. To the graphic organizers: Insert table, cluster, classification table, B/BX/B table, SWOT - analysis table, «Why», «Fish skeleton», «Step», «Pyramid», «Lily flower» scheme , explain the characteristics of the «How» diagram with specific examples.

1. EDUCATIONAL TOOLS: TUS H UNC H A AND CONTENT

Ta’lim vositalari - o’quv materialini ko’rgazmali taqdim etish va shu bilan birga o’qitish samaradorligini oshiruvchi yordamchi materiallar hisoblanadi.

Educational tools:

Technical means of education (TTV);

2. Educational aids (YoTV);

3. Educational and methodological materials (UUM).

Technical means of education (TTV) - helps to demonstrate the educational material, and its systematic delivery; allows students to understand and remember the learning material well.

Teaching aids - graphs, drawings , samples **,** etc.

Educational - methodical materials (UUM) - educational materials **,** exercises to strengthen the acquired educational materials. These help to activate students' independent work.

selection and use of all kinds of educational tools that help to accelerate students' educational and cognitive activities depends on the following : 1) setting the goal; 2) to the main source of knowledge; 3) to the method of education; 4) novelty and complexity of educational material; 5) to educational opportunities for students.

INDEPENDENT STUDY ASSIGNMENT OPTIONS

1- OPTION

Task 1

Answer the following questions

1. Factors of education reform in Uzbekistan.
2. Didactic design of education.
3. Education _ _ in the process innovation of methods of use importance , give examples of them.

Main concepts

- « Education _ right _ _ _ _ _ _ Law , « Personnel preparation national program « of acceptance training , education _ _ _ _ in the field reforms , personnel preparation system reform to do factors , democratic society construction , economy o ` changes , person interest , education _ _ priority , national identity _ _ understanding of Uzbekistan _ _ in the world position _ - Project , didactic design , didactic design degrees , science and study _ _ subject concepts , didactic design structural parts ; - In education _ of innovations importance , activity , creativity , critical and free opinion , opinion

Task 2.

Complete the practical task

Try to clarify the interdependence and difference between pedagogical technology and teaching technology.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

2- OPTION

Task 1

Answer the following questions

1. National personnel training program and new education model.
2. Tasks of technologyization of education in the age of scientific and technical development.
3. Conditions and essence of organizing work in small groups.

Basic concepts

-Reforms in the life of society, reforms in the field of education, the national program of personnel training, its purpose, the national model of personnel training, the individual, the state and society, continuous education, science, production; - Technical age, development, concept of technology, educational process, cognitive activity, management, technological approach; - Group form of education, transition to «teacher-group-student» relationship, large and small groups, methods and forms of group formation.

Task 2.

Complete the practical task

Compare the definitions of pedagogical technology (V. Bespalko, N. Sayidakhmedov, M. Ochilov, UNESCO definitions)

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

3- OPTION

Task 1

Answer the following questions

1. Stages of implementation of the national personnel training program and problems of new pedagogical technology.
2. Principles of education and principles of pedagogical technology, their unity and differences.
3. Methodology of using the «BBB-table» strategy in the educational process (in the example

of the topic of your specialty)

Basic concepts

-National personnel training program, stages of program implementation, tasks of the stages, educational methodological complexes, information supply, material and technical base; - Concept of principle, educational process and principles of education, principles of pedagogical technology-integrity, purposefulness, design, finality, completion; - The importance of interactive methods, increasing the effectiveness of education, student activation, the essence of the «I know, I want to know, I know» strategy, its application.

Task 2.

Complete the practical task

Collect literature on pedagogical technologies and compile their bibliography.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

4- OPTION

Task 1

Answer the following questions

1. President I. _ A. _ Karimov's education _ _ explosion in the field effect « theory essence _
2. Education _ _ equipment and of teaching _ technical of means to schools come in coming _
3. Pedagogical system theory.

Basic concepts

-President I.Karimov's views on education reform, the goals and objectives of the Education Law and the national personnel training program, their realization, the formation of a free person; -Decisions regarding school activity in the 30s-50s of XX century, the use of technical means, various technical means; - Pedagogical technology project, structure of pedagogical system, student, educational goal, content, didactic process, didactic issues.

Task 2.

Complete the practical task

List the factors that require the relevance of the use of pedagogical technologies in the educational process today.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

5- OPTION

Task 1

Answer the following questions

1. The essence of pedagogical technologies and its relevance.
2. Pedagogical technology principles.
1. « Mental attack « method and him apply _ _ rules .

Main concepts

- Education - upbringing _ _ in the field reforms , pedagogical technology concept , pedagogical technologies application reach relevance , education _ _ acceleration , teacher - student _ _ _ _ role Change of information _ _ increase ; _ _ - Principle concept , education _ _ principles and pedagogical technology principles , integrity , purposefulness , finality , completeness ; - Pedagogical in technology interactive of methods instead , « mental . « attack « method , his rules , idea _ _ and of thoughts generation of ideas _ _ _ writing to go

Task 2.

Complete the practical task

Observe and analyze the use of technical means of teaching and pedagogical technologies in the process of education and training

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

6- OPTION

Task 1

Answer the following questions

1. Pedagogical technology concept and to him given definitions . _ _
2. Problem-based education and its organization (in the example of your specialty).
3. Designing educational goals. Explain how to use the « Cluster « method .

Basic concepts

Technical development, technology, optimization of education, technological process, pedagogical system, system, method, tool, clarification of the purpose of education, test tasks, design, independence from skill, guarantee of results; educational methods, choosing an educational method, increasing student activity; creating motivation, creating problematic situations; teaching the student to think; didactic project, its types, design of educational goal, main, intermediate, action-like goals, Bloom's taxonomy, verbs.

Task 2.

Complete the practical task

Design educational goals and tasks on a subject related to the specialty.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

7- OPTION

Task 1

Answer the following questions

1. Didactic process structure.
2. Analysis of the concept of pedagogical technology in the 1930s-1940s.
3. The importance of using didactic houses in the lesson. Give examples of games.

Basic concepts .

-Education process, student and teacher activity, pedagogical system, didactic process, basis of pedagogical technology, teaching process, motivation, learning activity, management; - Decisions issued in 1932 about school work order, including laboratory method, demonstration, technical means, radio, film, technical means of teaching; - Games, their educational value, didactic game, goal, rule, knowledge, process, thinking, analysis, synthesis.

Task 2.

Complete the practical task

Make samples of test tasks related to different forms of tests.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

8- OPTION

Task 1

Answer the following questions

1. Motivation - the initial stage of educational activity. Creating motivation.

2. Definitions of pedagogical technology and their essence.
3. Criteria for choosing educational methods. Give an example of working with the « BBB « table.

Basic concepts

- Pedagogical technology, composition of the pedagogical system, didactic process, teaching motive, need, aspiration, inclination, motivation, arousing motive, interesting, posing a problem; -Creative teacher, optimization of technology education, technological process, pedagogical system, system, method, tool, clarification of the purpose of education, test tasks, design, not depending on skill, result guarantee; - Method, methods of increasing educational efficiency, oral method, demonstrative, practical method, problem-reproductive method, educational content.

Task 2.

Complete the practical task

Create a lesson plan for the use of «Brainstorming» methods when passing a subject from a specialty subject.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

9- OPTION

Task 1

Answer the following questions

1. Stages of implementation of the national program and problems of new pedagogical technology.
2. Pedagogical system theory: didactic issues and pedagogical technology.
3. The test and the pedagogical requirements for it. Give examples of different types of tests in your specialty.

Basic concepts

- National personnel training program, stages of program implementation, tasks at each stage, educational and methodological complexes, material and technical base, information supply, resource, personnel base; -Pedagogical technology, pedagogical system, structure of pedagogical system, project, pupil-student, educational goal, content, program, textbook, didactic process, organizational part, teacher; - Test assignment, test preparation, importance of assessment by test, test types, closed test, open test, test to determine compliance.

Task 2.

Complete the practical task

Create a lesson plan on using «Discussion» or «Debate» methods in passing any topic of your specialty.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

10- OPTION

Task 1

Answer the following questions

1. Traditional and technological approaches to education.
2. Educational, educational, developmental functions of the educational process.
3. Using **«B** -BB table **«** and **«** Two-part diary» strategies in the educational process.

Basic concepts

- Approaches to education, traditional approach, teacher's information, explanation, technology, project, stages, phase, design, tests, standard, problem approach, information technology, communication, computer, technique, internet system; - Educational process, cognitive process, knowledge, skill, qualification, educational function, educational development functions; -Innovation methods, student activation, «BBB table», discussion,

battle of ideas, «Two-part diary», choosing a quote from the text (phrase, sentence), writing a comment on it.

Task 2.

Complete the practical task

Give examples of different forms of forming small groups, show ways of using it.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

11- OPTION

Task 1

Answer the following questions

1. Views on pedagogical technology at the end of the 11th century and the beginning of the 20th century.
2. Pedagogical technology principles.
3. « Sinquevin « method and the rules of writing it. (give examples)

Basic concepts

- Pedagogical theories in foreign countries, flow of «new schools», free active methods, action pedagogy, pragmatic, experimental pedagogy, test method; - The concept of principles, rules, principles of education, principles of pedagogical technology: purposefulness, integrity, finality, completion; -Interactive methods, the «Sinquain» method, the rule of writing in the «Sinquain», synthesizing complex information, presenting creativity.

Task 2.

Complete the practical task

Give examples of using the «cluster» method in the process of teaching your specialty

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

12- OPTION

Task 1

Answer the following questions

1. From the history of establishment of Pedagogical Technology Centers in developed foreign countries.
2. Principles of education and principles of pedagogical technology, their characteristics
3. Different methods and ways of forming small groups and working with them.

Basic concepts

-Developed foreign countries (USA, England, Japan), 60-70s of the 20th century, Association of Communication and Technology, «Pedagogical Technology» magazines, national centers of pedagogical technology, attention to pedagogical technology; - The concept of principles, rules, principles of education, principles of pedagogical technology: purposefulness, integrity, finality, completion; - Organization of small groups, ways of group formation, organization of groups by sign, number, and time.

Task 2.

Complete the practical task

Give examples of using the «Sinkwein» method in the process of teaching your specialty

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

13- OPTION

Task 1

Answer the following questions

1. What should be taken into account when choosing a pedagogical technology. ?
2. Test, test types, pedagogical requirements for tests.

3. Organizing work in small groups. Give examples of forming small groups.

Basic concepts

- Pedagogical technology bank, technology selection criteria, stages, appropriateness of the method, teacher's psychophysiological ability, social order, teacher's skills, creativity; Didactic design, educational content design, clarified goal, test task, importance of tests; - Technology, student activity, interactive methods, forming a group, choosing a group leader, group task, problem, walk, reward.

Task 2.

Complete the practical task

Give examples of using the «Cubes» method in the process of teaching your specialty

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

14- OPTION

Task 1

Answer the following questions

1. Educational methods that serve to increase the effectiveness of education.
2. Designing educational goals and objectives.
3. The essence of the «Brainstorming» method, give an example of its use.

Basic concepts

-Lectures, practical exercises, written work, test, design, problem situation, cooperative study, teaching each other; -Case method, types of cases, types of educational cases, types of classic cases, methods of using cases, business game, order of working with cases, order of case discussion; - Innovation methods, creative attack, generation of ideas; promotion of personal ideas, creation of new ideas in groups, brainstorming rules.

Task 2.

Complete the practical task

Giving examples of the use of interactive methods in the process of teaching a specialty

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

15- OPTION

Task 1

Answer the following questions

1. The use of technical means of teaching is one of the conditions of pedagogical technology.
2. At the end of the 11th century and at the beginning of the 20th century, views on pedagogical technology.
3. Give an example of a non-traditional lesson on the subject of your specialty (brief structure of the lesson).

Basic concepts

-Scientific and technical development, technical means, information technology, telecommunications, computers, internet, educational efficiency; - Pedagogical theories, «new schools», social movement, pragmatic pedagogy, experimental pedagogy, free-active methods, organizational forms of education at the end of the 11th century; - KVN, conference, discussion, court classes, studying in small groups, cooperative teaching, goals and methods of education.

Task 2.

Complete the practical task

Give examples of the use of various educational cases-problem situations in the educational process.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

16- OPTION

Task 1

Answer the following questions

1. Content of critical thinking and its essence.
2. The importance of pedagogical technologies in the new stage of education development.
3. Give examples of the use of « Venn diagram» in the educational process.

Basic concepts

- Development of critical thinking, ideas, coordination, oral and written speech, teaching critical thinking, higher level thinking, logical thinking, fundamentals of critical thinking; -Professional culture, educational reform, education acceleration, informational teaching, science and technology development, transition to technical thinking in the national personnel training program; Innovacion methods, « Venn diagram «, choosing a topic, conducting a debate, forming groups, finding evidence.

Task 2.

Complete the practical task

Give examples of the use of «Venn diagram» in the educational process

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

17- OPTION

Task 1

Answer the following questions

1. Methodological bases of new pedagogical technology, stages of development of pedagogical technologies.
2. Achievements and disadvantages of traditional and non-traditional approaches to education.
3. The importance of «Muzyorar» methods in increasing students' activity.

Basic concepts

- Modeled pedagogical technology, sequential, analytical, conceptual, purposeful, meaningful and processual, analytical stage, state educational standards, educational concepts at the conceptual stage; -Approaches to education, traditional approach, systematic and technological approach, efficient use of time, reliance on accurate scientific knowledge, high level of motivation; - Discussion, discussion. The art of asking questions, types of questions, independent thinking, activity.

Task 2.

Complete the practical task

Give examples of the use of the «Insert» table in the educational process.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

18- OPTION

Task 1

Answer the following questions

1. Important factors of personnel training system reform.
2. The history of the development of the concept of pedagogical technology.
3. Case method and ways to use it.

Basic concepts

- Various reforms in the life of our country, reform of the educational system and content, adoption of the national program, vision of civil society, changes in the economy, understanding of national identity; - the concept of pedagogical technology, individual

education, group education, various advanced pedagogical theories, pedagogical technology centers; -Types of educational cases, micro (miniature) educational cases, small educational cases, general educational cases.

Task 2.

Complete the practical task

Give examples of the use of «Two-part diary» strategies in the educational process.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

19- OPTION

Task 1

Answer the following questions

1. The emergence and essence of the concept of pedagogical technology.
2. Pedagogical technology principles.
3. The essence of the «T-chart» and «Venn diagram» methods and ways of their use (in the example of specialization).

Basic concepts

- Meaning of the concept of «technology», technological process, technological map, production process, independence, educational law; - Concept of principle, educational process and principles of education, principles of pedagogical technology-integrity, purposefulness, design, finality, completion; - Interfoal methods, intelligent child, «T-chart»-comparison of answers, writing contradictory answers, «Venn diagram», comparing two events, processes or things.

Task 2.

Complete the practical task

In the process of education. Give examples of the use of «BBB-table» .

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

20- OPTION

Task 1

Answer the following questions

1. The Law on Education and the goals and objectives of the National Personnel Training Program.
2. The concept of pedagogical technology and its definitions.
3. The importance of using interactive methods in the organization of education.

Basic concepts

- The law on education, the national program of personnel training, the national model, the reform of the education system, highly qualified personnel; Technologies, educational process, educational content, motivation, didactic design, educational goal design, cognitive activity; -Forms of educational organization, traditional forms, KVN, conferences, interactive methods.

Task 2.

Complete the practical task

Give examples of the use of various educational cases-problem situations in the educational process.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

21- OPTION

Task 1

Answer the following questions

of didactic issues and their importance.

2. Non-traditional forms of education organization.
3. Didactic design of education. Set the learning goal on the example of a subject from your specialty.

Basic concepts

- Pedagogical system, structure of the system, content of education, knowledge, skills, knowledge, educational element, social context, goal of education; - Levels of mastery, acceleration, non-traditional model, modeling, collaborative learning model, research model of learning; Design, educational process, efficiency, didactic project, level of didactic design, science and educational subject, information and educational content, social experience.

Task 2.

Complete the practical task

Give examples of the use of writing strategies in the educational process.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

22- OPTION

Task 1

Answer the following questions

1. From the history of establishment of Pedagogical Technology Centers in developed foreign countries.
2. Interactions between didactic issues and pedagogical technology.
3. Use of innovative methods in the educational process. «Method of cubes».

Basic concepts

-Developed foreign countries (USA, England, Japan), 60-70s of the 20th century, Association of Communication and Technology, «Pedagogical Technology» magazines, national centers of pedagogical technology, attention to pedagogical technology; -Pedagogical technology, project, composition of the pedagogical system, didactic issues - student, educational goal, educational content, didactic process, organizational issues; - current, intermediate, final control; - Organization of small groups, ways of group formation, organization of groups by sign, number, and time.

Task 2.

Complete the practical task

Try to highlight the advantages of traditional forms of education with examples.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

23- OPTION

Task 1

Answer the following questions

1. The rating system for evaluating students' knowledge and its essence.
2. Use of Bloom's taxonomy in defining educational goals.
3. Importance of Discussion and Debate methods in education, give an example of their application.

Basic concepts

- Knowledge, skills, qualifications, objective assessment, rating, test, scaling, current, intermediate, final control; - Didactic design of education, design of educational goals and tasks, traditional forms of goal setting, Bloom's taxonomy, verbs related to goal setting; - Discussion, discussion, brainstorming, groups, debate, justifying one's opinion, finding reliable evidence and evidence.

Task 2.

Complete the practical task

Try to illustrate the advantages of non-traditional forms of education with examples

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

24- OPTION

Task 1

Answer the following questions

1. Different methods and ways of forming small groups and working with them.
2. Didactic issues: organization of student groups, content of education.
3. The role of the individual in the implementation of new pedagogical technologies. Give an example of using an «Insert» table.

Basic concepts

- Organization of small groups, ways of group formation, organization of groups by sign, number, time; - Pedagogical technology, pedagogical system, project, content of didactic issues, pupil, student, group; - Educational reform, national program, technologyization of education, project teacher, clarified goal, test task, educational process, modern method, non-traditional lesson, discussion method.

Task 2.

Complete the practical task

What do you think are the shortcomings of traditional forms of education?

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

25- OPTION

Task 1

Answer the following questions

1. Rules for sorting educational content: subject objects, educational elements.
2. Pedagog as the author of the pedagogical technology project.
3. Use of computerized «business» and didactic houses in the teaching process.

Basic concepts

-Educational process, content of education, knowledge, skills, qualifications, goals and tasks of education: objects of science, educational elements; Pedagogical technology, pedagogical system, composition of the pedagogical system, project, pupil-student, educational goal, content, program, textbook, didactic process, organizational part, teacher; the role of games in the educational process, the types and importance of games, didactic games, educational and educational importance of computer games.

Task 2.

Complete the practical task

In your opinion, what are the disadvantages of non-traditional forms of education?

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

26 OPTIONS

Task 1

Answer the following questions

1. Factors of education reform in Uzbekistan.

2. Didactic design of education.
3. The importance of using innovative methods in the educational process

Basic concepts

- «Law on Education», adoption of the «National Program of Personnel Training», reforms in the field of education, factors of reforming the personnel training system, the construction of a democratic society, changes in the economy, personal interest , priority of education, awareness of national identity, position of Uzbekistan in the world; - Project, didactic design, levels of didactic design, science and subject concepts, components of didactic design; - The importance of innovations in education, activity, creativity, critical and free thought, reflection

Task 2.

Complete the practical task

Create open test tasks on a topic related to your specialty .

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

27 OPTIONS

Task 1

Answer the following questions

1. Elements of critical thinking .
2. Non-traditional forms of education.
3. Using the «BBB» (we know, we want to know, we know) strategy in teaching students to think critically.

Basic concepts

. Elements of critical thinking: a) independent thinking b) Information is the beginning of critical thinking c) problem identification. g) relying on reliable evidence. d) Social character of critical thinking.; non-traditional forms of education - systematic, technological, research-creative; BBB-chart» - the essence of the «we know, we want to know, we found out» method, monitoring the understanding of the text, the rules of using the «BBB» method, doing practical work based on the table, filling in the BBB chart.

Task 2.

Complete the practical task

Create examples of closed test tasks on a topic related to your specialty.

Task 3

Develop a project based on advanced technologies to pass one topic in your specialty.

28 OPTIONS

Task 1

Answer the following questions

1. Different approaches to education.

2. Principles of group formation. Planning to work in groups.

3. Using the «Venn diagram» method in teaching critical thinking.

Basic concepts

Traditional and non-traditional approaches, systematic approach, system concept, technological approach, stages, phases, stages, research-creative approach; Dividing learners into groups, organizing group work according to signs, number, time; Interactive methods, Venn diagram, working in pairs and groups, comparing two events, processes or things;

Task 2.

Complete the practical task

Give examples of the use of «Insert» table, «Two-part diary» methods when working with text.
Task 3
Develop a project based on advanced technologies to pass one topic in your specialty.

29 OPTIONS

Task 1
Answer the following questions

1. **Cluster method. Clustering rules. (give an example)**
2. **Designing educational goals and objectives.**
3. **Use of plot-role games in teaching critical thinking to young students.**

Basic concepts

Innovacion methods, students' activation, cluster-crowd method, free and open thinking strategy, rule of clustering, categorization; Forms of setting the educational goal, the problem of the educational goal in pedagogical technology, main, intermediate, action-like goals, identified goals; The game, its types, importance, creative game, plot-role game, game plot, choosing a role, dramatized games, building-creating games

Task 2.
Complete the practical task

Give examples of the use of Bloom's taxonomy in setting educational goals.

Task 3
Develop a project based on advanced technologies to pass one topic in your specialty.

30 - OPTION

Task 1
Answer the following questions

1. **Advantages and disadvantages of traditional and non-traditional forms.**
2. **The essence of the «Leave the last word to me» method in working with text.**
3. **Rules of debates and their organization.**

Basic concepts

Control of the teaching process, effective use of time, student's activity and passivity, mutual feedback, high motivation; Innovacion methods, activity, «leave the last word to me» strategy, thought stimulation, text discussion, discussion; Learning to discuss, debate, topic selection, debate procedure, group formation, supporters and opponents of the resolution, finding evidence.

Task 2.
Complete the practical task

Give examples of the use of game technologies in the educational process.

Task 3
a project based on advanced technologies to pass one topic in your specialty .

LIST OF LITERATURE USED IN THE PERFORMANCE OF INDEPENDENT EDUCATIONAL ASSIGNMENTS

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BMI topic bank and methodological recommendations for its implementation

Samarkand - 2022

GRADUATE THESIS

The purpose of the qualification thesis:

1. Consolidation of theoretical and practical knowledge on a subject of science, application of acquired knowledge in solving specific scientific, technical, production, economic, social and cultural tasks;

2. Creative work on the chosen topic, starting from the process of setting the issue, bringing it to its full end, teaching to feel the responsibility in making a decision based on the obtained results;

3. Training of competitive personnel and ensuring preparation of students for independent work in the conditions of modern production, economy, technical and scientific development;

4. Under the guidance and supervision of a professor-teacher, it consists in the formation and development of knowledge and practical skills necessary for independent performance of scientific research work on a topic of a certain chosen subject.

The main tasks of the qualification graduation work :

1. To be able to acquire the skills of independent mastery of unresearched topics or problems in science;

2. Determining convenient methods and means of searching for necessary information;

3. Effective use of information sources and addresses;

4. Working with traditional educational and scientific literature;

5. Purposeful use of the Internet;

6. Determining the rational solution of the assigned tasks;

7. Data base processing, generation of new information during processing, and decision-making;

8. Systematic and creative approach to the completion of the qualification graduation work;

9. Scientific justification of the developed solutions, ideas and recommendations and defense of the qualification graduation work with the participation of experts.

Topic of qualification graduation work

1. The topic of the qualification graduation work is determined by the specialist departments and approved by the Scientific Council of the faculty once in three years.

2. The list of subjects of qualified graduation work will be announced by professors to the 3rd year students in the first lesson of the subjects at the beginning of the educational process.

3. Students are given the right to choose the subjects of their graduation work.

4. The student or the customer who pays for the student's education can propose a list of their topics for the qualification graduation work with the necessary grounds.

5. The subject of the qualification thesis and the attachment of the academic supervisor to the student are formalized by the order of the rector of the university on the recommendation of the department.

6. Scientific supervisors for qualified graduation work are appointed from the ranks of professors, docents or teachers of the department, as well as from other higher educational institutions, branch institutes of UzFA, and practical workers in production.

Scientific supervisor of the qualification graduation work:

Collecting materials related to the student's qualification thesis in accordance with the subject of the qualification thesis, including:

- plan the schedule of completion of the qualification work together with the student;

- textbooks, training manuals;
-scientific pamphlets;
-gives assignments on familiarization with scientific articles;
-recommends basic literature, information and archival materials and other sources on the subject;
- conducts consultations with the students he supervises;
- supervises the process of completing the qualification work and provides regular information at department meetings;
- corresponds to the quality of the qualification graduation work performed by the student;
- participates in the defense of the qualification thesis.

In preparation of the qualification thesis, the student is expected to solve the following tasks:

- to deepen knowledge on current theoretical issues of science, to develop the skills of practical application of theoretical knowledge on the subject;
- assimilation of scientific and special literature on the selected topic, foreign experiences and opportunities and problems of their practical application;
- to study various sources (monographs, scientific articles in periodicals, etc.) on the selected topic and based on their results, independently express the material in a critical manner, give conclusions and suggestions.
- to develop the skills of correct formalization of work in written form.

The order of work on the qualification graduation work

- Choosing a topic
- Creating a research plan
- Study the main sources on the topic
- Collect the necessary materials
- cried _ _ materials based on qualified graduation work to write as well offer and conclusions to give
- Formalization of the list of references

The thesis can be written mainly by hand or on a computer based on the decision of the Scientific Council of the faculty.

The submitted qualification thesis is written on a computer in font 14, 1.5 spacing on one side of A4 paper with a margin of no less than 3 cm from the left, 1.5 cm from the right, and no less than 2 cm from the top and bottom. it is required to be typed without leaving it.

Text pages order numbers eat to be _ it is necessary Order numbers one from the sheet second to the sheet passing _ _ and from page 3 start (first and second sheet is _ title sheet _ _ and qualified graduation work plan (not numbered) is necessary _ will be _ _

Sheet order number up from the middle is placed . _

Qualified graduation of work 50-60 pages in size not to exceed it is necessary

Qualifying graduation work from:

- title page;
- content;
- access;
- the main part;
- summary;
- list of used literature;

- consists of an application.

Defense of a qualified graduation thesis:

- the qualified graduation work formalized in the prescribed manner is submitted by the student to the academic supervisor;

- after making sure that the qualification graduation work has been completed to the required level, the academic supervisor presents the qualification graduation work together with his conclusion to the head of the department;

- the head of the department conducts a preliminary defense in the department with the members of the department and accepts the decision of the department and makes a recommendation for the defense regarding the inclusion of the presented qualification graduation work for defense at the State Academic Council according to the conclusion of the scientific supervisor;

- the qualified graduation work included in the defense is given or sent to the reviewer for review;

- the composition of reviewers can be drawn from the ranks of professors and teachers of higher educational institutions and experts in the field that consumes graduates;

- the dean of the faculty submits the thesis to the DAK for defense with the conclusion of the scientific supervisor, the reviewer's review, the decision of the department and the order of the rector of the university to submit students to the state certification;

- the qualification thesis is kept at the faculty for at least 10 years after the defense.

bank of topics for a qualified graduation thesis

1. The importance of developing strength qualities of Duzdoch.
2. Organization of national wrestling classes in vocational colleges based on today's requirements.
3. The relationship between judo wrestling and national wrestling.
4. Planning the processes of national wrestling training.
5. Planning judo training sessions.
6. The importance of medical supervision and hygienic requirements in the national struggle
7. Importance of mental preparation of wrestlers for training and competitions
8. Economic and psychological aspects of sports management and ways of their development.
9. Ways to popularize national wrestling sport in neighborhoods.
10. The role of action games in the development of qualities of quickness and agility in wrestlers.
11. Historical development and current status of belt wrestling
12. Planning the training loads of highly qualified belt wrestlers
13. Ways to develop wrestlers special power qualities
14. Increasing endurance of wrestlers in educational institutions
15. Historical development and current state of the national struggle
16. Development of agility in wrestlers through national folk games.
17. Development of strength qualities in the process of training wrestlers.
18. Ways to improve the national wrestling sport in secondary schools.
19. Development and consideration of national wrestling sports training.
20. Systematization of national struggle methods.
21. Methodology of teaching in national wrestling sport.
22. Ways of physical training of Judo players of teenage age.

23. Tactics for organizing a wrestling match.
24. Ways of mentally preparing judokas for competitions.
25. Recovery tools during judoka training.
26. Sprouts of Hope Ways to Improve Judo Wrestling in Sports Competitions.
27. Ways to improve Judo wrestling in sports competitions of the perfect generation.
28. Ways to improve Judo wrestling at Universiade sports competitions.
29. Methodology of organizing groups on national wrestling in extracurricular means.
30. Ways to organize national wrestling sports competitions in secondary schools
31. Ways of organizing national wrestling sports competitions in neighborhoods.
32. Ways to increase special physical fitness of national wrestlers.
33. Stages of preparing national wrestlers for competitions.
34. Ways of selecting and qualifying national wrestlers in secondary schools.
35. Ways to organize national wrestling lessons in secondary schools.
36. To increase propaganda and propaganda work on national struggle in general education schools.
37. The importance of government decisions in the development of the struggle that is our national value.
38. The role of the national struggle in health promotion activities.
39. The role of wrestling in youth education.
40. Ways to organize national wrestling clubs in secondary schools.
41. Ways of publicizing the national wrestling sport in the neighborhoods.
42. Ways of popularizing national wrestling sport in vocational colleges.
43. Ways to organize national wrestling sports teams in academic high schools.
44. The role of the national struggle in the education of the perfect generation.
45. Characteristics of children's selection for national wrestling tournaments.
46. History of national wrestling 1991-2007.
47. Physical training of novice wrestlers
48. Improvement of the national wrestling sport in the Sprouts of Hope sports competitions.
49. Improvement of the national wrestling sport in sports competitions of the perfect generation.
50. Ways to improve national wrestling sport at Universiade sports competitions.
51. Ways to increase the qualities of quickness in wrestlers
52. Ways to increase endurance qualities of wrestlers.
53. Ways to improve the quality of strength of wrestlers
54. Developmental stages of judo wrestling
55. Planning the training process of judo wrestling.
56. Ways to develop the Uzbek national struggle
57. Remembering that the Uzbek national struggle is our national value
58. Methods of Uzbek national wrestling and ways of using them in the process of physical culture education
59. Features of improvement of terms of Uzbek national wrestling
60. The role and importance of Uzbek national wrestling in the «Three-stage» sports competition system
61. Educational ways of Uzbek national struggle
62. Ways to develop Uzbek national wrestlers' physical qualities in all aspects
63. The role of national action games in the development of physical maturity of Uzbek national wrestlers
64. Material, economic and social problems of the development of the Uzbek national struggle
65. Current requirements for the organization of sports competitions from Uzbek national wrestling.
66. Methodological foundations of organizing a commemorative tournament of Uzbek

national wrestling.

67. Ways of promotion and propaganda of the Uzbek national struggle
68. Current requirements for the implementation of Uzbek national wrestling in educational institutions
69. Features of creating a material and technical base of Uzbek national wrestling and providing them with equipment
70. Ways of training referees from Uzbek national wrestling
71. National traditions and their characteristics in the development of Uzbek national wrestling.
72. Ways to select talented students of Uzbek national wrestling and attract them to training
73. Peculiarities of selecting students for national wrestling in children's and youth sports schools based on their physical fitness
74. Actual problems of inclusion of Uzbek national wrestling in the program of the International Olympic Games.
75. The place and importance of the Uzbek national struggle in the educational process of physical culture in centers of knowledge

GLOSSARY

GLOSSARY (Iso h li lu g' at)

National personnel training program is a legal document adopted on August 29 , 1997 at the 9th session of the Oliy Majlis .

Law of the Republic of Uzbekistan «On Education» is a legal document adopted on August 29, 1997 at the ***IX*** session of ***the*** Oliy Majlis .

Vocational education process is an important part of the pedagogical process , which leads to the profession along with education, imparting knowledge , skills and competences .

Vocational education methods - a set of methods that direct students to the profession.

Vocational education methodology is a unity of forms, methods and means of directing students to the profession.

Person is the main subject and object of personnel training system, consumer of educational services and their implementer.

The state and society are the guarantors of the training and recruitment of personnel who regulate and control the activities of the education and personnel training system .

Continuing education **is the basis of** qualified competitive personnel training and includes all types of education, state educational standards, the structure of the personnel training system and its operating environment.

Science **-** prepares highly qualified specialists and uses them, develops advanced pedagogical and information technologies .

The developer is the main customer who determines the need **for** ***personnel*** , as well as the requirements for the quality and level of their training , the participant in the process of providing the personnel training system from the financial and material - technical point of view .

State and society **-** ensure that the system of continuous education and personnel training is open to all and flexible to life changes.

Didactics is a part of pedagogy that teaches the general laws of the educational process .

DTS (state educational standard) - defines the educational content, forms, tools, methods and the procedure for evaluating their quality .

Information - education - a set of knowledge acquired and systematized as a result of upbringing , acquired skills and worldviews formed .

Educational principles - the direction of study and teaching processes aimed at the implementation of the goals and tasks of universal education , assimilation of scientific knowledge by students, formation of knowledge , skills and abilities . the main rule of law is the index .

Technology *is a combination of* methods , skill and art used in a work .

Pedagogical technology *is* a set of psychological-pedagogical instructions that determine the form, method, methods, and special collection of educational tools .

Pedagogical technology *is* a comprehensive technique of educational process implementation (G. Bespalko) .

Pedagogical technology *is a description of the process* of achieving the planned results of education.

Technology *is* a combination of arts, skills and abilities, methods of processing (Shepel) .

Educational technology is the main procedural name of the didactic system (Usmanov) .

Pedagogical technology *is* a model of collective pedagogical activity , which is thought out with all its details on the planning , organization, and implementation of the educational process . It must create favorable conditions for students and teachers . (Monakhov)

Pedagogical technology *is the organization,* application and implementation of the educational process, taking into account human and technical resources and their interaction , aimed at the optimization of educational forms . are ways of learning and acquiring knowledge . (UNESCO)

Pedagogical technology *is* a method of application of personal, intellectual, methodological tools used to achieve pedagogical goals . (clarinet)

Scientific aspect - pedagogical technology, as a part of pedagogical science , develops and studies educational methods, content and goals , and at the same time designs pedagogical processes .

Procedural-descriptive aspect *is a description of the* process , goal , content, method and set of tools to achieve the planned results in education .

Procedural-practical aspect - implementation of pedagogical (technological) process, adherence to all pedagogical methodological (methodical), instrumental means .

The general pedagogical level describes the complete general education process at a certain level of education in the educational institution of the given area with the pedagogical (general **didactic , general education**) technology .

Qisman pedagogical level - qisman subject pedagogical technology gives the concept of « qisman methodology», that is, a set of education and training, methods and tools within one discipline.

Limited level - **represents separate** parts of the limited technology-education-education process and solves specific didactic and educational issues (technology of certain types of activity , formation of concepts, acquisition of new knowledge, technology of control and return of material).

A technological table is a conditional description of a technological process, its division into separate functional elements and the determination of the logical connections between them.

technological map is a step-by -step representation of a process , showing acceptable means (usually represented graphically) .

Technological nuances - in the literature, the concept of a pedagogical system is usually shown as a pedagogical technology. But pedagogical technology is a concept in a broader sense and includes objects and subjects of specific pedagogical activity.

Computers are modern and rapidly developing technology . This is, first of all, characteristic of the improvement of technical characteristics such as the volume of RAM , Winchester diskettes, the volume of external memory , the volume of compact optical discs , and their speed increases . In the future , various optical storage devices (video discs , optical discs) are widely distributed .

E H M networks . EHM or computer networks (local or global) are widespread in all fields of knowledge today .

Satellite communication systems . It includes many ground stations and ground satellite repeaters.

Artificial intelligence systems. The difference between E H M with artificial intelligence elements and conventional E H M is that conventional E H M only generate statistical data, while artificial intelligence systems generate knowledge .

Email. The name «electronic mail» itself reveals the content of this concept, that is, the use of electronic methods of information transfer and development, similar to mail, for the exchange of correspondence, that is, the transfer of printed materials, tables and magazines. E-mail is a paperless mail communication service that is essentially a network system for the collection, processing and delivery of document messages .

Teleconferences. Teleconferencing is not an example of the implementation of modern ATs. For conducting teleconferences, the equipment in the q house is used: terminals, television cameras, graphic displays, large display screens.

Technical problems - these determine the requirements for electronic computing and microprocessor technology used in the educational system , the characteristics of its use;

Program problems - these determine the content and types of software for use in the educational system, their content and features;

Preparation problems are related to teacher and student - student use of computing techniques . _

Distance learning is a new and more progressive ***form*** of learning . Application of this method to various institutions , in particular, application to economic , social, legal fields , high-quality education of students and teachers of advanced scientific schools of the world Methodological developments provide opportunities to directly use modern and latest information , regardless of where it is . Taking all of this into account, the Ministry of Higher and Secondary Education, in the guise of a mentor fund , implemented components of the distance learning method in higher education with the World Institute . an agreement was made . _

Flexibility. *He* gives himself the opportunity to study in a comfortable and convenient way , place and conditions .

Modularity. Implements a study plan that meets individual and group requirements in a non - course - related situation .

Q warshov . Addressing educational information to many participants at once, organizing mutual information exchange using the network .

Savings. Effective use of training areas, technical equipment, vehicles, collection and uniform presentation of training information, and training of specialists who have access to them will reduce costs.

Technological . In the process of education, the use of newly achieved information and telecommunication technologies that allow people to move to a low-industrial world.

New tasks of teachers . Distance education expands and renews the tasks of the teacher . It is necessary to constantly improve the taught courses, to increase the creative activity and qualification, to adapt the knowledge process to the introduced news and innovations .

The content of the study. Implementation of the educational process, methods and organizational order is represented by its composition.

Shooting target . Users of distance learning education services will be objects of learning in this method.

Shooting subjects . Distance learning subjects are considered teachers . The teacher is the main link in ensuring the high efficiency of the educational process . Distance education makes it necessary to introduce the term computer in the important specialty of the teacher 's activity . This is a trained consultant who must know the

fundamentals of computer science and telecommunications. He should have a character that interrupts his knowledge.

Shooting methods . The distance method includes 5 general didactic teaching methods: information-receptive, reproductive problem expression, heuristic and research . They include the whole set of pedagogical acts of the teacher and the students .

Shooting method . *It is a* didactic series that provides a theoretical overview of the system of norms of interaction between teachers and students to achieve educational goals .

The content of the study. This curriculum is the content, structure, and information of information , as well as a set of issues, assignments, and exercises , which form professional skills and perceptions, and allow the initial experience of labor activity .

Ammunition . _ In the process of distance learning education, along with traditional education, innovative teaching tools are used. They are based on the latest developments in computer technology, telecommunications applications , and supply technology .

Education *is a* ***scientific material basis .*** Material and technical set necessary for training, suitable for educational programs . It includes teaching and teaching aids , teaching technical means , textbooks , teaching aids and other teaching - methodical materials .

APPENDIX:

Recommended reading list
Basic literature

1.F.A. Kerimov. Theory and method of sports wrestling. Tashkent 2001.
2. Nakhazizov. Turkestan wrestling with a belt. Tashkent: Teacher 1998.
3. A. Atoyev. Methodology of teaching young teenagers Uzbek wrestling. Tashkent «Teacher» 2005.
4. K. Yusupov. Techniques and tactics of the international rules of wrestling. Tashkent 2005.

Additional literature.

1. RS Salomov. «Theoretical foundations of sports training» Uzbekistan State Institute of Physical Culture Tashkent 2005 p. 238
2. Goncharova OV Development of physical abilities of young athletes Tashkent., State Institute of Physical Culture of Uzbekistan 2005 - 171 p.
3.Uchebnoye posobiye pod.ed. ANBorodiyev, IBGoldshtein, NBSamoilov. Russkiy rukopashnyy rich. Moscow 2001.
4. Pratika rukopashnogo paint. Uchebnoye posobiya pod/ed. K. Borisov 2003 g.
5. Jiu djisu S. Ivanov - Katansky. Moscow1996 g
6. Karate - do Donesk SALapshin. Moscow 1991 g.
7.Posobiye po za shch ite i obezorujivaniyu pri udarak nojom. Ilkhamov IR Tashkent 1998.
8. Methodical leadership for primary education. 1998 g.
9. Nastavleniye po fizicheskoy podgotovke Voorujyonnyx Sil Ruspubliki Uzbekistana. Tashkent 1999.
10. A. Abdusattorov, AAIstomin Judo wrestling Tashkent 1993.

Electronic learning resources.

1. www.tdpu.uz
2. www.pedagog.uz
3. www.Ziyonet.uz
4. www.edu.uz
5. tdpu INTRNET.uz
6. wwwkurash.ru/athletics

The textbooks and teaching aids specified in the working curriculum .

Methodical manuals, methodical instructions .

Electronic textbooks and other electronic learning materials.

Collected CD