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**IMPORTANCE OF USING VARIOUS PEDAGOGICAL TECHNOLOGIES IN
LESSONS**

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Abstract: In this small research paper, we thought about introducing pedagogical technologies into the educational process. We know that in today's education system of the 21st century, if we explain the lessons not in a simple way, but using a wide range of interactive methods, we will increase not only the knowledge of the young generation, but also the ability to think.

Keywords: pedagogy, methodology, stock, brain storming, insert.

As you know, most of the time students spend at school. A step into the future begins at school. The following methods will help students develop the knowledge, skills and competencies that they develop. The school is focused on the development of personality, the identification and development of creative abilities of the young generation, the development of oral and written speech, as well as the rational use of their free time. Since the school is an integral part of the lifelong education system, its main task is to educate and educate students, as well as spend free time outside of school and in the classroom, instill in young people a national idea and this instill a sense of patriotism.

Traditional education is widespread in the educational institutions of our country, its various aspects are developing in the field of pedagogy, methodology, and extensive experience has been accumulated. Research is ongoing to improve traditional teaching methods, but their objective capabilities are limited. The ongoing reforms in the field of education in our country have created a mismatch between the rapidly developing scientific and technological requirements - the need for education and the needs of society in preparing competitive highly qualified personnel to form a harmoniously developed generation. This must be addressed through other new approaches to education.

Technological approach to education:

- divide the educational process into interrelated stages, phases, actions;
- coordinated, sequential, step-by-step actions to achieve the desired educational result;
- thoughtful work involves the simultaneous execution of all actions.

The Syncline method is one of the methods used in the RWCT project to better understand the material being studied. Syncavein (French) is a unique, non-rhymed five-line poem that collects information about the concept being studied (event, event, subject), according to the reader, in

different versions and from different points of view. Cinquefoil is a skill that is needed to express complex ideas, intuition and feelings in a few words. The process of creating a passage helps you better understand the topic.

Syncavein Rules:

1. In the first line, the topic (task) is represented by the word (name).
2. The second row is characterized by two adjectives related to the topic.
3. In the third line, the behavior in the topic is described in three words.
4. In the fourth line write an idea (intuition), consisting of four words, which means the attitude to the topic (association).
5. In the last line, write a word that repeats the essence of the topic, the meaning of which is close to it.

Let us consider the dissemination and synthesis of information about the concept of “bench” as an example of the creation of drains.

When assessing the content of structured zinc, it can be argued that in doing so, the compiler needs to think about a couple of qualities that represent the most important features of the student’s tasks in the second row. This can be achieved by developing several possible answers and then choosing the most suitable one. In the same way, words written in other lines are sought after by intense thinking. This leads to a better understanding of the meaning of the term “seeder”.

Brainstorming is a universal method. This method was first used in 1933 by Obara (USA). The task of “brain storming” is to create new ideas with the help of a microgroup (the strength of a microgroup as a whole is greater than the sum of the forces of its individual members). Brain storming is prompting more and more people to solve problems, including incredible and even fantastic ideas. The more ideas, the more likely that at least one of them will be relevant. This is the basic premise of brainstorming.

Brainstorming is conducted according to the following rules:

opinions should be expressed as loud as possible, without any restrictions;

you can say any opinion, it is acceptable.

ideas are not explained, they are directly related to the task;

It is not allowed to criticize or discuss ideas until proposals are terminated;

A team of experts will record all of these suggestions.

After the “brainstorming” termination, a group of experts will discuss all the ideas and choose the most suitable one.

The insertion method (Interactive Nothing Sustem for effective reading and thinking) is mainly used for independent reading and assimilation of educational material (text). Its purpose is to compare the beginning (or part) of each line of text with previously acquired knowledge and experience

and display the result by placing the following special characters on the left side of the page:

The letter “V” is placed if what you read corresponds to what you think or know about it, that is, if what you read is familiar to you; The “-” sign is used if it contradicts what you read, what you know, or what you think you know;

The “q” symbol is used if what you read is new information for you;

“?” used if you do not understand what you are reading, or if you want to know more about it.

When you read the text, you will place four different characters on the left side of the text to help you understand and recognize yourself. There is no need to mark every line or suggested idea. These labels should reflect your holistic view of the information you read. Therefore, each line can have one or two characters, sometimes more or less. This means that insert marking requires an understanding of the beginning of each line of text and ensuring self-control of the text in its understanding. Thus, in order for students to consciously absorb information, they need to monitor their own understanding of the text. At the same time, they reflect, that is, discover that the new information is interconnected with their own experience, with the knowledge that they already know. The content of the text is overestimated in the mind and “compressed”.

The results of the study show that the use of interactive methods in the educational process helps to improve the quality and effectiveness of training. In conclusion, in today's education system of the 21st century, if we explain the lessons to students not in a simple way, but in a way that uses a wide range of interactive methods, we will increase not only the knowledge of the young generation, but also the ability to think.

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