

## METHODS OF DEVELOPING STUDENTS' WORLDVIEW THROUGH PEDAGOGICAL TECHNOLOGIES TODAY

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### ABSTRACT

*This article covers issues such as methods for developing students' worldviews using modern pedagogical technologies today, the role of pedagogical technologies in organizing the educational process, increasing students' interest and aspirations in mastering subjects using pedagogical skills, the main tasks of pedagogical technologies, the development of students' thinking and logical thinking skills through them, manifestations of pedagogical technologies, and components of pedagogical technologies.*

**Keywords:** *education, innovative education, continuous, traditional education, traditional teaching technology, designed education, personal development, educational technology, scientific research.*

### ANNOTATSIYA

*Ushbu maqolada bugungi kunda zamonaviy pedagogik texnologiyalar vositasida talabalarning dunyoqarashini rivojlantirish metodlari hamda pedagogik texnologiyalarning ta'lim jarayonini tashkil etishdagi ro'li, pedagogik mahorat yordamida talabalarning fanlarni o'zlashtirishga bo'lgan qiziqish va intilishlarini oshirish, pedagogik texnologiyaning asosiy vazifalari, ular vositasida talabalarning tafakkurini, mantiqiy fikrlash qobiliyatlarini rivojlantirish, pedagogik texnologiyalarning ko'rinishlari, pedagogik texnologiyaning tarkibiy qismlari kabi masalalar yoritib berilgan.*

**Kalit so'zlar:** *ta'lim, innovatsion ta'lim, uzluksiz, an'anaviy ta'lim, an'anaviy dars texnologiyasi, loyihalashtirilgan ta'lim, shaxsning rivojlanishi, ta'lim texnologiyasi, ilmiy tadqiqot.*

### INTRODUCTION

The education system in the world acts as a factor in the development of the intellectual potential and critical thinking of young people. Innovative education requires relying on the innovative thinking capabilities of young people to protect the interests of society and ensure sustainable development, special attention is paid to teaching them to acquire new knowledge and think independently. Ensuring the continuity of education in the development of innovative thinking of young people,

improving international cooperation in creating a single educational space are of urgent importance.

A number of scientific research institutes and centers around the world are conducting scientific research to study the factors influencing the formation of innovative thinking among young people in society, and the role of the macro and micro environment in personal development. In this regard, it is important to support the know-how of young people - new ideas, use their creative thinking capabilities, implement their innovative ideas in production, and create mechanisms for their practical application in accordance with world standards.

In our country, in recent years, great attention has been paid to modern innovative aspects of the formation of the worldview of young people. "It is known that the education of the younger generation has always been important and relevant. The Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated July 27, 2017 No. PQ-3151 "On measures to further expand the participation of sectors and branches of the economy in improving the quality of training specialists with higher education" emphasizes the need to increase attention to the process of training personnel in higher education, and that scientific research should be carried out based on the real needs of the sectors of the economy. One of the most important factors in accelerating the development of society and socio-economic development is the implementation of an effective innovation policy, the introduction of new, advanced technologies and new forms of management based on the achievements of scientific and technical progress, as well as the results of major inventions.

### **ANALYSIS OF LITERATURE ON THE SUBJECT**

Currently, teaching methods in modern educational conditions are experiencing a difficult period associated with changing educational goals and developing a new generation of state educational standards based on a competency-based approach. The Decree of our President Sh. Mirziyoyev No. PF-60 "On the Development Strategy of New Uzbekistan for 2022-2026" sets the 4th goal in the 4th direction: Increasing the level of coverage of higher education to 50 percent and improving the quality of education. On this basis, a plan has been developed to increase the level of coverage of youth with higher education to 38 percent by 2022 and to bring higher education to a qualitatively new level. Education is an objective process occurring in society, which has a developmental nature. The goal of education is to form a person who has the ability to independently build his own life in the process of development. It is clear that familiarization with various options for organizing life does not solve the problem of education, as follows: the development of the student occurs when he himself is active, interacting in life, the nature of this activity is determined by the

subjective free attitude of the individual, pedagogical influence directs the student to a certain attitude to social values, the entire process of interaction of the teacher and the student should be carried out at the level of modern culture and in accordance with the purpose of education. Therefore, to determine the components of pedagogical technology, it is necessary to answer a number of questions:

- What elements does pedagogical technology consist of?
- what is their necessary and sufficient presence?
- how do they relate?
- what are the general and specific functions of each element?

The basis of education should not be subjects, but methods of thinking and acting. First of all, one of the most important tasks of every teacher in further improving the knowledge of the younger generation is to correctly approach the younger generation, taking into account its worldview, and to harmonize the concepts of love for the profession and love for the country, and to further improve, organize and stimulate their knowledge. Nowadays, in order to strengthen the necessary knowledge and skills in young students, as well as to correctly direct their professional activities, it is appropriate to combine these concepts with social and humanitarian sciences. In particular, in the sections of history, philosophy, new history of Uzbekistan and other textbooks, the history of our homeland and how high its foundation is clearly demonstrated, and its implementation in harmony with other disciplines will stimulate the emergence of significant worldviews in the minds of young people.

## **DISCUSSION AND RESULTS**

Based on the experience of using innovative methods in pedagogical activity, some of their advantages can be highlighted: they help teach students the most active methods of mastering innovative knowledge; provide an opportunity to develop a high level of personal social activity; create conditions for students to acquire knowledge in the educational process; stimulate students' creative activity; ensure the application of theoretically acquired knowledge in practice, and help to form not only knowledge, skills and qualifications in science, but also an active life position.

We believe that we will partially dwell on the traditional methods and techniques that have been used by our teachers so far and are still used by most teachers in the classroom:

The quality of the educational process depends on many factors, among which the methods and techniques of teaching are of decisive importance. Methods and techniques contribute to the conscious and deep assimilation of knowledge by

students, the development of independence and creative activity in them. When choosing teaching methods and techniques, the nature of the subject being taught, the age characteristics of students and students, the level of preparation, etc. are taken into account.

The choice of teaching methods and techniques depends on the problem that the teacher intends to solve in the lesson. That is, if one method and technique is used to present new material, it is very important to use a different method to consolidate it, and another method to generalize the topic.

To do this, it is necessary to use a system of methods aimed at the independent acquisition of knowledge and skills by students in the process of active cognition, not at the presentation of ready-made knowledge by students, their memorization and repetition. Some traditional teaching techniques and methods are one of the reasons for this loss of interest. To develop students' interest in studying science, it is necessary to use both traditional teaching methods using methods that contribute to motivating students to practical and intellectual activity; the formation and development of cognitive interest and abilities; the development of creative thinking, as well as elements of innovative technologies (problem-based, student-oriented elements of education, information and communication technologies, etc.). The success of the lesson and the consolidation of knowledge are directly proportional to the level of development of students' cognitive interest in science.

The interaction between teachers and students in a higher sense means more than just interacting with each other. In order to achieve interaction, the interlocutors must perceive each other as equal subjects of this dialogue, which is not very common in practice in the “teacher-student” system. The technology for assessing students' educational achievements was developed within the framework of pedagogical experiments, and the purpose of the technology is expressed in ensuring the implementation of the principles of student-centered education development at the control stage.

The main tasks of modern pedagogical technology are:

- to determine how the student acquires the skills of using knowledge, that is, to what extent the training corresponds to modern educational goals;
- to develop the student's ability to independently evaluate the results of his own actions, self-control, find and correct his own mistakes;
- to motivate the student to success, relieve him of the fear of higher educational control and assessment, create a comfortable environment, and maintain the psychological health of students.

Such technologies allow us to move to a qualitatively new stage of education. The teacher provides information about the topic and objectives of the lesson, which does not contribute to the emergence of cognitive interest in students. The search for a solution is reduced to the presentation of ready-made knowledge, that is, explanations of the material that do not guarantee understanding of the material by most groups.

The main task of the carrier of “objective knowledge” that the teacher is trying to convey to the student today is to encourage students to show initiative and independence in discovering new knowledge, to search for ways to apply this knowledge in solving various problematic issues. At the stage of finding a solution, the teacher encourages students to put forward and test hypotheses, that is, to ensure the “discovery” of knowledge. Thus, modern pedagogical technologies are of great importance in solving the problem of creating a new developing educational environment.

With the development of pedagogical technologies, the problem of determining how they differ from traditional methods arises. There are several points of view on this issue:

1. Technology is a technique with a hard-coded achievable result and specific means designed to achieve this result.

2. Technology and methodology are equivalent concepts, but in the latter more attention is paid to the personality of the student and the teacher, to the methods of their interaction.

3. Methodology is a broader concept that can include several technologies. In this case, the methodology is often considered as a holistic pedagogical system.

The teacher does not teach, but performs the functions of stimulating, organizing and coordinating the activities of students. The current state of pedagogical theory and practice most accurately and fully reflects the first of the considered options. The composition of technology is not a set of methods, but a set of established stages of activity that lead to the desired result, which is possible when relying on objectively stable relationships (laws) of the parties to the pedagogical process. Technology is based on the laws of the educational process as a result of scientific knowledge of the process of human education. Methodology is based on empirical experience, the skill of the teacher, is closer to his artistry, art. Technology is a framework, methodology is a shell, a form of pedagogical activity. The role of technology in building an educational process that provides a given result.

This allows for another important function of technology - the transfer of experience, its application by others, so it should initially lose its personal meaning.

Pedagogical education at the level of significant repetition should be based on technologies, not on methods that are unique or require their formal repetition.

A systematic approach to education as an important feature of the concept of “pedagogical technology” is reflected in the UNESCO definition, according to which pedagogical technology is a systematic method of creating, applying and defining the entire process of teaching and learning, which represents the consideration of technical and human resources and their interaction, aimed at optimizing forms of education.

Any pedagogical technology must meet the basic methodological requirements. Conceptuality - each pedagogical technology must be oriented towards a specific scientific concept, including the philosophical, psychological, didactic and socio-pedagogical substantiation of achieving educational goals. Consistency - pedagogical technology must have all the properties of a system: the logic of the process, the interconnection of all its parts, integrity. Controllability implies the ability to set diagnostic goals, plan, design the educational process, step-by-step diagnostics, change tools and methods for correcting results. Efficiency - modern pedagogical technologies must be competitive, effective in terms of results and cost-effective, and guarantee the achievement of a certain educational standard.

Today it is generally accepted that personality is the result of the combined influence of biogenic, sociogenic and psychogenic factors, but a particular technology may take into account or rely on any of them, considering it as the main one. We can also mention less common technologies of neurolinguistic programming and technologies that offer:

- by focusing on personal structures: informational;
- operational; emotional-artistic and emotional-moral;
- technologies of self-development;
- heuristic and practical.

In modern scientific literature, technologies are divided into the following according to their content and structure: teaching and upbringing, secular and religious, general education and vocationally oriented, humanitarian and technocratic, various industrial, private subject, as well as monotechologies, complex (polytechnologies), and penetrating technologies. In monotechologies, the entire educational process is based on any priority, dominant idea, principle, concept, while in complex ones it is combined from elements of various monotechologies.

## **CONCLUSIONS AND SUGGESTIONS**

Today, we need to master advanced technologies in the field of pedagogy more broadly and deeply, and redevelop them in accordance with our region. The concept

of pedagogical technology is currently being given various definitions. The important thing is that pedagogical technology is a process that represents the achievement of the intended goal as a guaranteed result. Pedagogical technology and educational technology are often used synonymously, since the modern interpretation of the term “education” also includes the upbringing of the personality, giving it a certain look. Summarizing the above, it should be noted that in a general sense, the technologization of the pedagogical process is its development trend, which is aimed at increasing the effectiveness of the educational process, ensuring that students achieve the planned educational results. Today, in order to successfully conduct a modern lesson, you need to understand your position in a new way, understand why changes are needed, and first of all, change yourself.

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