MODERN EDUCATIONAL TRAINING METHODS

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Abstract : If we talk about the traditional educational system, then in the institutions corresponding to it, modern teaching methods can be found extremely rarely. But in addition to the advantages, we will also mention the main disadvantages of innovative methods, which should be paid no less attention to.

Key words: Modern methods, pedagogical methods, educational tasks, teaching activities.

Annotatsiya: Agar an'anaviy ta'lim tizimi haqida gapiradigan bo'lsak, unda unga mos keladigan muassasalarda zamonaviy o'qitish usullari juda kam uchraydi. Ammo afzalliklarga qo'shimcha ravishda, biz innovatsion usullarning asosiy kamchiliklarini ham aytib o'tamiz, ularga e'tibor berish kerak.

Tayanch so'zlar: Zamonaviy metodlar, pedagogik usullar, ta'lim vazifalari, o'qitish faoliyati.

To begin with, we note that modern teaching methods, unlike traditional ones, are characterized by slightly different features, namely:

- Modern teaching methods are already in the process of development adapted to a specific pedagogical plan. The development is based on the specific methodological and philosophical view of the author
- The technological sequence of actions, operations and interactions is based on targets that represent a clear expected result
- The implementation of methods involves the associated activities of teachers and students, which has a contractual basis and which takes into account the principles of differentiation and individualization, as well as the optimal use of human and technical potential. Communication and dialogues must be mandatory components
- Pedagogical methods are planned in stages and implemented sequentially. In addition, they must be achievable by any teacher, but guarantee the achievement of



the set goal by each student. An indispensable component of the methods are diagnostic procedures, which contain the tools, indicators and criteria necessary for measuring student performance.

- Modern teaching methods in many cases may not have a psychological and pedagogical justification, which is why it is quite difficult to classify them in any uniform way. But this does not prevent not only the use of them in educational activities, but also does not have any significant impact on the success of this application.

Educational simulators .

In the process of creating simulators, certain pedagogical tasks or situations related to the discipline being studied are modeled [1]. This is carried out using special equipment, which is located in the premises designated for this purpose.

Students master complex skills, problem-solving algorithms, psychomotor actions and mental operations for making decisions regarding the most serious situations and issues within a discipline.

There are also a number of requirements for effective simulators:

- Simulators should be developed taking into account the psychological characteristics of a particular discipline, because educational tasks must correspond to tasks that will be encountered in real life [2], in their functional and subject content
- Educational tasks performed on the simulator should be aimed at providing students with prompt feedback, on the basis of which it will be possible to judge the quality of the actions performed by students
- The simulator should be designed for repeated repetition of tasks by students, because it is necessary to achieve automaticity of correct actions. The correctness of actions, in turn, can be indicated by the comments of teachers, as well as the sensations students receive through their senses and experiences [3].

Training tasks that are performed using a simulator must be selected so that the difficulty of completion increases. This allows the student not only to properly



master the practice, but also not to lose motivation for cognitive activity.

Any teaching method that is planned to be used in the pedagogical process can give maximum results if it is determined that it is truly suitable for use. This can only be established with the help of a psychological analysis of the characteristics of both students and the area in which they acquire knowledge, skills and abilities [4].

The effectiveness of a particular teaching method can also be assessed by analyzing the content of the learning tasks and methods that are offered to students, based on whether they correspond to current problems and situations.

The productivity of the pedagogical process while students master new knowledge and acquire new skills requires teachers to develop a system of orientation in each discipline studied. Creating the optimal content of educational programs allows students to develop systematic thinking, which will guarantee their successful learning, personal growth and development, cognitive interest, motivation for subsequent learning and mastery of any knowledge, skills, subjects and disciplines.

But in pedagogical activity there is not and, perhaps, there cannot be any universal method or system of methods. It is important to be able to apply an integrated approach, which means that teachers should give preference in their work not only to modern or traditional teaching methods, but to apply each of them separately and together, setting themselves the task of developing the most optimal and effective educational program.

In this lesson we talked about modern teaching methods and indicated their main advantages and disadvantages. Of course, we did not reveal absolutely all of their features (we, in fact, did not set such a goal for ourselves), but the information already available should be enough to help you decide which method appeals to you to a greater extent, what you wanted I would like to understand more in detail and what to apply subsequently in my teaching activities [5].

As for the next lesson, in it we will touch on an equally serious topic



concerning the direct interaction between the teacher and students - we will talk about methods of pedagogical influence on the personality of students.

Literature

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