AMERICAN JOURNALS
Open Access, Peer Reviewed Journals

American Journal of Pedagogical and Educational Research
ISSN (E): 2832-9791| Volume 29, | October - 2024

NON-TRADITIONAL EDUCATIONAL TECHNOLOGIES USED IN EDUCATION

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A B S T R A C T

In this article, non-traditional educational technologies used in education, elements that make up the educational process, specific features of non-traditional educational technologies, the development of the student's independent thinking skills, educational - focus on providing the educational process with new pedagogical technologies, collaborative learning technology, modelling technology, research or project technology are highlighted.

K E Y W O R D S

Education, educational process, knowledge, student, teacher, educational process, educational technology, design.

Introduction

First of all, the teacher's pedagogical skills and his approach to the educational process are important in increasing the effectiveness of education. Today, the level of pedagogical skills of teachers requires a creative, technological approach to each lesson and the process of delivering the studied subject to students. The main of the situations that appear on the basis of the technological approach is the organization of the teaching process on the basis of a specific project.

In the current educational system, a new concept of acquiring knowledge - non-traditional education requires the use of various methods of technology. If we consider the educational process as a system, its constituent elements include: educational goal, expected results, teacher, student, educational content, educational method, form and tools, control and evaluation. If one of these elements is left out or not selected correctly in the design of the educational process, the system will not work, which means that the educational goal cannot be achieved.

The implementation of the new model of education is inextricably linked with the technologicalization of the educational process. In the concept of modern education, "providing the educational process with new pedagogical technologies" is defined as one of the serious tasks of school education. The development of professional independent thinking abilities of the trained personnel during school education is recognized as one of their most important quality indicators.

Indeed, in the conditions of the market economy, only a person who has the ability to think independently can find his rightful place in social life, be useful both for society and for himself, and will not be influenced by various malicious currents. Therefore, in recent years, more attention has been paid to the organization of non-traditional education and the use of active methods that develop

the ability of independent thinking of students in the process of training qualified junior specialists in the school education system.

Currently, in the era of fundamental reforms of education, the following are the specific features of non-traditional educational technologies:

- the teacher does not provide students with ready-made educational material;
- the educational material is presented in such a way that students acquire new knowledge and skills in the process of active learning and independent learning;
- encouraging independent thinking is the basis of active teaching.

Non-traditional education performs didactic functions such as making students interested in their profession, broadening their scope of knowledge, educating, activating and developing their ability to think independently.

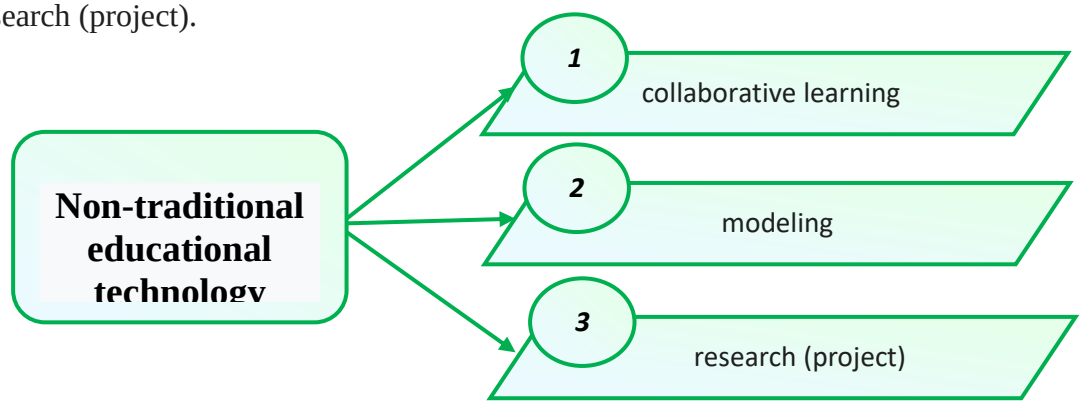
The effectiveness of non-traditional education is that its participants will have comprehensive systematic knowledge, and on the basis of the development of independent and creative thinking skills, basic skills for future professional activities will be formed, and the educational process will be implemented with practice. provides direct connection. Therefore, it is considered one of the highly effective methods of developmental education.

Therefore, non-traditional educational technologies are designed for a certain period, the student is at the center of the educational process, and the modern form of teaching, active teaching methods and a set of modern didactic tools are different from educational work. is to direct the achievement of the intended goal and guaranteed result.

Unlike traditional educational technology, non-traditional educational technology creates conditions for the development of students' cognitive abilities, special attention is paid to their independent work, cognitive activities have a searching and creative character. The structure of the lesson is variable, and in traditional pedagogy methodological developments are created for the teacher to conduct the lesson, while non-traditional education provides the student with a project of the educational process that describes the forms and content of learning activities. offers to develop.

In turn, non-traditional educational technology is divided into three:

1. Collaborative learning.
2. Modeling.
3. Research (project).



Collaborative learning is teaching and learning based on the organization of sequential use of skills and competences under the direct leadership of the student, which ensures the reproductive activity of students in the assimilation, assimilation, and strengthening of knowledge. It consists of methods that allow students to learn by working in independent groups.

Modeling is the creation of a condensed and simplified view of events and processes that occur in real life and society in the audience, and provides for the personal participation of students in them and learning through activities. Its main goal is to increase the effectiveness of the educational process by ensuring that students are not only listening, but also directly involved in acquiring knowledge. These can include methods such as business games and role-playing games.

Research is a set of methods that enhance student understanding and problem solving, independent learning, and so on. The purpose of the research is to arouse students' interest in asking questions and searching for answers during the lesson. Teaching in it ensures direct participation of students in the process of practical research. These include methods such as problem situation, design method, independent research, and reference text.

It is possible to talk about the quality of school education - the result, from the point of view of the development of the student's personality, depending on how the students acquired personal results, which are:

• language skills - the student's ability to freely express his thoughts, wishes and intentions;

• social competence - includes treating each person as a high value, the ability to understand his or her peculiarities and interests, choosing communication methods depending on the situation;

• intellectual competence - implies the formation of general intellectual activity that helps the student to perform new behaviors and perform them in order to achieve his goal;

• physical competence - shows that the student has acquired various knowledge and skills corresponding to his age level;

• optionality - is manifested in the student's ability to control his behavior in accordance with rules and norms;

• independence - ensures that the student independently solves various tasks that arise in everyday life and in the course of studying.

In conclusion, the effective use of non-traditional educational methods and educational technologies in school education prepares students for a new stage of life and the professional or higher education system, as well as providing them with knowledge. It is important to improve general labor and professional skills.

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