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APPLICATION OF PEDAGOGIC TECHNOLOGIES IN IMPROVING STUDENTS' KNOWLEDGE

A. B. Abidov
Tashkent Medical Academy, Docent of the Department of
"Infectious and Children's Infectious Diseases", Candidate of Medical Sciences

A B S T R A C T	***K E Y W O R D S***
It is known that the introduction of modern pedagogical technologies, interactive methods into the educational system, and continuous research to increase the effectiveness of education has become the need of today.	

Introduction

The peculiarity of interactive methods is that the pedagogue and students work together, that is, by establishing pedagogical cooperation. Pedagogical cooperation has its own characteristics and aims at the following [1]:

- forcing the student not to be indifferent during the lesson, to think independently, create and search;
- to continuously ensure students' interest in improving their knowledge during the lesson;
- to strengthen the student's interest in knowledge independently with a creative approach to each issue;
- permanent organization of the cooperative activity of the teacher and the student.

The main purpose of pedagogical technology is to achieve the intended goal by organizing cooperation between the teacher and the student. As a result of cooperation in the learning process, students can think independently, work creatively, search, analyze, draw their own conclusions, evaluate themselves and the group, and if the teacher creates opportunities and conditions for such activities, it can be considered that they have successfully used pedagogical technologies.

Each lesson, topic requires the use of a unique pedagogical technology, which is a pedagogical process aimed at providing a goal-oriented, pre-planned and guaranteed result based on the needs of students.

It is possible to achieve the goal of the lesson by using various pedagogical technologies in the course of teaching, by improving students' feelings of attentiveness, deep thinking, analysis, differentiation. During the lesson, each pedagogical technology is used with a purpose.

"Brainstorming" method - the teacher designs the topic that the student should master step by step from simple to complex.

The "Networks" method is aimed at teaching the student to think logically, to expand the scope of common ideas, to use literature independently.

The "3x4" method is aimed at students' free thinking, the ability to present various ideas in a wide range, the ability to analyze, draw conclusions, and give definitions in the educational process individually and in small groups.

The "blitz-game" method is aimed at teaching the correct organization of the sequence of actions, logical thinking, and how to choose what is needed from many, diverse ideas and information based on the subject being studied.

The "Interview" technique is aimed at teaching the student to ask questions, to listen, to answer correctly, and to formulate questions correctly.

"Hierarchy" technique is aimed at teaching them logical, critical, creative thinking by using methods of transition from simple to complex, from complex to simple.

"Boomerang" technique [2] is aimed at students working with various literature and texts during the course of the lesson, outside of the lesson, to remember the learned material, to be able to speak, to express their opinion freely, and to be able to evaluate all students during one lesson.

By using the "Venn diagram" method, a little less time is spent than it is to repeat the topic orally and to remember the students. At the same time, the ground is created for them to start training quickly, to repeat the subject in a short period of time.

In the first part of the diagram, the students write a phenomenon, a basic concept, and specific aspects of a specific subject, and in the second part of the diagram, they write their similarities. One student is selected from the groups that have completed the training, and he will read the group's work on the blackboard.

As shown in the example, the non-crossing part of the diagram highlights the comparable points on the topic under consideration. On the cross section of the circles, the same signs were written on the right circle and on the left circle. Students from other groups can express their opinions and make various additions at the end of each presentation. The teacher summarizes their thoughts and gives a final conclusion on the assignment question.

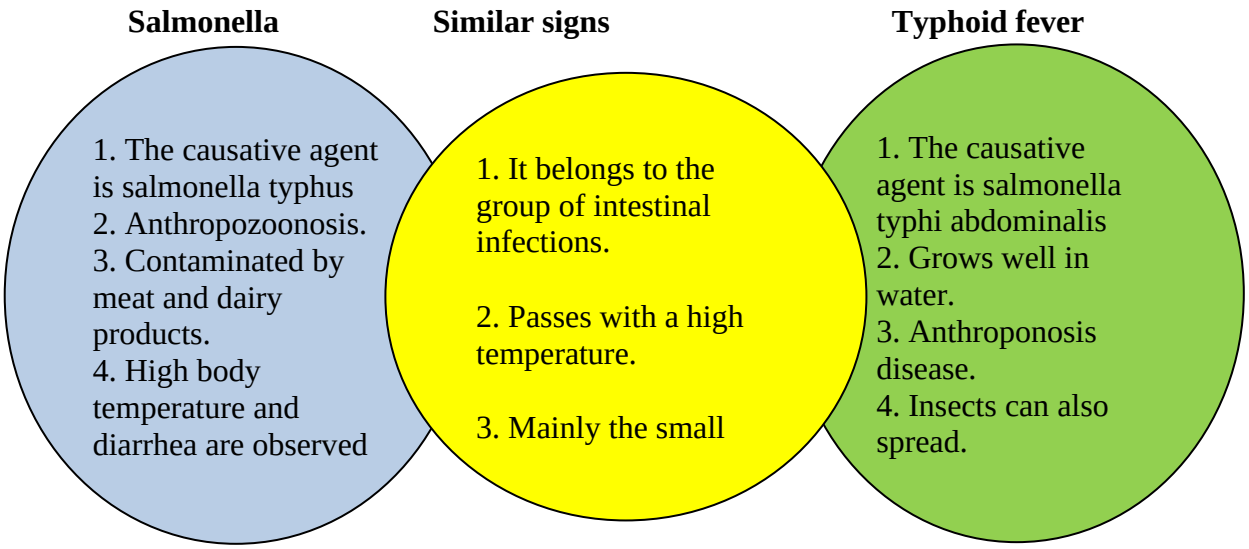
The T-drawing method is used to remind students of the topic at the beginning of the lesson, to strengthen their knowledge in this regard. It is advisable to use this method by dividing students into small groups of four to five people. The purpose of the method is to determine the real situation considered in the subject, its causes, or the mutual difference between a specific object and its counterparts, thereby determining the mutual difference between various phenomena or auxiliary means related to the subject, proving, persuading, and justifying one's opinion. As an example, we recommend using this method in the process of strengthening the topic "Meningococcal infection".

List the pros and cons of antibiotics using a T-chart

Positive aspects	Downsides
1. Fast acting.	1. The taste is bitter.
2. High efficiency.	2. It is impossible during lactation.
3. The range of influence is high.	3. Reduces blood cells.
4. The price is cheap.	4. Can cause intestinal dysbiosis.

We would like to inform students that the use of the Venn diagram as follows during the topic "Pathogenesis, clinic, diagnosis, treatment and prevention of typhoid fever, paratyphoid A and V diseases found in the Republic of Uzbekistan" has given high results.

Venn diagram



The use of modern pedagogical technology in teaching in higher educational institutions has the following advantages [3]:

- cognitive activity of students increases;
- there is an opportunity to solve the most difficult problems;
- during the training, the students are encouraged to have a positive attitude and a positive attitude;
- students learn to independently use textbooks and additional literature during reading;
- with a great interest in training, the ability to speak increases, as a result, the ability to acquire new knowledge in independent learning increases;
-students learn to evaluate their knowledge and skills, self-evaluation.

Thus, in order to achieve such results, it is necessary for a pedagogue to overcome his professional pedagogic skills, as well as to thoroughly understand the pedagogical, psychological and other aspects of modern pedagogical technology, to be able to choose the most effective pedagogical technology during the lesson, taking into account the knowledge of students.

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