Content of Activity in Organizing Modern Educational Activities

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Abstract:

The article provides an in-depth analysis of the organization of training sessions in higher education institutions, focusing on key aspects such as planning, implementation, and assessment of instructional processes. It explores the role of information technologies in modern education, highlighting their impact on teaching effectiveness, student engagement, and knowledge retention. The study also examines informatization processes, which involve the integration of digital tools, online learning platforms, and automation techniques to optimize educational delivery and improve accessibility. Additionally, the article delves into pedagogical technologies, emphasizing various interactive and innovative teaching methods that enhance learning outcomes. These include problem-based learning, blended learning, project-based instruction, and adaptive learning approaches tailored to different learning styles. The discussion extends to teaching methods, analyzing both traditional and contemporary strategies used by educators to facilitate active participation, critical thinking, and collaborative learning. Furthermore, the article addresses the content of training sessions, outlining how curriculum design, instructional materials, and multimedia resources contribute to effective knowledge dissemination. It emphasizes the need for structured lesson planning, assessment strategies, and feedback mechanisms to ensure continuous improvement in the learning process. The findings highlight the significance of combining technological advancements with well-established pedagogical frameworks to create a dynamic and student-centered learning environment. The study ultimately advocates for a balanced approach that leverages digital transformation while preserving core educational principles to enhance overall teaching and learning experiences.

Keywords: educational process, training session, pedagogical goal, information technologies, teaching methods, training tools, content of activities.

Introduction

The organization of educational activities in higher educational institutions is a complex and multifaceted process, the purpose of which is to ensure effective learning of students. To achieve this goal, a number of important tasks must be performed. First, it is necessary to develop a curriculum that determines the content and sequence of studying subjects. The process of developing the curriculum should be based on current educational requirements and standards, as well as take into account the needs and interests of students. The curriculum should be structured, logically connected, and ensure the development of key competencies among students.

The organization of educational activities involves the selection and attraction of qualified teachers. Teachers should have not only academic knowledge and skills, but also pedagogical literacy, the ability to motivate and inspire students to learn. Particular attention should be paid to the choice of teaching methods, which should be active, interactive, and encourage independent thinking and understanding of the material.

The organization of educational activities is also associated with the creation of a favorable learning environment. The university should provide students with access to modern educational materials and equipment, as well as create conditions for active interaction between students and teachers, for example, seminars, lectures or laboratory work. This will help students not only learn theoretical material, but also develop practical skills and abilities necessary for successful professional activity. It is also necessary to take into account the importance of assessing students' educational achievements. The organization of the assessment system should be objective, fair and motivating. Students should be provided with opportunities for self-assessment and development, as well as feedback from teachers, which will help them correct their work in the learning process.

Methodology

It is an important task to expand the scope of the introduction of pedagogical technologies into the educational process, to introduce advanced pedagogical practices in this area, to develop and implement clear programs for each subject, to prepare training, teaching aids, presentation texts, to effectively use information technologies in the process of scientific and methodological work and training, to provide them with information tools, and to connect them to communication networks. is calculated.

Information technologies are playing a key role in ensuring the final results of the development of pedagogical technologies in the system of continuous education, which can be seen in all aspects of education. Therefore, the use of information and materials of information technology as much as possible in the pedagogical technologies used in the teaching process is becoming an actual issue of today's society development, its development is visible on all fronts. The use of information technologies in the course of educational activities, they appear as a useful resource in the organization and management of this process.

Information technologies activate important social needs in students, and through these tools they begin to feel their place in the new process. Through them, the teacher not only increases his information base, but also has the opportunity to communicate in practice with colleagues in any corner of the world. This is not only to improve the quality of training, but also to take into account the effectiveness of new methods, technologies, the results achieved in them, and the quality of time, while at the same time it is necessary to form new qualitative aspects in the process of training. In general, the combination of theory and practice in the training process gives good results. In conclusion, today it is important to implement the following: the quality of training sessions, the completeness of their content and the achievement of their goals; the type of training should be problem-based or research-oriented, and the presentations should stimulate students' thinking; focusing students' attention on understanding and knowledge of the issues being

discussed; to stimulate creative thinking in students, to create a clash of ideas and views from different points of view in solving the problems posed; to demonstrate the relevance of the important principles of education - systematicity, demonstration, scientificity and historicality - in the introduction of information technologies and their basis; to achieve the implementation of these technologies in practice; application of information technologies, computerization of the teaching process and achieving information provision of the training process on the basis of computer networks; achieving the provision of educational scientific literature that serves to increase the camaraci of educational activities, etc.

Results and discussion

Adapting to pedagogical technologies and using information technology in educational institutions activates pedagogues and students, making good use of the allocated time. provides opportunities to get more detailed information on the subject in question.

To ensure the effectiveness of the learning process, teachers should organize lecture sessions using information technologies in the following order: install a computer and a video projector in the lecture hall; determine in advance the purpose, plan and technological map of the lecture topic; Explaining a topic by displaying pre-prepared multimedia slides on the screen using a remote control of a computer and video projector. Teaching through the use of such pedagogical technologies creates favorable opportunities for students to better understand and master the topics.

Activity content

Time of work stages	Activity content	
	Educator	*Learners*
Stage 1. Introduction to the topic.	Implementation of organizational work. Determine the students' opinions by asking difficult questions on the topic. Ask them to express their opinions on the examples shown on the screen. Allocate 10 minutes for this. Then stop expressing opinions and analyze the answers. Display the name of the topic on the screen and present the plan. Before starting the presentation, ask questions to explain the concepts and listen to 3-4 students and have a short discussion.	Responding quickly to questions, listening, writing down the topic.
(15 minutes).	Present the presentation using informational and visual materials. Explain the concepts and their meaning. Emphasize to students that they should write down the main concepts of the topic. Teach them to note the main concepts during the presentation, and ask them difficult questions during the presentation.	Listening, writing, freely expressing opinions on the given questions.
2. Main stage	Summarize the topic and draw conclusions. Focusing students' attention on the most important aspects of the subject, grading their cards, scoring them. To give the task of preparing answers to control questions for the smooth operation.	Listening, writing down the task.

Now, let's consider the following topic to describe the development of information technology acocida. Course topic: Processes of educational informatization.

Development structure:

1. The general objectives of the course are clearly defined in the DTC and the curriculum.

2. Educational, educational and developmental goals of the pedagogue are determined.

3. Learning goals of learners are defined according to the learning goals proposed by B. Bloom (cognitive, psychomotor and affective).

4. The facilities necessary for the teaching process are determined (for the teacher: room, tools, computer, projector and other devices; for the teacher: textbook, study guide, scientific document, developments and other equipment; for the learner: literature, notebook, other tools).

5. A system of tasks that can be used in the lesson is developed (oral, written, test, problem-based questions).

6. Interactive methods created on the basis of pedagogical technologies that can be used in the lesson: brainstorming, case studies, T-scheme, insert, BBB, etc.).

7. Technologies that can be used in the lesson are identified (project, modular, problem-based, heuristic, etc.).

8. Key words and phrases are introduced and explained.

9. The introductory, main and final parts of the lesson are organized.

10. The acquired concepts are generalized and consolidated, the results are announced and homework is assigned.

In this case, the goal and objectives of the training session are to create new opportunities for students and teachers, and the widespread use of information technologies will help improve the quality and efficiency of teaching, for which the following should be implemented: widespread dissemination of information about new techniques and technologies in the field of education; widespread learning of these technologies, which will help to quickly master computer literacy; their widespread use to improve the quality of teaching; the need to further improve the level of training of teachers, who in turn should show the way to an informed society; expanding the scope of effective use of these technologies in teaching on the basis of cooperation at various levels; It is recommended that these technologies be gradually introduced into the education system of our republic, leading to the full informationization of our society, and the formation of a new, information- and knowledge-based economy within our national economy.

Demonstration of demonstration tools and their use. A presentation prepared in advance by the teacher using the Power Point program on this topic is demonstrated. Information and animations are provided on the basis of materials that highlight the features of the topic from the educational electronic resource and direct Internet pages.

Technology for implementing the learning process. Method: explanation of a new topic using information stored on the Internet and electronic animated slides in science. Application of the cluster method. Form: in groups. Tools: handouts, information and communication technology capabilities. Type of control: observation, through questions, with the help of tests. Assessment: self-assessment and assessment by the teacher.

Training methodology. First, the teacher announces the purpose of studying the topic and its tasks to the students. They are given the task of creating a cluster on the topic and submitting it at the end of the lesson. They should have knowledge and skills about the importance of identifying the characteristics of the main parameters in studying the topic. The teacher conducts a question-and-answer session on the newly introduced topic, listens attentively to the students' answers, notes the mistakes they made, then summarizes their answers, and presents the new topic in the form of a

presentation. During the presentation, the teacher projects and demonstrates the animated slides prepared on the topic using a video projector.

Methodology for teaching a new topic. First, the teacher provides general information about the topic. He or she shows slides prepared using the Power Point program or an educational electronic package. The first page of the slides contains the name of the topic, the second page contains the outline of this topic, and the next page contains the addresses of Internet pages on the topic. In the following pages, the use of each parameter in the next objects and the cases in which they are determined by studying them are explained with the help of slides. During the coverage of this page, the materials obtained by studying the topic are demonstrated. At the end of the training, the work performed is evaluated according to the rating system. When assessing the knowledge of students, it is necessary to pay special attention to their creativity. Then, the homework assignment is explained.

Homework. Students are given the task of preparing an animated presentation on the next topic. Conducting training using this method helps students develop independent work skills, encounter interesting information in the process of searching for information, and further increase their interest in the subject.

In general, pedagogues have scientific-theoretical skills of pedagogic and information technologies, technological approach to the teaching process, advanced teaching technologies, design of the training process, teaching to use active devices, to give homework in a timely manner, to develop a recommendation of educational goals, to organize tect tasks in accordance with the activity levels of learners, from the Internet use, rating control and objective assessment of students' knowledge.

It should be emphasized that only by introducing innovative pedagogical technologies that meet the requirements of the time into the educational process with the use of information media can the quality and efficiency of this process be ensured at the level of today's requirements.

Conclusion

The above ideas and considerations, as well as the implementation of lessons based on the proposed technologies, contribute to the development of students' learning and cognitive competencies, increase respect for teachers, and instill confidence in the future. In general, the organization of lessons in higher education institutions is a complex and responsible process that requires professionalism and attention to detail. It is aimed at achieving high-quality education and successfully preparing students for future professional activities.

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