WEB OF SEMANTIC Universal Journal on Innovative Education

Volume 3 Issue 6, Year 2024
ISSN:2835-3048
https://univerpubl.com/index.php/semantic

Article

Some Pedagogical Technologies Used in the Process of Organizing Modern Training Sessions

Xudoyberdiyev Abdumalik[1]*

1. Assistant professor of the Department of Economics and Information Technology, Samarkand branch of ISFT Institute

*Correspondence: abdumalikshelbi1985@gmail.com

Abstract: This study investigates the implementation of innovative pedagogical technologies to enhance the effectiveness of modern training sessions. The primary objective is to align teaching methodologies with learner needs while fostering critical thinking and practical application of theoretical knowledge. Employing a structured methodology, the research unfolds across three stages: an introductory phase to outline objectives and engage learners, a core phase utilizing interactive and problem-solving techniques, and a concluding phase for reflection and feedback. Methods such as lectures enriched with multimedia tools, group discussions, and problem-based tasks are integrated to foster collaboration and deep understanding. Results indicate that these approaches enhance student engagement, improve conceptual clarity, and align educational outcomes with professional competencies. By utilizing diverse tools, including non-verbal, visual, and sound media, the study underscores the synergy between traditional methods and modern educational technologies. This comprehensive approach facilitates a dynamic learning environment, advancing both pedagogical innovation and learner outcomes.

Keywords: Knowledge, Activity, School, Teacher, Method

1. Introduction

Teaching aids are a part of the teaching and training process, without which it is impossible to carry out non-guaranteed activities. Depending on the nature of knowledge transfer and acquisition, they are divided into expressive, visual and practical. When mastering the content of the topics of the training session use: explanatory-illustrative, reproductive, problem-narrative, personal-search or heuristic, as well as semi-exploratory tips.

The verbal teaching tips include: lectures, conversation, and cubage. When applying them, the pedagogue presents the teaching material in coz vocitacida, explains that the students actively perceive it, listening to the ECA, and remaining ECLAB.

Lecture is a common form of teaching, and it is the leading form of activity. In the course of a lecture, such techniques as oral presentation of transmitted knowledge, holding the attention of students for a long time, activating their thoughts, definition, systematization, and generalization are used. Disciplines are usually presented in a more lecture-like form. Because the Bundesliga has a theoretical or national character. It was attended by outstanding subject teachers who deserve special attention. The report is concise and informative. If in didactic practice it is necessary to distinguish between different activities, such as memorization, categorization, Celtic definition, evaluation and agreement, then certainly the report forms an expedient ethicalization. It is not the only

Citation: Xudoyberdiyev Abdumalik. Some Pedagogical Technologies Used in The Process Of Organizing **Modern Training Sessions**. Web of Semantic: Universal Journal on Innovative Education 2024, 3(6), 42-48.

Received: 10th Agt 2024
Revised: 11th Sep 2024
Accepted: 24th Oct 2024
Published: 27th Nov 2024

way to make a person's life easier, but it is also the only way to make a person's life better and to make a person's life better. It is also important that theoretical knowledge and worldview knowledge be represented on the material earth. It is important to note that this is not the only way to improve the quality of education, but it is also the most important way to improve the quality of education. The school is a teacher of pedagogical technology. It is important to be aware of the importance of the teacher's role in the development of educational programs. The lecture material presented in connection with life, everyday life, and important events is learnt by the students. It is also important that theoretical knowledge and information of world outlook significance be presented in the lecture in the up gamma. Any lecture delivered in up-game may last for a long time, which leads to hearing impairment and learner fatigue. Therefore, the lectures are organized using advanced pedagogical techniques. The speaker breaks his speech into several parts. Each episode lasts for 15-20 minutes and after each blocking there is a Q&A.. This ayat of the Quran talks about how you should treat people and how you should treat people. If you are not sure what to do, please feel free to contact us, if you have any questions, please feel free to contact us, please feel free to contact us, please feel free to contact us, please feel free to contact us. Training as an Enabling Technologist.

2. Materials and Methods

The methodology for this research is rooted in the exploration and implementation of innovative pedagogical technologies to enhance the teaching-learning process. The study adopts a structured approach, incorporating both theoretical analysis and practical application to address the organization of modern training sessions effectively.

To achieve the research objectives, the methodology is divided into three stages: introduction, basic implementation, and conclusion. The introductory stage, lasting approximately 20 minutes, involves familiarizing learners with the topic, its objectives, and assessment criteria. Educators initiate brainstorming activities to engage participants actively and to map out their prior knowledge and expectations regarding the subject matter.

The basic stage, the core of the methodology, spans 50 minutes and employs a variety of pedagogical tools and techniques. These include explanatory-illustrative methods, practical demonstrations, problem-solving tasks, and discussion sessions. Lectures are enriched with multimedia presentations to maintain learners' attention and enhance conceptual understanding. Small group activities foster collaboration and allow learners to engage in problem-based tasks tailored to specific situations. These activities emphasize critical thinking, logical reasoning, and practical application of theoretical knowledge.

The concluding stage, lasting about 10 minutes, involves summarizing the learning outcomes, assigning independent tasks, and providing feedback. Educators use this phase to reinforce key concepts, encourage learner reflection, and set the groundwork for subsequent sessions.

The methodology also integrates diverse communication strategies such as questioning techniques, group discussions, and collaborative learning to promote interaction and active engagement. Questions are categorized into defining, clarifying, creative, evaluative, and practical types to cater to varying cognitive levels. Non-verbal cues, visual aids, and sound media are strategically utilized to support understanding and retention.

In essence, this methodology underscores the importance of aligning pedagogical tools and strategies with the learners' needs, ensuring that theoretical insights are effectively translated into practical skills. The integration of modern educational technologies with traditional teaching methods creates a dynamic and inclusive learning environment, enhancing both educator competence and student outcomes.

Table 1. Activity content Educator

Workflows	Activity content Educator	Recipient of education
Stage 1. Introduction (20 minutes)	1. The title of the topic gives an initial general introduction and introduces the learning and organisational aspects. 2. Introduces the forms of current, intermediate and final control and rating points for the topic. 3. The rating at the end of the session introduces you to the assessment criteria. 4. Introduces the list of references to be used in mastering the topic. 5. The tutorial session introduces the subject and outlines the subject and the results. 6. Brainstorming on the topic kugaku akokuga gokkara writes the topic. Records and summarises the views expressed by the learners.	1. Listening. 2,3,4. Imra is watching. 5. Write down the title of the topic. 6. Expresses a free opinion.
Stage 2. Basic (50 minutes)	1. Introduces the topic outline and basic concepts. 2. Explains the lecture according to the plan and summarises at the end. The process is accompanied by a demonstration of computer clays. 3. Each plan gives cavols for consolidation. 4.Draws trainees' attention to basic phrases and repeats again	1. Listens. 2. Listens, pays attention to clades, takes notes and gives Kavolas. 3.Responds to cavalas. 4. Discusses and writes down basic phrases.
Stage 3. Final. (10 minutes)	1. A conclusion to the learning that has taken place. 2. Gives homework for independent training. 3. Evaluate and encourage the learner's performance. 4. A list of tasks and literature to be used is given to prepare for the upcoming training.	1. Learner hears, and takes notes. 2. Receives the assignment. 3. Hears it. 4. Hears and watches Imra.

Source: developed by author

Method of communication employing well-designed questions assumes a conversation between the teacher and educated people and directs their independent thinking towards the assimilation of new concepts and laws. It uses the methods of posing questions, discussing answers and teachers' feedback, drawing conclusions, and correcting answers.

In practical CBMs, the trainees work on setting the task (umkag), planning its implementation, managing the process of implementation, analysing, identifying the causes of shortcomings, correcting and amending the training process to fully achieve the umkag. When performing practical exercises, trainees actively observe future behaviour, spontaneously broadcast the rampage, and comment on the upcoming event. This helps trainees to recognise their errors and make corrections to their actions.

Practical inferences are used in close connection with the process of expressing education through inferences and consolidating it with demonstrative inferences, in which an explanation, or demonstration is given before the exercise, education, or labour is performed. The verbal explanation and visual demonstration are usually carried out

simultaneously with the process of the exercise itself. In the following years, the teaching activities of the front laboratory became firmly established.

3. Results and Discussion

Many disciplines and their topics require discussion-style training sessions depending on educational standards, scientific programmers, curriculum and specifics of educational places, as well as in connection with the contingent of students. In this case, the activity of students is ensured, there is no room for doubtful situations, their ictac-desires are fully satisfied, the learning material must be fully assimilated, and, conclusions have a perfect form and content. There are types of controlled and free discussions. The participation of the educator in a controlled discussion will be significant. Free discussion is conducted with the democratic participation of the ECA pedagogue and the learners. The outcome of the discussion should be worked out in advance by the pedagogue. The fact that the final conclusions contradict the theoretician of scientific knowledge is ensured by the professional competence of the educator. The success of the discussion depends on the interest and knowledge of the learners.

Group work method. This is a teaching method that has become popular abroad. For example, in Denmark, no education or profession is without group work. The participation of a small number of students in an important educational event and their joint activities determine the effectiveness of such learning. The level of performance and its quality are monitored by the teacher. Based on pedagogical goals and objectives, such groups are formed for the private state.

Method of problem tasks. The effect can be achieved with the help of problem tasks based on a specific situation and the essence of the question posed. The creation of a problem situation comes into play when learning facts and lecture materials, tasks and solving exercises and questions. In this case, small groups are formed and training materials are distributed to the groups separately. When conclusions and solutions are found, the groups exchange topics.

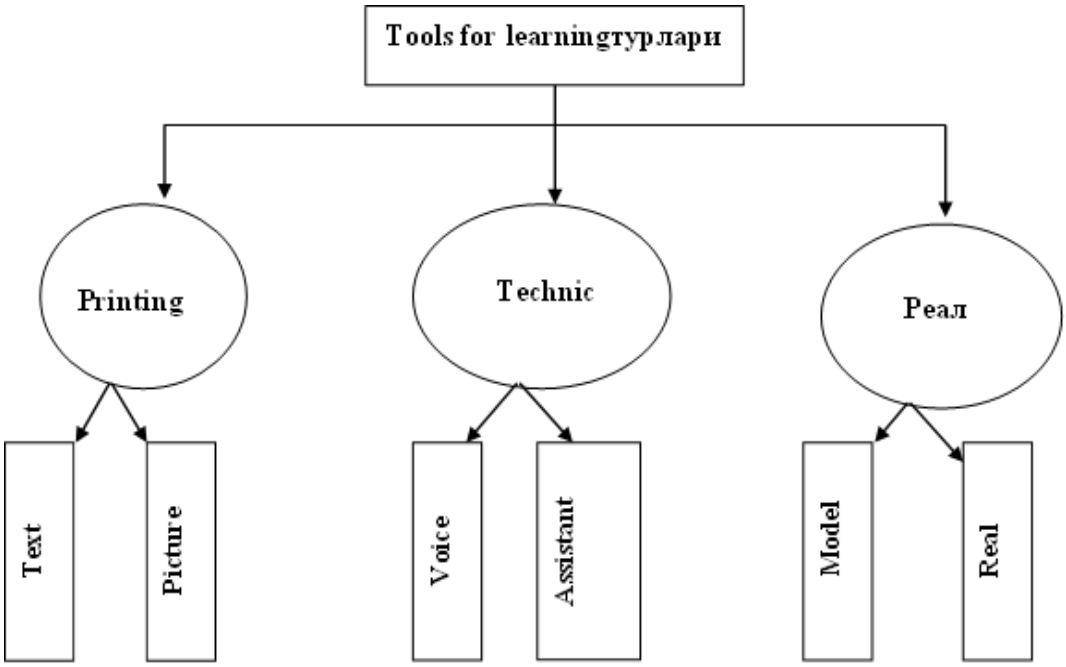
The success of discussion classes depends on the correct solution of the following issues: intensive preparation of students for learning, cooperation between them, organization of help, full presentation and logical argumentation of their own opinion, formation of their listening skills with tolerance to the opinion of others, the ability of talent, faith of the teacher, the degree of theirs.

Questioning method. A question serves to identify and express a problem. The teacher should consider a situation where he cannot answer a question as a simple question. He should ask more open-ended, creative questions to which the answers may be slightly different, thus encouraging further communication. About the question, it is important not to force those who are being educated to defend themselves, they should have the opportunity to choose, and this will allow them to create that opportunity themselves.

Defining questions	They usually say: So you mean...? If I understand correctly...? I may be wrong, but it seems to me that you...you said about? begins with the words. The purpose of these questions is to provide an opportunity to give feedback on what has been said. Sometimes they are given to elicit information that is not reported but is intended. These questions can be asked without negative gestures, giving a famous example as a parody. For example, are you really so .... what do you think?
Clarifying questions	Usually why? begins with the word why. In some situations, this may be perceived negatively, as forcing self-justification. In other cases, the emphasis is on establishing cause and effect. Why do leaves on trees turn yellow in autumn? If the answer to this question is known, it turns

	from an explanation to a simple one. Thus, questions of this type only produce good results if there is an element of independence in the answer.
Creative questions	If a question contains the suffix present, elements of conditionality, assumption, predicate, it is called creative.
Evaluation questions	These questions are aimed at determining the criteria for evaluating this or that event, reality, facts. For example. Why is this good and this bad? What is the difference between one session and the second?
Practical question	If a question seeks to determine the relationship between theory and practice, we would say it is practical. For example, what would you do if you were the character in the story?

The necessary teaching equipment and outfits for educators and caregivers are essential tools of pedagogical technology



The quality and effectiveness of pedagogical technologies in general nowadays largely depends on the quality of all kinds of necessary tools and the ability to use them with high efficiency. The correct and productive use of these tools depends on the competence, skill, creativity, resourcefulness of the teacher. Such a process will end ineffectively if the tools are diverse and no matter how modern they are, the pedagogical skills and his responsibility for his own work will be insufficient

In the learning process, the use of these tools in their place is important for the formation and development of the learner's knowledge, skills and abilities. In order to apply pedagogical technologies in the learning process, specific tools will be needed to implement these technologies.

Tools for the implementation of pedagogical technologies

Non-verbal means.	Mimicry consists in expressing or emphasising a meaning through hand, body movements. Non-verbal means are of serious importance and cannot be replaced by anything else. Every human action has a certain meaning, because of which these actions are understood differently in different peoples. These movements are commonly referred to as non-verbal speech. It is desirable to note that non-verbal speech consists in the movement of certain muscles of a person,

	including his thinking, as well as in the movement of certain muscles in him. It is no secret that the effect of gesture is stronger than that of speech.
Visual means.	The process of pedagogical technology utilises tools that are designed to enable educated people to see through the eyes of others. These include inscriptions on the blackboard and other images, inscriptions and images in books, handouts, educational posters, photographs, visual arts, video, film images, animals, plants, objects of nature, various objects, etc. The use of visual media in pedagogical technologies allows teachers to quickly, accurately and correctly explain the content related to the information to be taught in various forms and ways.
Sound means.	Hearing makes it possible to learn, to assimilate information. Nowadays, more audiovisual tools are being used, namely those that serve both hearing and vision at the same time: films and other sound videos. And in fact, based on current conditions and the situation in practice, the integrated use of existing tools in a creative way can bear fruit.
Natural means of defence.	In the process of pedagogical technology, the content provided by learning includes all natural phenomena. This includes people and animals, plants and nature, tools, objects, machines, mechanisms, structures, etc.

4. Conclusion

For teachers to be able to effectively implement the above-mentioned methods and tools in practice: to accurately and clearly define the purpose of teaching by the requirements of the period; to master perfectly the content of this process in scientific programmes; to regularly improve pedagogical skills; to be familiar with the implementation of the didactic process; to be able to use effective forms, methods,

REFERENCES

[1] Avliyakulov N.X. *Novie pedagogicheskie texnologii*. Uchebnik dlya visshix uchebnix zavedeniy. Tashkent. 2008.

[2] Ergashevich, E. A. (2023). *Analysis of the state of use of modern teaching methods and technologies in educational institutions.* Journal of marketing, business and management, 2(6), 7-12.

[3] Ergashevich, E. A. (2023). *Some pedagogical technologies used in the process of organizing training sessions in higher education institutions.* Information Horizons: American Journal of Library and Information Science Innovation (2993-2777), 1(9), 14-19.

[4] Ernazarov, A. (2020). *Methodology for modern organization of training education and its implementation.* Scienceweb academic papers collection.

[5] Ernazarov, A. (2020). *Methods of modern organization and implementation of training.* Scienceweb academic papers collection.

[6] Ernazarov, A. (2020). *Specific features of training.* Scienceweb academic papers collection.

[7] Ernazarov, A. E. (2016). *Improving the effectiveness of educational activities based on problem-based learning technologies.* Education, science and innovation.-Tashkent, 1, 86-89.

[8] Ernazarov, A. E. (2021). *Innovative technologies and their practical application in the continuous education system.* Urgency State University. Journal of scientific research.–Urganch, 8, 89-91.

[9] Ernazarov, A. E. (2021). *Modern technologies of organizing educational activities.* Innovations in pedagogy and psychology.-Tashkent, 5, 204-206.

[10] Klarin M.V. *Innovasii v mirovoy pedagogike: obuchenie na osnove issledovaniya, igri i diskussii*. (Analiz zarubejnogo opita) - Riga, NPS "eksperiment", 1995 - 176 s.

[11] Klarin M.V. *Pedagogicheskaya texnologiya v uchebnom prosesse: analiz zarubejnogo opita*. - M.: Znanie, -1989. - 80 c.

[12] Korostileva N.Ya. *Pedagogicheskoe tselepolaganie v sovremennoy shkole kak ob'ekt upravleniya: dis. ... kand. ped. nauk.* Spb., -2002.
[13] Kuzmina N.V. *Professionalizm lichnosti prepodavatelya i mastera proizvodstvennogo obucheniya.* M., -1990.
[14] Lebedev O.E. *Teoreticheskie Osnovi pedagogicheskogo tselepolaganiya v sisteme obrazovaniya: dis. ... D-ra ped. nauk.* Spb., -1992.
[15] Levites D.G. *Praktika obucheniya: Sovremennie obrazovatelnie texnologii.* /M.: Izd-vo "Institut prakticheskoy psixologii"; Voronej: NPO "modek", -1998.
[16] Lutfillaev M.X. *Ma'ruza mashg'ulotlarini tashkil etishning shakli va metodlari* // Kasb-xunar ta'limi. - Toshkent, -2003. -№2. - B. 21-22.
[17] Mavlyanov A., Abdalova C., Ernazarov A. *Ilg'or pedagogik texnologiya bo'yicha o'quv mashg'ulotini loyihalash.* Zamonaviy ta'lim. -2016. -№2. -B.25-29.