



PREPARING FUTURE PEDAGOGUES FOR PRODUCTIVE USE OF EDUCATIONAL TECHNOLOGIES

Shavkieva Dilfuza Shakarboevna

Gulistan State University

Email: guljahon.uz@googlemail.com

Tel +998904009955

Abstract: This article is about the emotional activity of learning English, the ability to learn the language, the level of development of competencies, the development of teaching and methodological guidelines, recommendations for their application in the learning process, the analysis of their effectiveness. The step-by-step logical structure of the English text is called a logical algorithm. The logical algorithm serves as a basic guide in achieving the goal in the study of teaching material in English, that is, in understanding the content of the material. At the same time, the text structure itself is considered an algorithm. So, today, raising the quality of higher education to a higher level, as well as increasing its effectiveness, depends in all respects on the mastery of English language teaching materials by students.

Key words: Pedagogy, educational technologies, student, liberal education.

Due to the development of modern information and communication technologies and tools in the education system of developed countries such as the USA, Great Britain, Germany, China, the need for forms of using electronic services by education consumers is increasing, and extensive research is being conducted in this direction. In order to ensure the development of education in our country, it is becoming necessary to introduce information, communication and technological innovations widely in the educational system, including in the pedagogical activities of foreign language teachers in higher education, as in every field. "Strategy of Actions" defined as a new perspective goal of society improvement - democratization and renewal of society, modernization and reform of the country. Also, goals that should be implemented in the socio-political direction - youth education, were defined. This goal is to reform the education system, reconstruct it, integrate it into the world education system, continue its content based on the idea of national independence and national interests, democratize, update, modernize and liberalize it, as well as provide the educational process with digital technologies and innovative pedagogical technologies. It was expressed in the concepts of enrichment with English language. A number of regulatory and legal documents were adopted by our government in our country regarding the study of the English language.

2325

effective cooperation, distribution of fast information within the framework of journalists and bloggers working with information services, as well as ensuring the participation of the broad population in the discussion of the drafts of regulatory and legal documents is underway. Also, conducting monitoring and analysis of the information space, quickly responding to critical and widely discussed information attacks, organizing work on the dissemination of information related to the activities of relevant state bodies and organizations in the mass media and the Internet; Together with state bodies and organizations, great attention is being paid to the preparation of news, information, comments and other information-analytical materials for distribution through local and foreign mass media. It is considered one of the multidisciplinary fields, which arouses many scientific researches both in foreign countries and in our country. In the scientific-research works carried out so far, many studies and special models have been developed regarding the content, essence, forms, tools and methods of innovative processes in education, new pedagogical technologies, and all of them form the methodological basis of our research. Researches created so far: the place given to innovative changes in the process of implementing fundamental reforms in the education system of our country, its position and assessment, the procedure and stages of innovative changes; general innovative processes and goals within the framework of education and training, researches related to the essence of the innovation process in education; the content of innovative processes in the organizational and practical management of the educational system and educational institutions; problems and goals of organizing the activities of the educational system and the head of the educational institution related to the management of the innovative process; innovative process in education, its structure and modeling of pedagogical process;

In the implementation of innovations in the educational institution and the practice of the educational process, it is possible to study in such directions as the skills of the teacher, the pedagogue and his motivation for the innovative process. Based on this, among the considered research directions, we paid special attention to the issue of the content and essence of the process of presenting educational material based on digital technologies in the activity of a teacher, especially an English teacher. Because it is inevitable that the pedagogical activity of a teacher working in the higher education system should be directed to the creation of educational conditions in the process of educating a person, to meet his needs, and to open and develop his abilities. In the studies devoted to the problems of using computer technologies in mastering the educational material (A.M.Matyushkin, I.P.Radchenko), issues

of modernization of lecture, practical, laboratory training of the teacher training process were studied.

Foreign scientists: E. Madison, S. Hart (American) studied the problem of using task-based approaches in the teaching process, E.K. Boldin, S. S. Lyapin, I. K. Andronov, R.O. Nikolaeva, I. Yes. Bagush, S.P. Novoselov, N.F. Galkin (Russia) conducted research on the issues of English language activity based on step-by-step teaching and obtaining a specific result in mastering the educational material.

Scientists of our republic: A. G'. Rasulmuhamedov, T. S. Jumaev, K. R. Rozimurodov, O'.Q. Tolipov, N. Gaybullaev, R. X. Djuraev, Kh. I. Issues of improving the education system are reflected in Ibragimov's research work. However, it should be noted that no special researches have been conducted in the higher education system regarding the effective technologies of mastering the learning material in English.

In our opinion, teaching English to students using gamification in the context of digital technologies in higher education is effective when the following pedagogical tasks are implemented:

- When the educational content of higher education institutions is improved and the new quality level is fully ensured;
- when the individual-psychological characteristics of students in the field of language learning, the level of observation, their thinking and motivational framework are thoroughly studied;
- when creating methodological complexes that provide a variable English language teaching system for higher education;
- when the special program, textbooks and curricula are improved for the students to quickly master the educational material in English;
- when the presentation of educational materials is optimally presented in accordance with the intellectual development of students and their abilities, inclinations, etc.

Education is considered as a special social activity aimed at the young generation's knowledge of the accumulated wealth of social experience and the organization of their practical activities.

The educational process is the purposeful sequential exchange of educational issues and all elements of education are changes aimed at the formation of their characteristics as a result of the activity of mastering the content of social experience of learners.

The content of education means the basics of social experience that have undergone pedagogical processing, which should be mastered by students.

In the educational process, the educational activity changes, it is embodied as a type of teaching as a leading activity, and the educational activity is controlled by it, then at a sufficiently high stage of the development of learners, the relationship between the two elements of the activity changes. Many elements

of teaching are combined with learning activities and all are transferred to learners, resulting in independent learning.

Digital educational resources are modern technical tools, which are designed to improve and improve the quality of students' knowledge. The inclusion of these resources in the educational process forms a positive learning motivation of students, stimulates creative cognitive activity, the need for independent education.

modeling of students' learning based on information and communication tools as an integral part of the quality of education depends on knowledge and its stages, students' academic success and results. According to I.Ya. Lerner's [154] theory of learning outcomes, the students' mastery levels are defined as follows:

1 - level - familiarity, reflection;

2 - level - application in a familiar situation (according to an example);

Level 3 - use in an unfamiliar situation.

Pedagogical scientist V.P. Bespalko [92] divided the theory of acquisition into the following levels:

1 - level - familiar;

2nd level - reflection;

3 – level - application;

Level 4 - creativity.

In our opinion, the modeling of teaching English to students based on digital technologies is carried out in the following stages:

Stage 1: Knowing - collecting information in the information base to remember and re-explain the studied materials;

2nd stage: Acquiring skills and qualifications - being able to apply the learned knowledge in familiar situations based on information communication tools;

3rd stage: Acquiring competences - being able to apply learned knowledge and developed skills in unfamiliar situations;

Level 4: To be competent - to be able to apply acquired knowledge, skills and qualifications in one's personal, professional and social activities and to have the ability to create new knowledge.

Analyzes in the research process showed that the quality of education consists of a complex system of indicators and is determined based on the following parameters:

Compatibility of educational goals and results;

Meeting the needs and requirements of the participants of the training process through educational services;

A person's knowledge, skills, qualifications and competencies at the level of certain standards, qualification requirements, level of mental, physical and spiritual development.

At the same time, the quality of teaching is a system, model, organizational situation and processes that guarantee the necessary level of social development of learners.

From the point of view of didactics, the following features of teaching can be distinguished:

that the conceptual content of education is selected in accordance with the progress of science and technology;

educational content is based on interdisciplinary integration and competence approach;

that the individual characteristics and capabilities of students are taken into account when choosing the educational content, that the educational process is directed to their needs and interests;

such as variable, alternative and problematic nature of educational content, ease of use of information and communication technologies.

The quality of teaching is expressed in indicators such as the students' spiritual maturity, self-awareness, ability to develop, and the ability to properly organize educational activities.

In our opinion, it is necessary to rely on the following principles in order to function as a competitive person in the future, to find a proper place in society:

educational programs based on the needs of students, based on personal and developing educational technologies, competence approach, and covering the possibilities of career orientation;

orientation of the content of education and forms of educational activities to consistency, integrity, multivariateness, pluralism;

that the content of education is based on the principles of problem-based teaching and pedagogical cooperation, that an environment of mutual dialogue is ensured among the participants of the educational process;

activities, independence, self-development, creative activity, self-evaluation of students in the educational process. Based on the results of the analysis, it was found that the following shortcomings are found in teaching English to students using gamification in the context of digital technologies:

incorrect planning of the lesson due to the distribution of time between the elements of audience training;

allocating too little time to pass new material and, as a result, not taking into account the educational needs of students, not spending enough time on activation;

leaving students to their own devices even for a short time, waiting for the answer to the presentation on the board, leaving the students unsupervised while checking homework, etc.;

assigning a task to thought without making rules or conclusions on the subject;

not following the rules of listening comprehension in English (tone of voice, pitch, pitch, articulation, accents, transcription, etc.)

pass new material to students at a fast pace (not allowing to understand, write briefly) or, on the contrary, very slowly, etc.

In order to increase the quality of education in the educational process, to plan the process leading to the set goal, and most importantly, to ensure the expected result, it is time to introduce advanced pedagogical technologies for the students' mastery of the educational material in English in the higher education process.

The quality of teaching English depends first of all on the teacher's scientific methodological training. In this, the principle of awareness in didactics is of great importance. Understanding the exact meaning of each English word, phrase, sentence structure, the essence of each definition, each rule, each language construction is of particular importance for students of the higher education system. In the context of digital technologies, the main focus in teaching English to students with the help of gamification is the understanding of educational activities in the form of computer games, tasks are aimed at better mastering and understanding of theoretical material with the help of examples, and the formation of skills and competencies of the student to apply theory to practice. In the context of digital technologies, it is carried out by using methods that create opportunities to provide a lot of knowledge in teaching English to students with the help of gamification. In our opinion, one of the most important requirements for teaching English to students with the help of gamification in the context of digital technologies is to arouse interest and activity in students. First of all, it is easier to learn new educational material based on innovative technologies. As a result of the description of the presented educational material, the purpose of the subject, its main content and the questions asked by the teacher should be understandable to the students. When a new subject in English is conducted on the basis of games, only when it is conducted with the active participation of all students, their interest in the subject will increase. In the process of gamification, students' activity increases, which is manifested through their mental activities, such as listening carefully to lessons, analyzing educational material, comparing, drawing conclusions. It is known that in traditional education, students receive knowledge based on ready-made instructions by listening to the structured information presented by the teacher. In the process of reproductive education, students engage in activities such as memorizing the information written by the teacher, giving analogies, repeating what they heard from the teacher, and become ordinary observers and listeners of the educational process.

The main requirement for the content of the English language training course in HEIs is to study the definitions and constructions of the English language and to ensure an organic relationship with other subjects. Therefore, teaching English to students using gamification in the context of digital technologies in the higher education process encourages them to think independently, develops

their creativity, and English knowledge. It is considered as being able to provide improvement of the system. At this point, one of the important factors in the development of students' ability to master the English language is the formation of creative qualities in students, teaching them to think independently. The most important requirement for a teacher in the process of mastering the English language learning material in HEIs is that he/she should be highly qualified. In this case, the teacher should be able to correctly assess the political, social and economic directions of the development of the society; having mastered the standards of formation of a future specialist necessary for the society in a certain period of development; loves pedagogical activity; to have special knowledge in his field; to be intelligent; to have a pedagogical sense, to achieve a high level of general culture and ethics; it is necessary to skillfully acquire pedagogical technologies.

Pedagogical activity in HEIs is directed to the organization of the educational process in accordance with the requirements of society. Pedagogical activity includes theoretical and practical activities. The following components are distinguished in the description of the pedagogical activity of an English teacher:

- organization;
- scientific knowledge;
- communicativeness
 - constructiveness. The following levels are used to describe and evaluate teacher activity:
 - reproductive. In this, the teacher only designs the educational information that he presents, but does not take into account the students' levels;
 - flexibility. At this stage, the teacher models educational information according to the students' levels;
 - local modeling. At this stage, the teacher should be able to model the system of knowledge, skills and abilities on specific issues, not only to describe the information;
 - systematic-modeled knowledge. At this stage, he models his own activity and student activity system necessary for mastering a concrete subject;
 - systematic-modeled activity. At this stage, the teacher can model the entire educational system together with the students.

The organizational activity of the English language teacher is seen in the ability to clearly plan and organize the scientific research and educational process.

Organizational activity itself, its time; individual, group, collective work of students; It is manifested in the competence of organizing the selection of students and defining their tasks for the implementation of joint research.

The main task of the teacher's organizational activity is to integrate the behavior of the participants of this activity. The scientific activity of the

English language teacher is reflected in the ability to know the environment and oneself in a deep and comprehensive manner.

The teacher analyzes the process and results of his research, students' scientific activity.

The communicative activity of an English teacher involves the ability to define acceptable interactions with colleagues and students.

The teacher's ability to self-manage lies at the basis of communicative activity.

In organizing the educational process of the English language teacher, he uses such forms as lectures, seminars, practical exercises, laboratory exercises, educational conferences, consultations, excursions, and expeditions. When organizing a lecture, the English teacher explains this or that scientific issue correctly, logically and clearly.

In English classes, the teacher who introduces the teaching material in English uses oral methods. In this case, the teacher's lecture is the most effective, lively form of communicating with the inner world of students through his mind, emotions, will, feelings, and beliefs. It helps to realize the guidance, information, methodological and educational functions of teaching. The main tasks to be solved in the oral presentation of educational material in English are as follows:

- a certain amount of scientific knowledge is stated;
- students are introduced to the methodology of science and research;
- methodical connections between all types of educational activities and training sessions are shown.

Students' independent work plays an important role in mastering knowledge, algorithms, and increasing the importance of the educational process. Independent work is understood as such educational activity, in which, along with the acquisition of knowledge in English, the formation of skills is provided independently. The first type of private-didactic goal of independent work is to determine the skills that are formed in students and required of them based on the factors of the formation of initial knowledge (the first stage of knowledge), which consists of the data of the stages of activity and the conditions of the tasks. To achieve this goal, it is necessary to perform tasks perceived by students.

In the second type of private-didactic purpose of independent work in English classes, knowledge is formed aimed at processing the acquired information in memory and performing typical tasks, that is, the second stage of knowledge.

The general description of all types of the second type of work independent of the English language is that in such work the idea (principle) of solving tasks is announced, methods and methods are required to develop this idea (principle) and apply it to concrete conditions.

The third type of private-didactic purpose of independent work in English lessons consists of the knowledge formed by students during the third stage - non-typical tasks.

In order to achieve this goal, it is necessary to solve the problems of knowledge (perception) that require students to build the foundations of the learning material being mastered.

The private didactic purpose of independent work in English classes is to create factors for creative activity. The cognitive activity of students who do such work is that they go deeper and deeper into the essence of the English text being discussed, find the necessary new, previously unknown ideas, establish new relations of communication necessary to solve the principles of creating new information. At the same time, the student is forced to puzzle over the nature of new actions and the character of this or that information, which he has to create at each stage of performing the tasks.

In the literature on pedagogy (Esipov, Verzilin, M. Makhmutov) the following types of independent work are noted:

- independent work on samples;
- reconstructive-variative;
- heuristic (partly, creative);
- creative research[].

Independent work on samples is solving typical tasks, various exercises on the basis of samples. They are a factor in mastering the material, but do not increase the creative activity of students.

Reconstructive-variational independent works from English envisage not only the practical description of knowledge, but also the redevelopment of the structure of knowledge, the involvement of existing knowledge in exercises and problem solving.

Heuristic independent work is related to practical training, solving some issues and problems posed in debates. For example,

It aims to develop the ability to see a problem, to express it independently, to define a hypothesis, to develop a plan for solving the problem, and to solve it.

Doing creative research in English lessons will pave the way for a deeper understanding of the learning material. In such cases, the task is to create conditions that require the emergence of a problematic situation.

Reference:

1. <https://ru.wikipedia.org/wiki>
2. <https://slowari.ru/word> .
3. Rasulov, A., Madjitova, J., & Islomova, D. (2022). PRINCIPLES OF TOURISM DEVELOPMENT IN DOWNSTREAM ZARAFSHAN

DISTRICT. *American Journal Of Social Sciences And Humanity Research*, 2(05), 11-16.

4. Rasulov, A. B., Hasanov, E. M., & Khayruddinova, Z. R. STATE OF ENT ORGANS OF ELDERLY AND SENILE PEOPLE AS AN EXAMPLE OF JIZZAKH REGION OF UZBEKISTAN. ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОТОРИНОЛАРИНГОЛОГЛАРНИНГ IY СЪЕЗДИГА БАҒИШЛАНГАН МАҲСУС СОҢ, 22.

5. Расулов, А. Б., & Расулова, Н. А. (2013). Опыт периодизации географических взглядов. *Молодой ученый*, (7), 121-123.

6. Nigmatov, A. N., Abdireimov, S. J., Rasulov, A., & Bekaeva, M. E. (2021). Experience of using «gis» technology in the development of geocological maps. *International Journal of Engineering Research and Technology*, 13(12), 4835-4838.

7. Matnazarov, A. R., Safarov, U. K., & Hasanova, N. N. (2021). THE STATE OF INTERNATIONAL RELATIONSHIP BETWEEN THE FORMATION AND ACTIVITY OF MOUNTAIN GLACES OF UZBEKISTAN. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 22-25.

8. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Making geographical names conditions and reasons. *World Bulletin of Social Sciences*, 4(11), 95-99.

9. РАСУЛОВ, А. Б., & АБДУЛЛАЕВА, Д. Н. (2020). ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ НАВЫКОВ ИСПОЛЬЗОВАНИЯ САЙТОВ ИНТЕРНЕТА В ПРОЦЕССЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ РАБОТНИКОВ НАРОДНОГО ОБРАЗОВАНИЯ. In *Профессионально-личностное развитие будущих специалистов в среде научно-образовательного кластера* (pp. 466-470).

10. Kulmatov, R., Rasulov, A., Kulmatova, D., Rozilhodjaev, B., & Groll, M. (2015). The modern problems of sustainable use and management of irrigated lands on the example of the Bukhara region (Uzbekistan). *Journal of Water Resource and Protection*, 7(12), 956.

11. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Problems of regionalization of geographical names. In *ИННОВАЦИИ В НАУКЕ, ОБЩЕСТВЕ, ОБРАЗОВАНИИ* (pp. 119-121).

12. Rasulov, A., Saparov, K., & Nizamov, A. (2021). THE IMPORTANCE OF THE STRATIGRAPHIC LAYER IN TOPONYMICS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 61-67.

13. Nizomov, A., Rasulov, A., Nasiba, H., & Sitara, E. (2022, December). THE SIGNIFICANCE OF MAHMUD KOSHGARI'S HERITAGE IN STUDYING CERTAIN ECONOMIC GEOGRAPHICAL CONCEPTS. In *Conference Zone* (pp. 704-709).

14. Rasulov, A., Alimkulov, N., & Safarov, U. (2022). THE ROLE OF GEOECOLOGICAL INDICATORS IN THE SUSTAINABLE DEVELOPMENT OF AREAS. *Journal of Pharmaceutical Negative Results*, 6498-6501.

15. Nizomov, A., & Rasulov, A. B. (2022). GEOGRAPHICAL SIGNIFICANCE OF THE SCIENTIFIC HERITAGE OF MAHMUD KASHGARI. *Journal of Geography and Natural Resources*, 2(05), 13-21.

16. Rasulov, A. (2021). The current situation in the district of lower zarafshan plant species-eco-indicator. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, 10(4), 304-307.

17. Berdiqulov, R. S., & Yakubov, Y. Y. (2022). TALABALARGA MUSTAQIL ISH TOPSHIRIQLARINIBAJARTIRISH SHAKLI VA BAHOLASH TARTIBI. *Solution of social problems in management and economy*, 1(4), 48-55.

18. Shavkatovich, B. R. (2017). Deduction of chemical thought. *European research*, (5 (28)), 62-68.

19. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:dhFuZR0502QC.

20. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:4DMP91E08xMC

21. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:FxGoFyzp5QC.