

### Scientific-Methodical Basis of Studying the Problem of Using Modern Teaching Technologies in Education, Problems of Using New Technologies in Education Problems of Implementation of Modern Educational Technologies

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#### ABSTRACT

*Technologies for military personnel change the nature of knowledge development, acquisition and distribution, deepen and expand the content of the studied subjects, use more effective teaching methods, and also allow to significantly expand the educational opportunities of everyone.*

It is known that the main direction of Russia's strategic development in modern conditions is all-round modernization, and its main condition is the existence of social entities with innovative potential and the ability to implement it.

In this process, where the potential of higher education plays a leading role, without the participation of the educational system, it is impossible to create a solid foundation for the successful development of modernization processes.

The current state of the education system is characterized by the increasing role of non-traditional educational technologies. Learning by students with their help is much faster than with traditional technologies.

These technologies will change the nature of knowledge development, acquisition and distribution, deepening and expanding the content of the studied subjects, quickly updating it, using more effective teaching methods, as well as significantly expanding the educational opportunities of everyone. The introduction of the new state educational standards of the third

generation (FSES HPE) based on the competence-based approach implies significant changes in the teaching methods of a number of subjects, including sociology, based on the increasingly active participation of the student. a full participant in the educational process, training aimed at a specific practical result.

The concept of "educational technology" is arbitrary, despite its widespread use. According to V.I. According to Zagviyazinskiy, the types of technologies used in the educational process "are not more precisely called educational or pedagogical, but teaching, and the term itself, taken from the field of production, is, of course, conditionally used in education. applied, and educational technology itself, as a type of social technology, does not have a fixed and predetermined character, like production technology.

The problem of distinguishing technology and methodology is still very controversial. Some scholars believe that technology is a form of implementation of methodology, while others believe that the concept of technology is broader than methodology. V.A. Zagvyazinsky believes that technology and methodology should be based on a system of scientific legal rules (that is, they have a systematic nature), but the ideal technology has a system of strictly defined recipes that are guaranteed to achieve the goal (that is, instrumental).

Methodology provides diversity and variability of methods of implementation of theoretical rules, and therefore does not mean guaranteed achievement of the goal, that is, even an ideal technique is not highly instrumental.

In our opinion, educational technology is a system of joint activity of the subjects of the educational process in order to provide favorable conditions for the participants and achieve a certain result, taking into account the limitations.

A wide range of existing educational technologies suggests their classification. Although today there is no single, well-defined classification of educational technologies, two groups of technologies attract the attention of a number of researchers: traditional and innovative educational technologies.

Traditional educational technologies are aimed at conveying knowledge and describing methods of action, are transferred to students in a ready form and are intended for reproductive assimilation. This group of educational technologies includes:

explanatory and illustrative teaching technology;

problem-based educational technology;

programmed educational technology;

modular educational technology;

large block learning technology;

lecture-seminar-credit system;

game learning technology and more.

Innovative educational technologies direct the teacher to use such actions, methods and forms of organizing educational activities, in which the main focus is on the mandatory cognitive activity of the student, on the formation of the ability to think systematically and formulate ideas in solving creative problems. directed. M.M. Blagoveshchenskaya, V.F. Manuilov, I.V. Fedorov distinguished three types of such technologies:

radical (reconstruction of the educational process or a large part of it);

combined (combining several known elements or technologies into a new technology or teaching method);

change (improving without significantly changing the teaching method or technology).

The development of such technologies is carried out in the following directions:

- 1) reproductive education ("individually determined" training, personalized, as well as "community-individual" training);
- 2) research training (the educational process is constructed as a search for cognitive-practical, practical information);
- 3) development of models for educational discussion;
- 4) organization of training based on game models (inclusion of simulation and modeling in the training process).

According to the authors, innovations in the field of higher education are the most relevant, aimed at reorienting the goals of professional personality formation (first of all, the development of scientific, technical and innovative activity abilities), as well as updating knowledge. the content of the educational process (in addition to description in education, paying attention to the formation of logical and imaginative thinking, paying attention to practicality in learning through the formation of knowledge, skills and abilities in the chosen profession, independent education focus on lim priority) .

Therefore, innovative educational technologies in higher education mean methods based on the use of modern scientific achievements and information technologies in education. They are aimed at improving the quality of education by developing the creativity and independence of students. They provide online education; increasing students' interest in the studied subject; bringing education closer to everyday life practice (developing effective communication skills, adapting to rapidly changing living conditions, increasing resistance to psychological stress, teaching conflict resolution skills, etc.); teaching methods of acquiring new sociological knowledge.

This group includes:

person-oriented educational technologies;

group design technology;

command-module work technology;

information Technology;

health care technologies and more.

In order to study the problems of introducing modern educational technologies into the practice of teaching sociology, we are teachers of sociology and special sociological sciences of universities in Belgorod (NRU "BelGU" and Belgorod University of Cooperation, Economics and Law, N = 47). Data processing was carried out using the "Ha-system" package. The survey results showed the following.

84.61% of the respondents state that it is necessary to introduce new educational technologies in the practice of teaching sociology and special sociological sciences at the university (the total number of respondents who answered "absolutely necessary" (38.46%) and "necessary" (46.15%) indicates ... Only 15.38% of respondents chose the answer "no special need" (1-picture). In our opinion, these data are proof that professors and teachers of higher educational institutions have realized the need to change the educational process by introducing innovative technologies into the practice of sociology teaching, as well as the growing importance of using innovative teaching technologies. will give. in connection with the modernization of the higher education system in our country.

In processing and analyzing the data, we focused on cross-groups based on the teacher's position and seniority in teaching sociology as a scientific subject. Thus, after a more detailed examination, assistant professors and senior teachers completely agreed on the need to introduce new educational technologies into the practice of teaching sociology and special sociological subjects at the university - 100% (the total number of respondents was "definitely necessary" (50.00% and 47.00%, respectively, and "necessary" (50.00% and 53.00%, respectively) without negative answers, but associate professors (14.29%) and department professors (25.00%) "Special While analyzing the data given to this question, we also found out that the distribution of answers depends on the length of service in teaching sociological sciences.

Years have shown the need to introduce new educational technologies into teaching practice. In our opinion, this can be explained by the creativity and readiness of young people. to innovations in the educational process, those with long enough work experience know the role of innovative technologies and want to bring diversity to the educational process by using them. Interestingly, the experience of teaching sociology at the university

Those from 3 to 6 years clearly indicate that there is no "special need" to introduce new educational technologies into the practice of teaching sociology - 100 percent of respondents.

The table shows the distribution of answers to the question about the frequency of use of educational technologies in the professional activities of teachers.

Table 1

	In almost every class	When choosing, studying individual topics, sections	I don't use it at all	I'm having trouble answering
Explanatory and illustrative educational technologies				
Problematic educational technologies				
Modular educational technologies				
Technologies for developing critical thinking				
Group design technologies				
Information Technology				
Health care technologies				
Game technology				
Case study technology				

Thus, Figure 1 from the table shows that explanatory and visual teaching technologies are the leader (69.23%) in terms of use "practically in every lesson", technologies for developing critical thinking are next in terms of frequency of use (38.46%), the leaders are covered by information technologies (23.08%). Despite the fact that only 15.38% of respondents use problem-based teaching technologies in each lesson, 84.62% use them selectively when studying certain topics and sections, which, in our opinion, is justified. This fact also applies to the use of group design technologies, game technologies and applied research technologies. Thus, 76.92% of respondents use game technologies and 61.54% of respondents use case-study technologies when studying individual topics, group design work technology sections. Nevertheless, it is alarming that 23.08% of respondents do not use game technologies and case-study technologies at all, although the use of these technologies is fully compatible with the research field of sociology as a science in general, and in particular as an academic science.

69.23% and 61.54% of respondents noted that modular teaching technologies and health technologies are not used at all, but are sometimes used in the study of certain topics and departments. attention should be paid (15,38). each %). Although modernization of the entire education system in our country is considered, these technologies will take the leading place in the educational process, giving way to explanatory and illustrative teaching technologies, which are still preferred. need In our opinion, this indicates the reluctance of teachers to move to a new stage of self-development and to restructure their views on the possibility of changing the presentation of material in the study of sociology as an educational subject.

The distribution of answer options about the need to introduce innovative educational technologies also confirms the above opinion. According to teachers, the following should be introduced in the study of sociology at the university: critical thinking development technologies and "case-study" technology (61.54%, respectively), group project work technologies (53.85%) , such as information technology (46.15%), learner-centered learning technology (38.46%), game technology (7.69%), modular learning technology, and health technology there is no full choice of technologies (Figure 2).

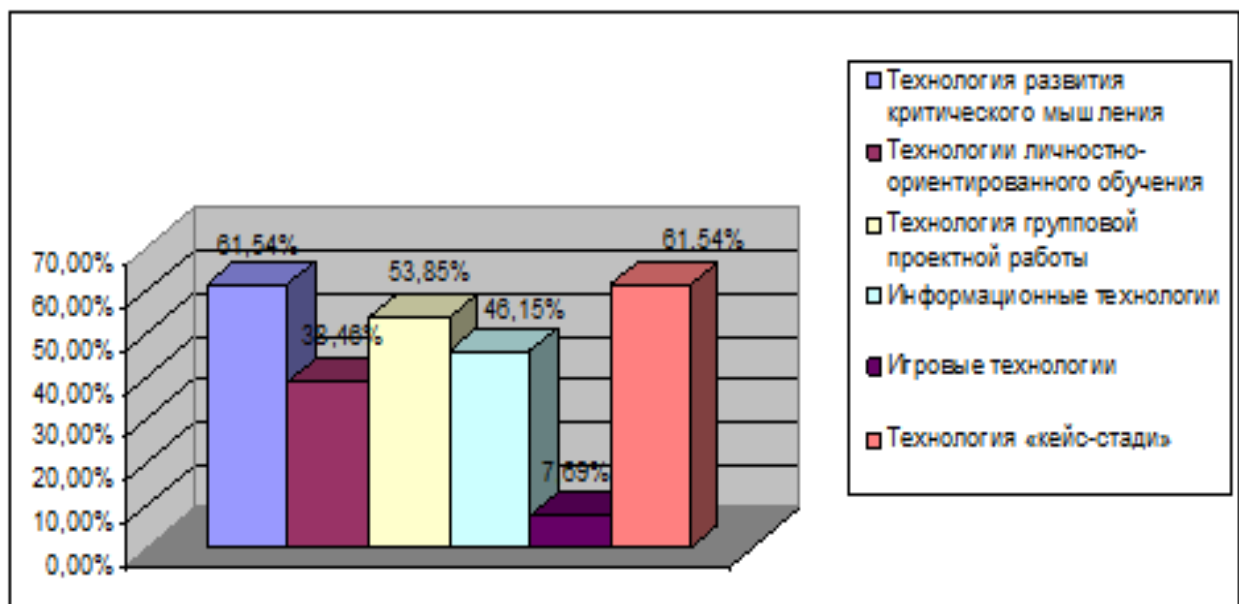


Figure 2. Educational technologies that clearly need to be introduced in the practice of teaching sociology at a modern university.

Innovative educational technologies, as the results of our research show, are mainly used in practical (seminar) classes. 61.4% of the respondents stated this. The response options of teachers who use innovative technologies only in lectures, and teachers who use them in lectures and practical (seminar) classes are equally distributed - 15.38% of respondents, unfortunately, 7.69% of those who took part in the survey said. that they are not used at all. We also found that 100 percent of assistant and senior teachers use innovative educational technologies only in practical (seminar) training. As for the first, it is, in our opinion, quite understandable: teaching assistants have almost no lecture hours in their teaching loads. On the other hand, senior lecturers with lecturing experience prefer the traditional practice of presenting the material.

Professors and teachers of the department are using more innovative educational technologies in conducting classes of various forms. Thus, their answer options were equally distributed - 25% each, including the answer option "I do not use at all." If we study more closely, we found out that the professor, whose experience in teaching sociology as an academic subject is from 3 to 7 years, does not "use" innovative technologies at all. Thus, on the one hand, we have defined

"passive", on the other hand, "disaffected", taking into account the most active environment for the introduction and application of innovative technologies in the educational process, and the most acceptable and flexible traditional form of material presentation.

In the opinion of teachers, the factors that contribute to the widespread introduction of innovative educational technologies in the teaching of sociology are, first of all, the possibility of using multimedia tools in the educational process (76.92%), the objective needs of modern society. (53.85%), transition to new educational standards (third generation FSES) (46.15%), desire of teachers to improve themselves (46.15%). Interestingly, none of the respondents indicated that traditional teaching technologies have completely lost their usefulness. Based on the above, in our opinion, the optimal way to form educational technologies and systems for assessing the quality of student training in the implementation of FSES HPE is a combination of traditional approaches and tools developed in the history of local higher education (including SES HPE 1 and 2 generations) and introduction of experimental methods of leading local teachers and innovative approaches based on modern foreign experience.

Among the factors preventing the widespread introduction of innovative educational technologies in the teaching of sociology at the present time, the following were noted: low motivation of teachers (92.31%), lack of time (53.85%), teachers' lack of knowledge about it. field (46, 15%), priority of research and development to the detriment of educational and methodological work (38.46%), adherence to traditional forms and methods of teaching (30.77%), passive student audience ( 15.38%).

In conclusion, we emphasize that the lack of motivation of teachers in the introduction of innovative educational technologies, in our opinion, is not only the most destructive, but also the most difficult factor to change.

If the problem of lack of time can be solved by equal distribution of classroom and extracurricular workloads of teachers, the lack of knowledge in the field of using innovative teaching technologies can be compensated by improving skills in the field of teaching methodology. sociology based on the implementation of innovative educational technologies (especially since, according to the results of our research, 100% of respondents spoke about the feasibility and desire to take advanced training courses in this direction) and even the most passive student audience is close to the future specialty interesting presentation of the material can be done if it is not active, but cognitive, then it will not be possible to increase the motivation of teachers by administrative decision alone.

Therefore, all the efforts of the administrative and management apparatus of the university should not only encourage the work of professors and teachers, but also create the necessary conditions for teachers' self-improvement and self-awareness.

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