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FORM AND METHODS OF EFFECTIVE USE OF PERSONALIZED PEDAGOGICAL TECHNOLOGIES IN HIGH SCHOOLS

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ABSTRACT

The article highlights the importance and specific features of the effective use of person-oriented pedagogical technologies in general education schools. In addition, the forms and methods that serve to increase the effectiveness of person-oriented pedagogical technologies in practice, their functional tasks and essence are revealed.

KEYWORDS: *educational goals, educational components, pedagogical technology, person-oriented technologies, educational forms, educational methods, function, pedagogical activity.*

The effectiveness of person-oriented pedagogical technologies depends on how successfully they are used in the process of pedagogical activity. The organization of pedagogical activity determines the level of application of individual-oriented pedagogical technologies to the educational process. Therefore, in recent years, special attention has been paid to determining the ways in which individual-oriented pedagogical technologies are used in the continuous education system.

In particular, J.G.Yoldoshev and S.A.Usmanov recognize the following forms of lessons as the main manifestations of person-oriented educational technologies: immersion lesson; competition lesson; consultation class; creativity lesson; trial lesson; a lesson in doubt; class of creative reports; generalization lesson; science fiction class; the lesson of seeking the truth; "Paradoxes" lesson; seminar class; excursion lesson [5].

Agreeing with the opinions of the authors, it is appropriate to mention that the listed pedagogical educational technologies do not fully represent the forms of pedagogical technologies focused on the individual. In our opinion, the above-mentioned complex should be supplemented with the following forms of pedagogical education technology: problem classes; program training; training classes; debate classes; project lessons; demonstration (presentation) classes; role-playing (or business) game lessons; conference lessons.

The Most Effective Method of using problem-based learning technology is the problem-solving method. Active use of the method of solving problem situations in the teaching of pedagogical subjects, students' ability to deeply analyze the essence of a certain issue, study the causes of the problem, think about finding effective solutions, and justify their personal approach to the solution with evidence. is formed. In problem-based learning, students not only express their personal opinions on the solution of the problem, but also are encouraged to find the most correct and optimal solution based on the various opinions put forward by their peers. This develops in them the ability to analyze, evaluate in terms of their effectiveness, compatibility with real life and objectivity in the context of diversity of opinions. As a result, they become active participants rather than passive listeners of the educational process.

Advantages of problem-based learning technologies include:

- Forms independent thinking skills in learners;
- Learners learn to find the cause, consequences and solutions of problems;
- A Good opportunity is created to assess the knowledge and abilities of learners;
- Learners learn to analyze ideas and results.

In addition to the advantages of problem-based learning technologies, it also has the following disadvantages:

- High motivation of learners is required;
- The given problem should correspond to the level of knowledge of the learners;
- It takes a lot of time.

Programmed pedagogical technologies, as it is known, are presented to the student on the basis of specific programs based on each subject taught in educational institutions. Usually, such programs are called training programs. Programmatic pedagogical technologies based on familiarization with existing sources, analysis of the ideas presented in them - this does not mean that it is based only on cybernetic, mathematical arguments in terms of the structural structure of the educational content, but also on the transfer of the knowledge system of the teacher (pedagogue) in a certain order. it was found that it also serves to express his personal, creative approach. Therefore, the teaching of subjects in the general education system in a unique way, on the basis of apparently modern methods and tools, effective forms, and the systematic description of this situation in the

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author's works is considered as a technology of programmed teaching.

In modern conditions, the use of practical training in the educational system has become more popular. Training - training in a certain direction, conducted by trainers (under the leadership) of performing exercises. Practical trainings help learners to effectively acquire pedagogical knowledge and ensure that their potential is fully realized. The use of the presentation method as an element of developmental education in training sessions also gives the expected results. This technology also develops students' ability to work on themselves and learn independently.

Discussion-discussion (debate) pedagogical education technology is a method of teaching conducted in the form of a debate and exchange of ideas with students on a topic. This method is used assuming that any topics and problems are discussed on the basis of existing knowledge and experience. The task of managing the discussion can be assigned to one of the learners or the teacher himself can lead the discussion. It is necessary to conduct the discussion freely and try to involve every learner in the discussion. It is necessary to immediately try to eliminate conflicts that arise between students during the implementation of this pedagogical technology. The following rules should be followed when conducting the "discussion" educational technology:

- Create an opportunity for all learners to participate;
- Observing the "right hand" rule (raise your hand and speak after receiving permission);
- The culture of listening to ideas;
- Non-Repetition of expressed ideas;
- Mutual respect for each other.

Debate pedagogical education technology allows us to better understand and reveal the personality of a student who expresses his point of view in an argumentative manner, knows how to convince an opponent, and force him to accept a different point of view.

Methodological recommendations on the use of debate (debate) pedagogical educational technology allow the teacher to effectively form the universal educational actions of learners, and the process of implementing this pedagogical technology fully meets the requirements set on the basis of DTS .

Project classes are a pedagogical educational technology that consists of collecting information, conducting research and carrying out work on a given topic for students individually or in groups for a specified period of time. As a result of using this pedagogical educational technology in the course of the lesson, learners will have the competencies of planning, decision-making, performing/implementing a specific work/task, checking, drawing conclusions, and evaluating results. Project development can be individual or group, but each project is a coordinated result of the joint activity of the study group. In this process, the task of the learner is to develop a new product or find a solution to another task within the specified time. From the learners' point of view, the task should be complex and it should be a task that requires the learners to apply their existing knowledge to other situations. The project should serve learning, put theoretical knowledge into practice, create the possibility of independent planning, organization and implementation by learners.

The engineer-pedagogue should develop assignments for the application of "Project" educational technology, include the project work in the lesson plan, adapt the assignment to the capabilities of the learners, introduce them to the project work, monitor the design process, and teach them to be able to complete the assignment independently. must be mounted.

Demonstration (presentation) lessons are of great importance for the effective organization of the lesson, the high level of mastery of the knowledge presented by the students in concrete and natural sciences.

Role-play (or business) game lessons are a form of problem-based tasks. Staging and figurative performances are the main sign of such training. The stages of the "role play" method are as follows:

1. The goals and results of the game on the educational topic determines and develops a scenario of a role-playing game.
2. The goals and objectives of the game are explained.
3. Based on the purpose of the game, he distributes roles.
4. Learners perform their roles. Other learners watch them.
5. At the end of the game, students are given an opportunity to explain how they can play the role they played. Observers give their final comments and the game is concluded.

According to D. B. Elkonin, the role and the actions related to its implementation make up the unit of the game. It is the semantic center of the role-playing game, the center that unites all other aspects. Both the created game situation and the game actions serve to fulfill the role. The student does not just assume this or that role ("I am a mother", "I am a driver", "I am a doctor") he acts in this role like an adult. Game actions are role-playing actions, using game objects means replacing a real object with a game object. A plot is a fictional situation, that is, a simulated, replicated real world (family, hospital, shop, building, etc.) in the game. The rules of the game are represented by the fictional situation for the role-playing game, the obedience to the rules related to the role the student has assumed. The rules come from an imaginary situation. If the students play "in the store" and the student plays the role of the salesperson, then he will have the rules of behavior for the salesperson. Real relationships between students playing are mutual relationships as partners in joint play. The functions of real relationships include planning the plot of games, distributing roles and game objects, controlling and correcting the development of the plot, and role-playing by classmates [9].

The successful implementation of games in the educational process depends on the high level of the teacher's scientific-

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methodical level and pedagogical skills, his familiarity with the field, and the formation of the skills of activating and managing students' cognitive activities.

A.N.Nurillaeva and D.A.Shayzakova gave their advice on the organization of conference classes in the educational process. Conference classes are important in activating students' cognitive activity, expanding their scientific worldview, introducing additional and local materials, gaining skills and competences in independent work with scientific and scientific - popular literature, and conscious preparation for independent life [11].

It is recommended to conduct the lesson of the scientific conference as follows:

I. Teacher's introduction. The teacher introduces the topic, goals and tasks of the lesson, and the "Scientists"-pupils who perform the relevant roles.
II. Listening to scientific lectures. "Scientists"-students present their lectures on the topic based on visual aids.
III. Discussion of lectures. A debate on the topic will be held between "Scientists" and students.
IV. The end of the scientific conference. The teacher concludes by highlighting the most important concepts and ideas related to the topic.
V. Evaluation of students. Students who actively participate in the lesson are encouraged and evaluated.
VI. Homework assignment.
VII. General completion of the lesson.

In the lessons of the scientific conference, the learning activity of all students in the class is visible.

Conducting the lesson in this form provides students with full information on the procedure for conducting scientific conferences, the purpose of conducting them, preparing scientific lectures, learning the procedure for lecturing, preparing scientific stands and presentations. provides opportunities to participate, develops skills to participate in events, arouses interest in project work.

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