



PROBLEMATIC ASPECTS RELATED TO THE USE OF EDUCATIONAL TECHNOLOGIES AND INTERACTIVE METHODS IN THE CLASSROOM

Shakhlo Isamiddinovna Botirova

Docent of “Uzbek language and literatur”
Chirchik State Pedagogical Institute of the Tashkent Region,
Doctor of Philological Sciences (PhD)

ANNOTATION

This article describes the problematic aspects associated with the use of pedagogical technologies and interactive teaching methods in the classroom, the improvement of the native language programs and literature of secondary schools, the application of the principles of “lifting” and “lowering” in education.

KEYWORDS: *pedagogical technologies, interactive methods, the principle of “lowering”, the principle of “lifting”, integration.*

DISCUSSION

Until now, our national pedagogy has considered teaching students the existing knowledge that humanity possesses as the most optimal way. In this case, knowledge is absorbed into the mind and consciousness of the finished reader. At the same time, knowledge will be readily available in the literature, and mastery of it will be considered satisfactory for both students and teachers. But this does not imply a creative approach to understanding the essence of issues and phenomena among students, only remembering existing knowledge, putting it into practice is considered as the main goal of this type of pedagogy. With this approach, depending on how much knowledge the student has memorized, conclusions are drawn about their knowledge.

This is true, but given that the learning process consists of two stages, the first stage is the acquisition of knowledge, the second stage is to draw conclusions from it, it becomes clear that this method does not justify itself. As long as knowledge does not serve knowledge, it is no different from ordinary information. That is, if the existing knowledge it does not serve as a basis for the discovery of new knowledge, if there is no chain reaction phenomenon in this process, then there is no development and progress, as expected in science and production. To do this, students will need to understand the essence of the issue, understand the causes and consequences, and be able to draw conclusions. But several generations of students, thanks to the above-described “rapid method”, could not go further than to memorize the knowledge available in literature,

memorize it blindly, apply the knowledge in practice. The talents of many gifted students, whose memory is full of knowledge and information, were not realized and “disappeared” in the production process. Nevertheless, during the course, students will be able to understand the phenomenon and essence, cause and effect, understanding of interdisciplinary interactions, relationships and balances, the ability to compare and draw logical conclusions in each subject, if necessary. This shows how serious and unique the lesson is in the creative process.

For these and other reasons, the teaching field is constantly updated and continues to adapt over time. Our national pedagogy is going through a period of serious changes. In the last decade of the last century, our pedagogy has included processes related to the organization of a lesson based on pedagogical technologies (PT) and interactive methods. The concept of pedagogical technologies is a multi-faceted phenomenon, and experts' opinions on its description differ. For example, G. K. Selevko believes that pedagogical technologies are a model of pedagogical activity, which includes providing conditions created both for the teacher and for designing, improving and conducting the educational process, which are thought out in all their details. [1] V.P. Bepalko understands this concept as a set of tools and methods for the implementation (or implementation) of theoretically justified educational processes that successfully achieve the educational goals. [2]

Today PT cannot be considered a novelty. In fact, the basis of such non-standard experiments is



the teacher's approach to learning using new, effective methods and tools, a look at learning as a creative process. New methods and tools, methods and approaches, if correctly selected and applied in accordance with the specifics of science and subject, will undoubtedly increase the effectiveness of the lesson. But can we say that all currently used PTs and interactive methods also increase the effectiveness of the lesson? Unfortunately no. More precisely, there are also cases of misunderstanding and lack of a correct interpretation of PT and interactive techniques. According to our observations, as a result of an incomprehensible approach to this phenomenon, many teachers (especially in the system of public education and secondary specialized, vocational education) turn the lesson into a game, a kind of entertainment. Some teachers approach this issue blindly and do not notice that they are leaving the essence of the lesson and retreating from the goal. [3] Indeed, unverified, non-guaranteed approaches cannot be applied in the educational process. Since the fate of students in educational institutions, their constitutional right to education are events that affect the future of this nation, and the teacher is not given the right and authority to "experiment" on it.

In our opinion, the expected result cannot be achieved without strengthening integration processes between types of education in the education system, especially in the system of teacher education, without reaching certain conclusions about its optimal solutions. Integration processes between types of education vary from the country's educational structure to governance mechanisms and research programs. This is a very complex and systematic process. Although much has been said about this process in training sources, but when it comes to performance, a lack of systematicity and inconsistency of theory and practice are noticeable.

We see that in the programs for studying the native language and literature of secondary schools, the question of cohesion in the following years is to some extent provided.

However, when it comes to content, there is a tendency to lengthen and reduce the content of the program, rather than membership. For example, in the textbook of the 6th grade "Native language" we see that a certain topic is present in later classes. This is not wrong from the point of view that in subsequent classes the subject will be given deeper and more detailed. But in practice this is not so. In practice, theoretical knowledge in the 6th grade is repeated even in the following classes and is slightly stretched. No new theoretical information specific to the new grammatical norms specific to this topic is given.

In general, the issue of teaching students theoretical knowledge of linguistics should be radically revised. The level at which grammar norms should be given to students should be strictly defined,

in our opinion. In other words, fluency in human speech does not depend much on thorough mastering of theoretical knowledge of linguistics, good mastery of grammar. Since the purpose of learning a language is to bring the idea to the listener in a quality manner, and while grammar knowledge does not serve this purpose, it is also advisable to lower the level of grammar learning. Mother tongue curricula in secondary schools should be reviewed from the same point of view. The program, which is expected to be improved, will focus on practical aspects associated with a sharp reduction in the provision of theoretical information to students, rather than improving oral skills. For example, the textbooks "Native language" in the 6th grade are devoted to topics such as "Journey to the property of words", in the 7th - "The artistic breath of the word", in the 8th - "The classical magic of the word", and students work on words in this regard. [4]

The curricula of pedagogical universities should also be reviewed in terms of time requirements. At the same time, it is advisable to develop general education and secondary special educational institutions of vocational education in accordance with the number of hours allocated for subjects indicated in the curriculum. The integration process between types of education takes place here. In general, there are two cross-cutting issues in this process:

1. What should high school students learn?
2. How to teach students topics available in science programs?

As a result of the first of these questions, scientific programs are being formed, and the second is aimed at improving the methodology. These two questions fully reflect the content of the educational process. Thus, we can logically conclude that although scientific programs express the content of education, its quality determines the quality of education.

Until now, scientific programs have been applied in a **downward** fashion. That is, scientific programs are developed in the ministry and sent to educational institutions. In our opinion, this scheme has not fully justified itself in practice due to the lack of a single important component. In our opinion, scientific programs should be developed according to the "bottom-up" and "top-down" schemes. For example, educational institutions should develop and submit curriculum projects based on the level and needs of modern students and present them to educational authorities. Shortening to achievement provides a complete scheme for creating fan programs. [5]

Another important aspect is related to the stratification of scientific programs. Because in the classroom, along with a gifted student, there are students who find it difficult to master subjects. This



is a natural state. The ability of the student is important for the quality organization and effectiveness of the learning process.[6] Therefore, science programs should be stratified. Currently, as a result of the implementation of a unified scientific program, the teacher sets himself goals on the basis of a student with disabilities. Today, simplification of lessons using interactive methods and their transformation into games, in our opinion, allows us to educate students with disabilities, to focus their attention on lessons. As a result, the educational process does not rise to the level of education of gifted students, but rather decreases to the level of education of incompetent students. As a result of this inverse principle, the development of the abilities of gifted students does not reach the level of satisfaction of their needs. State educational standards have a minimal concept. It sets the minimum requirements for the level of knowledge of students who have completed the educational stage. As a result of the inverse principle, our education system wraps around these minimum requirements, even lower levels. Here we would like to make a comparison: although education is informal, it has already been proven in life that it is one of the most effective methods in education. Interestingly, tutors rarely resort to gaming technology. First of all, teachers group students according to their level of knowledge and organize lessons in accordance with the needs of the most gifted child in the classroom. This is an incentive for other students in the group, which leads to the emergence of new aspirations and, ultimately, to qualitative changes in the educational process. In fact, tutoring is one of the most effective forms of training, because it adheres to the principle of **elevation**, not **lowering**.[7]

In the pedagogical literature there are no records of such principles of "rise" and "decrease" in the educational system. We conditionally named two different opposite trends that exist in the system. Perhaps these are not events of a fundamental level. Maybe you give them different names, but that doesn't matter. The important thing is that these two reverse phenomena coexist in our education system. **But we must not forget that in an education system based on the principle of unloading, the expected result, effectiveness, cannot be achieved.** This is one of the most pressing problems in the education system at the moment.

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