



INTRODUCING EDUCATIONAL TECHNOLOGIES TO TEACHERS: EXPERIENCE REPORT

Esonova Malohat Akilovna-
Dotsent at Kokand State Pedagogical Institute

Abstract: *The learning outcomes are constructively aligned with learning and teaching activities and assessments. We share the insights we gained of the learning needs and the disparity in the technological skills and competencies of the students. The course design is evaluated in terms of the students' learning outcomes and progress through the stages of learning with technology. We present evidence from journal writings that show metacognition, active reflection and critical evaluation, and we identify anxiety and increased confidence with digital tools, as well as concerns about group work. This article contributes to the discussion on teachers learning to teach with technologies.*

Keywords: *Technologies for learning, Connectivism, Teacher education*

Аннотация: *Педагогические технологии, используемые в системе образования: игровое обучение, модульное обучение, обучение на основе опорных сигналов, компьютерные технологии обучения, уровневое обучение и т.д*

Ключевые слова: *технологии модель практического обучения, образования, подготовки.*

Cognitive activity stimulates the need and interest in cognition of mentally retarded children, the form and content of the lesson, the ability to conduct the process of "learning" through game technologies, the art of the teacher and his emotional state. Connectivism focuses on learning that occurs when individuals interact socially using collaborative technologies. The connectivist learner produces knowledge through creating and sharing digital artifacts. According to Siemens (2006, p.90), the key features of a connectivist learning environment are diversity,

autonomy, interactivity and open learning processes. Siemens argues that learners should be empowered to air their points of view and contribute to the diversity of shared knowledge. They should have the autonomy to actively seek and engage in the learning situations. The knowledge created should be engendered through interactive learning sessions in a learning environment that is characterised by its openness to stimulate discourse. A connectivist learning environment ideally includes a space for interaction between experts and students, a space for self-expression, debate, dialogue and communication of new information and knowledge and a space to nurture ideas and test new approaches (Siemens 2006). This learning environment supports and contributes to informal and lifelong learning (Downes 2005, 2006). The MEd112 course design is anchored in four connectivist principles (Kop 2011): aggregation of resources; relation of new knowledge to old; creation of artifacts to show learning; and sharing of insights with other learners. Cognitive activity is a special manifestation of a student's enthusiasm, desire for learning and knowledge. For example: in order to understand the material presented by the teacher, the student must listen carefully to him, expand and supplement the knowledge gained, read books on his own, perform such work as observation, experimentation, writing, drawing. After all, it is impossible without activity in the conscious repetition of the material covered, in learning new things, in studying its ways and skills. That is, the activity of students is necessary at all stages of the educational process.

The main conditions for the formation of cognition:

- the content of the training;
- improvement of the forms of organization of cognitive activity of students. These include: improving the effectiveness of visual aids used in the classroom, organizing cognitive games, creating interdisciplinary connections, effectively organizing students' independent work, improving feedback in learning through the rational use of various forms of knowledge verification and assessment.

- The use of effective technologies for the development of cognitive abilities of students in primary schools with developmental disabilities.

- Establish a relationship between teacher and student, student and student in the form of respect and provide warmth of heart.

This increases the child's desire to get to know his environment with age.

In the lesson of the surrounding world, depending on the topic "seasons", you can ask the question: "where, when ? "It is possible to increase the cognitive interest of students by using the question-answer method during the lesson.

- How many months are there in a year?

- What seasons do you know? etc.

The a chapter related to the winter season, "Who is witty?" You can connect a new lesson with the previous topic before the new lesson of the game. Excerpts will be read on the topics covered. The condition is to find the name of the text, to continue, to find the features of winter. When organizing independent work of students, it is important to divide them into groups depending on the level of knowledge and conduct individual work with each of them. According to the level, students should talk about: 1st group - winter work, 2nd group - winter life of animals, 3rd group - winter games, 4th group – features of winter.

Games that are played in reading and language development lessons: "create a story by looking at a picture", "draw a picture by looking at the content of the text", etc. games are designed to introduce children to oral speech, expand their vocabulary and develop their language.

It is very important to transform the mathematics lesson in order to develop the student's cognitive ability. I made it a habit to start each lesson with "thought exercises":

- Name the fifth month of the year.

- Which color of the traffic light can you cross the road on?

- What day of the week is it today?

- Why do people need eyes?
- What number is there between 9 and 10?
- What geometric shape is the door?

Such questions immediately draw children's attention to the lesson, increase their activity and form their attention.

Thus, in improving the quality of education, it is advisable to transform methods and techniques as much as possible. Our daily search, mastering new technologies and skillfully using them in our practice is our need to provide deep and thorough education to our students

BIBLIOGRAPHY:

1. Working technology of social pedagogue: Educational tool. Almaty: KazNU, 2020. - 200 p.
2. General pedagogy: Educational tool. Almaty 2008 - 168 p.
3. <https://adilet.zan.kz/kaz/docs/P23000000249>
4. Muminova, G. "HONORARY WOMEN IN UZBEK ART." Science and Innovation 1.6 (2022): 244-247.
5. Akilovna, Esonova Malakhat. "Formation of ideas about measuring different sizes using conditional measurement in children. International bulletin of applied science and technology. ISSN: 2750-3402 IBAST. UIF= 8.2| SJIF= 5.955. 113-116. Volume 3, Issue 10."
7. Akilovna, Esonova Malohat. "MAKTABGACHA YOSHDAGI BOLALARGA TA'LIM BERISHNING O 'ZIGA XOSLIGI VA AQLIY TARBIYA VAZIFALARI." Creativity and Intellect in Higher Education: International Scientific-Practical Conference. No. 5. 2023.
8. Akilovna, Esonova Malohat, and Soliyeva Charosxon. "MAKTABGACHA YOSHDAGI BOLALARNI BILISH JARAYONINI RIVOJLANTIRISHDA SHARQ VA ʻGARB MUTAFAKKIRLARINING QARASHLARI." Actual

Problems in Higher Education in the Era of Globalization: International Scientific and Practical Conference. Vol. 5. 2023.

9. Akilovna, Esonova Malohat, and Alijonova Dilobarxon. "MAKTABGACHA YOSHDAGI BOLALARNI MATEMATIK TA'LIMIDA STEAM TEXNOLOGIYALARIDAN FOYDALANISH." Actual Problems in Higher Education in the Era of Globalization: International Scientific and Practical Conference. Vol. 5. 2023.

10. Akilovna, Esonova Malohat, and Mamadaliyeva Moxidil. "BOLALARDA MATEMATIK TASAVVURLARNI RIVOJLANTIRISHDA MTT, OILA VA MAKTAB HAMKORLIGI." Actual Problems in Higher Education in the Era of Globalization: International Scientific and Practical Conference. Vol. 5. 2023.

11. Kadirova, Dildora, U. Olimjonova, and L. Azimova. "GOALS AND OBJECTIVES OF CHILD EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS." Академические исследования в современной науке 2.25 (2023): 93-99.

12. Kadirova, Dildora, Mubinaxon Murodova, and Munojatxon Sotiboldiyeva. "PRINCIPLES OF PREPARING STUDENTS OF THE PREPARATORY GROUP IN PRESCHOOL EDUCATIONAL ORGANIZATIONS FOR SCHOOL." Академические исследования в современной науке 2.25 (2023): 85-92.

13. Азизова, Зироат Баходировна. "IMPROVING STUDENTS INDEPENDENT WORK IN THE CREDIT-MODULE SYSTEM." Актуальные научные исследования в современном мире 2-5 (2021): 209-212.

15. Bakhodirovna, Azizova Ziroat. "SOCIAL FACTORS INFLUENCING THE FORMATION OF PERSONALITY." International Journal of Early Childhood Special Education 14.7 (2022).

16. Azizova, Z. B. "MAKTABGACHA TALIM YOSHIDA BOLALARGA ERTAK VA HIKOYALAR AYTIB BERISH USULLARI." Экономика и социум 1-1 (104) (2023): 4-7.

17. Muqimovna, Ganiyeva Dildora. "METHODOLOGY FOR PREPARING PRESCHOOL CHILDREN FOR SCHOOL IN SHORT-TERM GROUPS." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036 12.04 (2023): 100-104.

18. Ganieva, Dildora. "PSYCHOLOGY OF THE FORMATION OF SOCIAL CONSCIOUSNESS IN PRESCHOOL CHILDREN." Академические исследования в современной науке 2.8 (2023): 120-125.

19. Muqimovna, Ganiyeva Dildora. "General questions of the module of special pedagogy: categories of children in need of special support." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036 11.12 (2022): 94-98.