•Faol ishtirok — o‘quvchi maksimal darajada gapiradi, tanlaydi, taqqoslaydi.
•Differensial yondashuv — har bolaning imkoniyatiga mos topshiriqlar.

Xulosa qilib aytganda, Yosh o‘quvchilarga lug‘at o‘rgatish murakkab, ammo to‘g‘ri metodik yondashuv qo‘llanganda yuqori samaradorlikka ega. O‘yinlar, TPR, kontekstual yondashuv, multisensor metodlar, vizual materiallar va texnologiyalar lug‘atni o‘zlashtirish jarayonini osonlashtiradi. Baholash esa soddalashtirilgan, motivatsion va muntazam bo‘lishi lozim.

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CONTINUOUS PEDAGOGICAL PRACTICE SKILLS IN PEDAGOGICAL STUDIES MODERN METHODS OF PEDAGOGY AND EDUCATION: THEORETICAL BASIS AND PRACTICAL APPLICATIONS

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Annotation. The scientific article of the collection provides a comprehensive analysis of modern pedagogy and innovative methods of education. The article of the 21st century science deeply examines the main trends of the XXI century, new and modern pedagogical technologies, digital educational platforms, student and student centers. The development of globalization, the assimilation of educational paradigms, the integration of artificial intelligence and modern technology into the educational process, and at the same time, the practical assistance of educational models that have been lost to the individual are highlighted. This provides the necessary theoretical and practical overview for pedagogical staff, educational articles and researchers on the development and application of modern educational methodologies in practice.

Keywords: modern pedagogy, innovative teaching methods, pedagogical technology, computer-based education, artificial intelligence, learner-centered education, educational paradigms, professional technology, educational transformation, interactive teaching.

НАВЫКИ НЕПРЕРЫВНОЙ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ В ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЯХ. СОВРЕМЕННЫЕ МЕТОДЫ ПЕДАГОГИКИ И ОБРАЗОВАНИЯ: ТЕОРЕТИЧЕСКИЕ ОСНОВЫ И ПРАКТИЧЕСКОЕ ПРИЛОЖЕНИЕ

Аннотация. В научной статье сборника представлен комплексный анализ современной педагогики и инновационных методов образования. В статье, посвященной науке XXI века, глубоко рассматриваются основные тенденции XXI века, новые и современные педагогические технологии, цифровые образовательные платформы, студенческие и студенческие центры. Подчеркивается развитие глобализации, ассимиляция образовательных парадигм, интеграция искусственного интеллекта и современных технологий в образовательный процесс, и одновременно практическая поддержка утраченных для личности образовательных моделей. Это дает педагогическим работникам, исследователям и исследователям необходимый теоретический и практический обзор по разработке и применению современных образовательных методик на практике.

Ключевые слова: современная педагогика, инновационные методы обучения, педагогические технологии, компьютерное образование, искусственный интеллект, личностно-ориентированное образование, образовательные парадигмы, профессиональные технологии, образовательная трансформация, интерактивное обучение.

PEDAGOGIKA TALAALARIGA UZLUKSIZ PEDAGOGIK AMALIYOTI MAHORATINI PEDAGOGIKA VA TA'LIMNING ZAMONAVIY USULLARI: NAZARIY ASOSLAR VA AMALIY TATBIQLAR

Annotatsiya. Quyida keltirilgan ilmiy maqola hozirgi zamonaviy pedagogika va ta'lim olishning innovatsion usullarini keng qamrovda tahlil qilishga qaratilgan. Ushbu maqolada XXI asr ilm-fan tizimining asosiy tendentsiyalari, yangi va zamonaviy pedagogik texnologiyalar, raqamlashtirilgan ta'lim platformalari hamda o'quvchi va talaba markazli yondashuvlar chuqur ko'rib chiqiladi. Tadqiqot globallashuv natijasida ta'lim paradigmalarining o'zgarishi, sun'iy intellekt va zamonaviy texnologiyalarning ta'lim jarayoniga integratsiyasi shu bilan birga, shaxsga yo'naltirilgan ta'lim modellarining amaliy tatbiqlarini yoritib beradi. Bu maqola pedagog kadrlar, ta'lim rahbarlari va tadqiqotchilar uchun hozirgi zamonaviy ta'lim metodologiyasini tushunish hamda amaliyotda qo'llash bo'yicha kerakli nazariy va amaliy ko'rsatmalarni taqdim etadi.

Kalit so'zlar: zamonaviy pedagogika, innovatsion ta'lim usullari, pedagogik texnologiyalar, raqamli ta'lim, sun'iy intellekt, o'quvchi markazli ta'lim, ta'lim paradigmalari, professional rivojlanish, ta'lim transformatsiyasi, interaktiv o'qitish.

INTRODUCTION

We all know that the education system has always been one of the main factors of social development. In particular, in the 21st century, globalization, technological revolution, and social changes require fundamentally new approaches to the educational process. We know that traditional pedagogical approaches, although they have historical significance, unfortunately, cannot fully meet the requirements of today. This situation creates the need to introduce modern methods and technologies in the field of education.

At the same time, the reforms being implemented in the education system in our country prioritize the widespread use of modern pedagogical technologies and innovative teaching methods. In particular, the education concepts developed for the period until 2030 show that our country aims to train pedagogical personnel that meet world educational standards and improve the quality of education. In particular, the Strategy for the Development of Artificial Intelligence Technologies until 2030 and the "Digital Uzbekistan - 2030" program emphasize the importance and relevance of using new and modern technologies in the educational process. This requires teachers to acquire new competencies and modern teaching methods.

This study has set clear goals and objectives. Our goal is to provide teachers with a wide range of modern pedagogy and innovative methods of education, to reveal their theoretical foundations and show ways of practical application. In addition, the tasks of this article are: the historical development of educational paradigms and their modern state, the concept of pedagogical technologies and their types, the need for the use of digital education and artificial intelligence technologies of the era, the implementation of interactive and student-centered teaching methods by teachers during the lesson, the continuous professional development of pedagogical personnel, and finally, the problems that arise in modern education and their solutions.

A pedagogical paradigm is a basic approach to understanding, organizing and implementing the process of education and upbringing. Currently, there are several main paradigms in the modern education system, each of which is of particular importance.

1. Traditional (knowledge-oriented) paradigm - this paradigm was founded by Ya.A. Komensky in the 17th century and entered the educational process in the form of a classroom system. The main features of this paradigm: during this period, the teacher occupied a central place, there was a one-way transfer of knowledge, standardized curricula were used, the result was assessed through the acquisition of knowledge.

2. Phenomenological (humanistic) paradigm - this approach focuses mainly on the personal development of the student: the abilities and uniqueness of each student are recognized, personal experience and feelings are valued, the teacher acts as a helper and guide, and children's creative and free thinking is encouraged.

3. Rationalistic (behavioristic) paradigm - this paradigm is behavior-oriented: it acts towards clearly defined goals and results, is considered a paradigm in which the results are constantly monitored and measured, and works with progressive assessment systems.

PEDAGOGICAL TECHNOLOGY: CONCEPT AND EVOLUTION

As we know, pedagogical technology began to develop in the USA in the middle of the 20th century. In the 1940s-1950s, the term "educational technology" was used to refer to teaching using technical means. In the 1970s, the phrase "pedagogical technology" meant a pre-designed and clearly defined learning process that guaranteed the achievement of clearly defined goals. Different scientists have defined pedagogical technology in different ways: B.T. Likhachev: "Pedagogical technology is a set of psychological procedures that determine the special set and composition of forms, methods, techniques, ways of teaching, educational tools." Or UNESCO: "Pedagogical technology is a systematic method of creating, applying and defining all processes of teaching and learning, which sets the task of optimizing forms of education, taking into account technical resources, people and their interaction." B.L. Farberman: "Pedagogical technology is a unique new (innovative) approach to teaching. It is an expression of socio-engineering thinking in pedagogy, a reflection of technocratic scientific consciousness transferred to the field of pedagogy".

There are main types of pedagogical technologies, and modern pedagogy includes a number of innovative technologies:

Cooperative pedagogy is a technology based on the principles of equality and cooperation between teachers and students: mutual respect and trust, joint goal setting, collective responsibility, teaching based on dialogue and discussion, a humanistic technology of education.

Aimed at developing the student's personality: this includes taking into account the unique characteristics of each child, creating positive motivation, developing creative abilities, creating a psychologically favorable environment, and activating student activity.

Based on active learning methods: this is a technology of problem-based learning, project-based learning, training and seminars.

Digital technologies currently play an important role in 21st century pedagogy. They make it possible to make the educational process more effective and interesting. We know that the following digital tools are widely used in modern education:

LMS (Learning Management System) - learning management systems
MOOC (Massive Open Online Courses) - open online courses
Virtual classrooms - distance learning platforms
Mobile learning applications - applications for smartphones and tablets

In turn, digital technologies provide the following opportunities for us, young teachers: interactive presentations and multimedia content, virtual laboratories and simulations, online tests and automatic assessment systems, easy use of adaptive educational materials.

Currently, artificial intelligence technologies are creating revolutionary changes in modern education. The Strategy of the President of the Republic of Uzbekistan No. PQ-358 dated October 14, 2024 "Digital Uzbekistan - 2030" set the integration of artificial intelligence technologies into the education system of our country as a priority task. That is, the use of artificial intelligence in education leads to the following: first, personalized education - in which it performs tasks such as creating individual learning plans for each student, adapting to the speed and style of learning, identifying strengths and weaknesses, and providing targeted recommendations. At the same time, it is a teacher's assistant - in which it automates routine work, automatically checks tests, helps in preparing educational materials, analyzes the level of student mastery, and improves speed and quality. It is not limited to this, but also contributes to the development of creativity - that is, it creates an interactive learning environment, works with new opportunities for creative tasks, virtual practice and experience, and gamification elements.

INTERACTIVE LEARNING METHODS

In today's modern education, interactive methods ensure the active participation of students and increase learning efficiency. For example: Project-Based Learning - this method allows students to acquire knowledge and skills by solving real problems: its main principles are: starting from real-life problems, long-term research, independent research and studies, teamwork and presentation of results. Its beneficial aspects are that critical thinking is developed, problem-solving skills are formed, experience in working in a team increases, independence and a sense of responsibility develop.

Problem-Based Learning - in this method, students are first presented with a problem and they learn new knowledge in the process of solving it. This process includes several stages:

1. Problem identification and understanding
2. Research and data collection
3. Solution development
4. Evaluation and selection of solutions
5. Presentation and discussion of results

Differentiated Instruction is an approach to education that is tailored to the individual needs, abilities, and learning styles of each student. The main components are: presenting materials of varying complexity depending on the student's abilities, information in different formats (text, video, audio), and the use of additional resources. Process differentiation includes: different learning styles (visual, auditory, kinesthetic), a combination of individual and group work, the ability to learn at different speeds, presentation of results in different forms, assignments tailored to the student's choice, individual projects, and presentations.

Blended Learning - the main feature of blended learning is that it combines traditional classroom lessons and online learning. This approach contributes to increasing flexibility and efficiency. Its educational models are: Rotation Model, Stationary Rotation, Laboratory Rotation, Individual Rotation. Online learning helps the teacher save time when necessary.

INCLUSIVE EDUCATION AND MODERN APPROACHES

Inclusive education is a type of education aimed at creating equality and opportunities for all students, including children with special needs. This approach is one of the important principles of modern education. The main principles of inclusive education are: every child has the right to education, difference and diversity are an asset, all students learn together in common classes, individual needs are taken into account, adapted curricula and methods are used.

To operate in a modern inclusive education environment, teachers also need special training and continuous professional development. They are required to acquire special pedagogical and psychological knowledge, develop skills in creating adapted educational materials, develop the ability to draw up individual education plans (IEPs), use assistive technologies, and develop skills in cooperation with families. For professional development, it is necessary to: conduct trainings and seminars, participate in internship exchanges, develop mentoring programs, online courses and webinars, and participate in scientific and practical conferences.

In accordance with the resolution of the President of the Republic of Uzbekistan, fundamental reforms are being carried out in higher educational institutions that train pedagogical personnel. Its main areas are:

Establishment of laboratories equipped with modern equipment and facilities
Creation of electronic educational programs and multimedia content
Development of students' independent learning skills
Study and introduction of foreign experience
Revision of the form of distance learning

A modern teacher must have the following competencies: in-depth knowledge of science, understanding of interdisciplinary connections, awareness of innovations and trends, knowledge of modern teaching methods, ability to use pedagogical technologies, understanding of the psychology of students, and implementation of an individual approach.

PROBLEMS AND SOLUTIONS OF MODERN EDUCATION

One of the main problems in the current form of modern education is the level of teachers. That is, difficulties in using modern technologies, limited opportunities for professional development, high workload and stress, difficulties in keeping up with innovations. At the same time, there are enough problems in the education system: lack of resources and technical support, the need for modern infrastructure, the need to update standards and norms, conflicts between old and new approaches. To prevent such problems, it is necessary to carry out consistent reforms at all levels of education. Strategic allocation of sources and resources, introduction of a monitoring and evaluation system, learning from international experience, support for professional development, regular training and advanced training courses, mentoring and cooperation programs, manuals on modern methodology, and incentive systems for teachers. At the same time, it is necessary to develop technological infrastructure: provision of modern equipment, access to the Internet and digital platforms, creation of electronic libraries and resources,

organization of technical support services. Relying on cooperation and integration in the educational process: aimed at the exchange of experience between educational institutions, cooperation between family, school and society, integration of science and practice, and the development of international cooperation.

CONCLUSION

Modern methods of pedagogy and education include comprehensive approaches that meet the main requirements and needs of the 21st century education system. This study allows us to formulate the following main conclusions:

Theoretically:

Change in educational paradigms: The transition from the traditional model of providing knowledge to student-centered, interactive and person-oriented educational paradigms continues. This change raises education to a qualitatively new level.

Development of pedagogical technologies: Pedagogical technologies are transforming from a set of simple methods into complex, scientifically based, repeatable systematic approaches.

Practically:

1. Effectiveness of interactive methods: Modern methods such as project-based learning, problem-based approach, gamification ensure active participation of students and significantly increase learning efficiency.

2. Personalized learning opportunities: Modern technologies and differentiated approaches allow for education tailored to the individual characteristics of each student.

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MOBIL O’QITISH VOSITALARI YORDAMIDA TALABALARNING OG’ZAKI NUTQ RIVOJLANISHI: SUN’IY INTELLEKTGA ASOSLANGAN YONDASHUV

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