

## THE ROLE OF METHODS AND MODERN TECHNOLOGIES IN THE FIELD OF EDUCATION

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### Abstract

In this article, the content and essence of educational methods, their types and different approaches to them and the ways of their improvement, educational tools, as well as the importance of modern technologies in the field of education are explained.

**Keywords:** educational methods, interview, survey, observation, modern technology, computer, television, radio, satellite.

Today, the interest in using interactive methods, innovative technologies, and pedagogical technologies in the educational process is increasing day by day. One of the reasons for this is that until now, students were taught to acquire only ready-made knowledge, and the use of modern technologies requires them to think independently, teaches to search for issues, analyze and draw conclusions.

Educational methods depend on understanding the general laws of knowledge of the surrounding world, that is, they have a philosophical methodological basis and are the result of a correct understanding of the contradictions in the educational process, the essence and principles of the educational process. Educational material depends on the logic of scientific thought expressed in the educational content. The less theory is expressed in pedagogical views; the less educational methods depend on this theory. The science of pedagogy summarizes the best practices of schools and educators, shows the scientific foundations of traditional education, and helps to creatively search for modern, effective methods of teaching.

For this reason, the following basic requirements are set for educational methods:

1. The way of studying the educational material should lead to the formation of didactic-materialistic ways of thinking, the willful qualities of morality and behavior based on national ideology and national values.
2. The educational method should be clearly and clearly based on scientific evidence.
3. The systematicity of educational methods determines their level of effectiveness.

4. Another requirement that is inevitably placed on educational methods is their comprehensibility.

5. To teach the child to know through the senses and to use instructional tools as much as possible in the educational process.

6. One of the requirements for educational methods is that knowledge is reasonable and thorough. Educational methods should be effective. The method of the teacher's explanation and the students' learning should produce the planned or intended result. There are many types of methods in the field of education: these are mainly questionnaires, observations, interviews, etc.

A questionnaire is a research tool consisting of a set of questions (or other types of prompts) to collect information from respondents through a survey or statistical study. A research survey usually consists of closed questions and open questions. Open-ended and long questions give the respondent an opportunity to elaborate on their thoughts. The survey questionnaire was developed by the Statistical Society of London in 1838. Questionnaires have advantages over some other types of surveys in that they are inexpensive, do not require as much effort on the part of the interviewer as verbal or telephone surveys, and often have standardized responses that facilitate data collection.

Observation (in psychology) is a planned, continuous, exaggerated, perfect perception of things and events in reality; emotional way of knowing reality. Observation is one of the main research tools of observers from the time of Aristotle to the present. It is a form of human activity aimed at forming preliminary ideas about the factors, characteristics, laws of emotional cognition. The level of observation depends on the clarity of the goal, prior knowledge of the observed object and events, active thinking with strong, sustained attention, and so on. In observation, perception and thinking are inextricably linked. Appropriate conclusions are made during observation, facts and events are theoretically analysed, and hypotheses are put forward. There are objective (external observation) and subjective (internal, self-observation) types of observation. Students' attention, feelings, gestures, sensitivity, behavior, speech, activities, manners, etc. Are studied through observation. A psychologist who uses self-observation (introspection) can make a scientific and truthful conclusion about his behavior and behavior. K. Bühler (1879-1922), A. Messer (1867-1937), O. Kuelpe (1862-1915), representatives of the Würzburg school of psychology (Germany), first conducted psychological experiments on themselves using the method of self-observation. There are field conditions, laboratory, natural, periodic (one-time) views, as well as various tools and forms. Application of R. Beilza's method of interaction (in order to determine the possibility of interaction during a debate) gives positive results.

The interview method is a psychological oral-communicative method, which consists in conducting a topic-based dialogue to obtain information from the psychologist and the respondent. The listener shapes the speech according to how the speaker's articulatory apparatus triggers the processes in the air. The listener automatically selects, initiates, and executes pre-configured neural programs that correspond to what he subjectively perceives as the speaker's speech. The speaker has his own processes that cannot be owned by the listener. The speaker can imagine that he is conveying his thoughts to the listener, informing him, conveying information. A listener can only have their own thought processes, the results of which may or may not match the speaker's, but these results are not directly attributed to the speaker either. He can make predictions about situations by having oriented models.

Inadequate presentation of verbal communication situations is characteristic of most people. Psychologists are no exception. In Radishchev's time, "conversation" would have been interpreted as "reading". If we accept the relevant conventions, then M. Fasmer we find: "... Conversation – "conversation, teaching "... Reflective listening is not interrupting the speech of the speaker, but reflecting, that is, listening to oneself, paying attention to oneself, analysing one's own perception can be understood as showing in the state. The solution to the question is whether your model matches what the speaker wants from you, and whether you match what the model says is reflective listening. In addition, with the rapid development of modern educational technologies, the field of continuous education is constantly updated and leads to great development in theories, processes, directions, methods, and management in the field of education. There is a close parallel between the development of modern educational technologies and its implementation in the field of continuing education.

As stated by Professor Nan Guonang, modern technology is the successful use of theories and theories in practice, as well as the practical use of modern information technology in the fields of design, development, use, evaluation and management of the educational process and educational resources to achieve effective teaching. Is to apply. Currently, modern educational technology includes electronic video and audio technologies, satellite, radio and television technologies, computer multimedia technologies, Internet and communication technologies, etc. At the same time, it is proven that the wide application of these technologies to the process affects the idea, direction, method, processes and management of continuous education. Through radio and television university, distance education, Internet classes and other open education, a large number of eager learners will have easy access to knowledge. Not limited to the relationship between teacher and student, but also establishes the relationship between teachers and students, students and learning resources, and students and students. The change of the educational element is a positive factor in the

development of independent education. Modern teaching technologies expand continuous education as an additional resource. Continuous learning, learning in different places and at any time is a sign of successful education. Fourthly, modern educational technologies are determined to improve the efficiency and effectiveness of teaching. This high appeal to educational technologies will quickly increase the number of participants and contribute to the further development of the educational system of Uzbekistan. Modern society has its own requirements for continuous education. It is necessary for workers to learn without leaving their workplaces, and the working hours of a group of technical workers are set, and they need a certain time to study. Modern technologies allow them to study without leaving their jobs. For this reason, there are different needs for continuing education courses based on different conditions.

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