

THE IMPORTANCE OF PLAY TECHNOLOGIES AT WORKING ON WORDS
SYNONYMS

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ABSTRACT

Today, educational technologies can be divided into two groups: traditional education and non-traditional education. This article deals with advantages and disadvantages of both.

Keywords: *technology, approach, traditional, non-traditional, advantages, disadvantages.*

A TRADITIONAL APPROACH TO EDUCATION

Traditional teaching technology - is designed for a certain period of time, the educational process is more focused on the personality of the teacher, using the traditional form of teaching, method and a set of teaching tools is to achieve the goal of education. Its main feature is that the teacher narrates and explains certain information, and the student memorizes this knowledge. The concept of "knowledge" is understood in the sense of information stored in memory. A student's knowledge of a test is determined by the student's memorized answer to a question about that information. In this case, knowledge is basically memorization as a result, it can often be superficial. Such knowledge is not stored in memory for long. The student may or may not remember when asked a question. In the traditional teaching method, the purpose of education is not clearly defined in accordance with the requirements of the program; the teacher does not have a clear idea of the level and quality of student learning.

Traditional education is widespread in the educational institutions of our country, its various aspects are developed in the field of pedagogy, methodology, and a great deal of experience has been accumulated. Research is ongoing to improve traditional teaching methods, but its objective capabilities are limited. The ongoing reforms in the field of education in our country have created a mismatch between the rapidly evolving requirements of science and technology - the need for a competitive, highly qualified society, the formation of a harmoniously developed generation. It needs to be addressed through other new approaches to education.

The emergence of a classroom system in education. The basic organizational form of education management is group work, which has the following characteristics:

- classes begin at the same time each year and each school day;
- classes and breaks between them for a certain period of time;
- age and number of children in the groups;
- uniformity of material learning speed;
- training is organized in a certain way.

This form of group learning, known as the classroom system, has become widespread, strengthened, and still exists. In the history of school development in the 1920s, the individual form of education was adopted non-critically and introduced into practice by the brigade-laboratory method of education. In it, a group of students (5-6 people) independently studied the material recommended by the teacher. The teacher did not give any specific explanations, only instructions. The brigadier was responsible for everything. Such education reduces children's responsibility for learning. In the age of misconceptions about the abolition of schooling, a form of education called the "project method" emerged. In it, the students prepared a project of an object on behalf of the teacher. According to the authors of these ideas, students have acquired a comprehensive knowledge of the subjects covered in the curriculum in the development of the project. Over the last two

decades, pedagogical theory has shifted from a combined course to a step-by-step approach to the elements, from synthetic to finally problem-based learning. There is a great deal of scientific literature on the coherence and organic approach of research.

How to understand the lesson at the current stage of development of sciences? There are no new definitions of this concept in lesson theory. In many definitions, as before, the lesson is a form of organizing the activities of teachers and students, the composition of which does not change over time, it is routinely used to carry out the tasks of teaching, educating and developing children. It is assumed that the course includes all the components of educational work: goals, content, tools, methods, organizational and managerial activities, as well as its didactic elements.

Naturally, the lesson reflects the whole educational process in close unity with other organizational forms of educational work - homework, subject classes, and field trips and so on. There is a suggestion to consider the lesson as useful in two ways: as a process of education in general and as a form of organization of education.

If we look at the general process of education, a lesson is a basic form of the learning movement that is defined by the content, principles, and methods of teaching, and is carried out by the teacher and the students as a collaborative object that the teacher plans and manages within certain space-time boundaries. The concept is defined in the second context as follows: The course includes the content, forms, methods, means of teaching, the organization of the process of purposeful interaction (activities and relationships) of students with a certain number of teachers (teachers), teaching in the learning process is a rich and variable form that is routinely used (at the same time) to accomplish developmental and nurturing tasks.

Advantages of traditional educational technology: usefulness in the study of certain concepts, science, with certain skills; high level of teacher control over the teaching process and learning environment; efficient use of time; relying on accurate scientific knowledge.

Disadvantages: students become passive participants; full teacher supervision does not motivate all students; students cannot communicate directly with the teacher; because recall levels are not the same for all students, group mastery levels may be low; conditions for independent study and decision-making are not created.

Non-traditional learning technology is a term-specific, educational-centered student-centered approach, a modern form of teaching, a set of active teaching methods and modern didactic tools aimed at achieving the intended purpose and guaranteed result of educational work. Non-traditional learning technology differs from traditional learning technology in that it allows students to develop their cognitive abilities, with special emphasis on independent work, and cognitive activities are exploratory and creative in nature. The course structure will vary.

Non-traditional learning technologies can be divided into three parts: **collaborative learning, modeling, research (project)**. **Collaborative learning** is the process by which students learn in small groups or pairs, providing reproductive (memorizing) activities for the acquisition, assimilation, and consolidation of knowledge. The technology can be used to work with books, study, roundtable, brainstorming, small group work, and discussion.

Modeling is the creation of a concise and simplified view of events and processes that take place in real life and in the classroom, in which students are personally involved and educated through their own activities. Its main purpose is to educate students not only by listening, but also by ensuring their direct

participation in the acquisition of knowledge aimed at increasing the efficiency of the process. This educational technology can include techniques such as action games and role-playing games.

Research is a set of ways in which students understand and solve a problem, enhance independent learning, and encourage it. The purpose of the study was to stimulate students' interest in asking questions and looking for answers during the lesson. Teaching with this technology allows students to participate directly in the process of practical research. These include problem situations, project methods, independent research, and reference text.

Advantages of non-traditional educational technologies: leads to better mastering of teaching content; timely communication; creating conditions for the practical application of the concepts; discovery of different types of teaching methods; high level of motivation; good memory of the material covered; improving communication skills; increase in self-esteem; positive attitude of students to the content of the teaching process; to help students develop independent thinking skills; help not only to master the content but also to develop critical and logical thinking; problem-solving skills.

Disadvantages: long time for the teacher to prepare for the lesson; lack of full control over students at all times; the low role of the teacher, even in the study of very complex material; low grades for strong students because they are weak; the teacher is also required to have well-developed thinking skills and problem-solving skills.

In conclusion, it should be noted that non-traditional educational technologies allow:

- teaches to express one's views and opinions clearly and convincingly, develops the ability to think independently;
- teaches to research and evaluate information and its sources;
- teaches to find, analyze, and determine the cause-and-effect relationships of situations.
- develops problem-solving and problem-solving skills;
- develops interpersonal communication and discussion skills;
- encourages teachers and students to explore creatively.

Today's development requires each teacher to have their own creativity, skills and experience. This, in turn, places a great responsibility on teachers of mother tongue and literature. Teachers of the XXI century need to be always up-to-date with the latest advances in science and technology and be able to use them effectively in their lessons. The interactive methods used in the lessons help students to develop a sense of love for their mother tongue and country, to raise them to the level of perfect literacy, and to achieve important tasks such as logical, clear and complete speech.

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