

Dadaxanova Rano Aliyarovna
department of Phthisiatrics, pulmonology,
microbiology, virology and immunology
Andijan State Medical Institute

EFFECTIVE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING MICROBIOLOGY.

Abstract: *this article reflects on the methods of effective use of computer technologies in the teaching of microbiology and gives recommendations for its application.*

Keywords: *SMART, taxonomy, Smart education, Pedagogical technology, method, problem situation.*

Information technology-methods integrated in the technological chain, production processes and software and technical tools set, to achieve educational results systematic cooperation that can be carried out between the teacher and the listener which allows organizing on a basis, collecting, processing, storing, transmitting information and provides demonstration. With the emergence of elements of computer technology and other information technologies in educational institutions and higher educational institutions, its own - computerization of the educational process by itself such an independent direction was diverged.

The main criterion by which this technology can be attributed to information technology is modern technical means used by the teacher is a collection. In the use of Information Technology teacher to carry out the comprehensive development of students; cognitive interest, creative thinking, communication skills, aesthetic develop the desire to evaluate in terms must create conditions for. Therefore, not only in the field of Information

Technology, the teacher's high professional qualifications, competence, perhaps, the ability to apply these technologies in the pedagogical model of their work, too important.

If adults during the period of economic rise the need for education depends on the dynamics of social and scientific technological progress free time and reasonable use depending on the increase in capacity, then, during the recession, the direction in adult education is determined by the labor market, the main requirements of which are occupied the profession will consist in the formation of a relationship of competence and professionalism.

It is the retraining of many older adults and new that ensures their competitiveness requires that they have skills. This the manifestation of the social role of adult education will develop this society and at the same time to develop even an older person at the time helps.

The principle of development of educational needs adult students only wanted takes into account the readiness to study the object, the object to which they are personally interested. However, those who wish the audience to realize themselves formation of concepts, preparation of questionnaires often bring them great difficulties comes. Often they define the proposed concept as ready to accept. Subsequently, the participants when actively involved in the process, questions and suggestions when discussing various problems appears.

The essence of developmental education, its peculiarities, priority analysis of the principles. SMART goals, study goals taxonomy, analysis of the taxonomy of training assignments. Development of the personality of the reader selection, creation of training assignments aimed at. "Smart education" and its capabilities

The role of information and communication technologies in the teaching of biology. Electronic aimed at improving educational effectiveness in teaching

biology resources: from web resources, teaching systems (programs), multimedia applications the importance of use.

"Pedagogical technology is the task of accelerating educational forms all the processes of mastering the intended teaching and knowledge are carried out by the technique and creation, implementation in human factors and through their joint actions and is a consistent method of marking" (UNESCO).

Method "problem situation" This method is the cause of problematic situations in educators and skills in analyzing the consequences as well as finding their solution it is aimed at formation. The complexity of the problem chosen for the" problem situation " method it must correspond to the level of knowledge of the learners. They were cast they must be able to find a solution to the problem, otherwise find a solution when they did not get it, the interests of those who were educated began to fade, to their own leads to loss of confidence. When the" problem situation " method is applied learners analyze the causes and consequences of the problem, thinking independently to do, they learn to find its solution.

The stages of the" problem situation " method include:

1. The educator chooses a problem situation on the topic, aims and identifies tasks. The educator describes the problem to the learners makes.
2. The purpose, objectives and objectives of the assignment of educational learners introduces terms.
3. The educator divides the trainees into subgroups.
4. Small groups study a given problem situation. The problem they identify the causes of origin and each group makes a presentation. All after the presentations, the same thoughts are summed up.
5. About the consequences of the problem during the time given at this stage provide feedback. The same thoughts after the presentation aggregate.

6. They discuss various possibilities of solving the problem, analyzing them they do. They develop ways to solve a problem situation.
7. Small groups make presentations on the solution to the problem situation and they offer their own options.
8. After all the presentation, the same solutions are summed up. Group Educator the most optimal ways to solve a problem situation in combination with will select options.

This is for a specified period of time in individuals or groups of learners, collection, research and implementation of information on the specified topic it is their conduct of their work. In this method, learners plan, decide make, implement, verify and draw conclusions, evaluate the results they participate in their processes. Project development individually or in a group it can be with, but each project is accompanied by a study group is a coordinated result of its activities. Project to serve the study, to bring theoretical knowledge into practice,

Independent Planning, Organization and implementation by learners should be able to create an opportunity to increase.

The stages of the " project " method include:

1. The educator develops assignments for the work of the project. Trainees independently on the basis of textbooks, schemes, distributive materials on assignment they collect data.
2. Learners independently develop a work plan. In the work plan trainees should plan the stages of work, the time and technological departure allocated to them, material, equipment.
3. Small groups present work plans. Learners to work plan basically, they decide on the completion of the assignment. Trainees achievable on decisions made jointly with the educator they discuss the results. In this case, different decisions are compared, the most optimal the option is selected. Together with pedagogical educators, " assessment develops the "sheet".

4. The assignment of the training recipients is carried out independently on the basis of the work plan increases. They can work individually or in small groups.

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