

ORGANIZATIONAL AND METHODOLOGICAL FACTORS FOR THE DISSEMINATION OF BEST PEDAGOGICAL PRACTICES IN TECHNOLOGICAL EDUCATION

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Annotation: This article discusses ways to ensure the unity of theory and practice in technological education, the collection, study and application of best practices in improving the quality of education. Methods of popularization of the main functions of advanced pedagogical practices are described.

Keywords: advanced pedagogical experience, popularization, theory, practice, principles, methodological factors.

The gradual successful implementation of the "National Training Program" in our country largely depends on the work of teachers, to increase their professional prestige. Therefore, the upbringing of a healthy, well-rounded generation depends on the level, readiness and dedication of the educator working in the system of continuing education, his attitude to the work of teaching and educating the younger generation. A teacher is a person who fulfills the social mission of a society. The educator must demonstrate to the students his position and active role as a citizen of the society. He should have a deep knowledge of his place in society and in his community, his chosen profession, the subject he teaches, and follow the rules, norms and laws. Ensuring the unity of pedagogical theory and practice is becoming an increasingly important task today. As a didactic principle, this process covers all aspects of education.

First of all, the principle of unity of theory and practice is firmly established in the DTS and curricula, depending on the content and nature of education. It involves the acquisition and application of scientific knowledge. The principle of unity of pedagogical theory and practice is based on the requirements of the "National Model of Training" and focuses on the application of theoretically based

advanced pedagogical (technological) practices in production. Accordingly, the consistent and consistent implementation of the principle of unity of theory and practice in the system of continuing education based on the approaches, they acquire the knowledge, skills, and competencies necessary for future practical work. The principle of unity of theory and practice is consistently linked to the principle of “advanced pedagogy and popularization. Based on the essence of this principle, it is important to develop scientific and practical recommendations in accordance with the principle of "science-practice".

The solution to any scientific problem is to improve practice. Accordingly, the study of advanced pedagogical practices is not in itself a study of personal experience, but a process that requires a special creative experience and scientific-pedagogical preparation from the teacher. It is important to distinguish between "advanced experience" and "creative experience". In best practice, the teacher does not create something new, but effectively applies the material of an innovative nature, that is, the existing innovation. On this basis, the teacher's ability to consistently learn and apply best practices will gradually make him or her the owner of that experience. Because in this process, a creative approach is combined with personal pedagogical experience. This means that for professionals who do not use and do not know this experience, the process is recognized as an advanced pedagogical experience. In the practice of creativity (innovation), the author tests his scientifically based creative product in practice and recommends it to the pedagogical community in the form of a presentation. Its innovative nature is analyzed in detail. The results of the experiments, the dynamic growth and the resulting guaranteed result are compared with the experiments performed in a simple, daily process. The main focus is on the effectiveness of the recommendations developed by the author. This means that both types of experiments are recognized in the form of innovative pedagogical experiments, depending on their direction and content.

The following aspects need to be considered in the study of best pedagogical practices in technological education:

- *General pedagogical research in which areas of the pedagogical discipline: educational theory, didactics, social pedagogy, etc.*
- *on specific topics;*
- *Recommendations (or recommendations for implementation).*

Depending on the content and nature, advanced pedagogical practices can perform the following key functions:

- 1. The precedence of scientific knowledge over practical experience, that is, science creates innovation, but has not yet fully reached the practice of education. But in essence, the dialectic of pedagogical theory and practice should complement each other and be based on the principle of unity of theory and practice.*
- 2. The transfer of scientific knowledge from practical experience, theoretical research and the solution of theoretical problems.*
- 3. To test pedagogical concepts and best practices in different contexts based on the recommendations.*
- 4. Mass application of “reliable, science-based” practices to educational practice.*

Many school principals, teachers, and educators with their own methodological experience are also not sufficiently prepared to learn best pedagogical practices and apply them to their professional pedagogical activities. Because most teachers do not have access to the results of pedagogical research. It is true that the development of information technology, including the Internet and distance education, is becoming more and more popular in today's era of globalization. However, as noted above, the results of pedagogical research, scientific and practical recommendations remain limited. In addition, pedagogical research has not been able to fully cover the problems in school education practice. However, the interest in the application of innovative technologies is growing day by day. The widespread use of interactive methods, especially in the context of best pedagogical practices, is becoming a factor in popularizing best pedagogical practices.

The growing demand for e-textbooks, e-manuals and other e-publications in the form of advanced innovative pedagogical practices is a good opportunity to deepen the development of science. Electronic literature, which is gaining popularity in the form of advanced pedagogical practice, and their application is a requirement of the times. The identification of best pedagogical practices will be identified through teacher observation and analysis. In recent years, open lesson planning has become a prerequisite for teachers. Accordingly, every teacher, as an expert, as a qualified and knowledgeable devotee of his / her field, should know the analysis of science-based lessons and its methodology. In the course of lesson analysis, the best pedagogical experience is summarized and disseminated in accordance with the innovations raised by the teacher, new approaches, the application of innovative methods and positive changes in the content of education in terms of its effectiveness. During the open lessons, the teacher's individual performance is analyzed according to the above requirements, with the highest score.

Identifying and disseminating best pedagogical practices creates a unique school of skill. This creates a "teacher-student" system. Nowadays, the main factor in the training of socially active and qualified competitive pedagogical staff is the enjoyment of the school of skills by young professionals who are on the threshold of school. ***Including:***

1. The key to improving the quality and effectiveness of education is to identify and disseminate best pedagogical practices. To this end, scientific and creative approaches play an important role in the application of modern pedagogical and information technologies in the educational process.

2. Effective use of modern visual aids for active learning of teachers: monitor, overhead projector, crossword, color charts and diagrams, problems and exercises, proverbs and sayings, poems and riddles, geometric figures, conditional symbols, narrations, demonstration of scientific pedagogical recommendations, creation of situations that encourage and inspire the student to ingenuity, thinking, research using short-term interactive methods.

3. Assignment of control tasks should be carried out step by step, taking into account the individual and mental characteristics of students, taking into account the formation of their abilities.

4. Systematic encouragement of best pedagogical practices should be carried out in each educational institution, along with the development of creative abilities of teachers, the creation of appropriate conditions for self-improvement.

In order to become a professional, a person must be educated in his specialty. In order to master the secrets of this profession, he chooses an expert who has extensive experience in this field as a mentor and tries to use these experiences in his future work to learn from his experiences. Today's requirements require educators to constantly and continuously work on themselves. So, the future educator should work on it and research it. The educator's faith and knowledge are reflected in his interest in new knowledge and innovations in his chosen field. A confident and knowledgeable educator must be able to differentiate with a unique way of thinking.

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