

METHODS AND TECHNIQUES OF TRAINING ACTIVITIES

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Annotation: *This article outlines important aspects of training methodology and techniques and provides scientifically based suggestions and recommendations based on practice experiences.*

Keywords: *education, pedagogical technologies, interactive education, distance education; Andragogy; informal education; formal education; informal education.*

In modern education, pedagogical technologies and methodology play an important role in effectively organizing the learning process. This article discusses new methods in education, pedagogical technologies, and both the theoretical and practical aspects of their application. The main goal of the article is to guide teachers in the use of modern pedagogical technologies and clearly demonstrate their significance in the educational process.

Today, integrating new technologies into the educational process, increasing student engagement, and not only delivering knowledge but also fostering independent and creative thinking are of great importance. Modern pedagogical technologies—particularly interactive and non-traditional methods—ensure collaboration between teachers and students and guide learners toward working independently.

The article discusses pedagogical technologies, their historical development, and the modern types and forms of education. It also offers suggestions on methods, principles, and techniques for their application in the educational process.

I begin the explanation of the methodology and techniques of this training session with an old parable. One day, a hungry man walking along the lake came across a wise man who was fishing. He approached him and said: "I am hungry. Please help me!" The wise man replied: "I can give you a fish—you will be full quickly, but after a while, you will be hungry again and return to ask for help. I can give you a fishing rod—but even that may break one day, and then you will have to come back to me again. It is better if I teach you how to make your own fishing rod. This is a long and difficult process, but once you learn, you will no longer need my help. Now, choose your path."

The conclusion that can be drawn from the above parable is that a good teacher should teach the learner how to "make the fishing rod," and a wise learner should strive to learn it. The quicker and more effectively learners master the skill of making the rod, the less dependent they will be on others and the more they will be able to achieve their own "catch."

In carrying out such tasks, new interactive and non-traditional pedagogical technologies are extremely useful, as confirmed by the results of numerous pedagogical experiments conducted in various educational institutions. Therefore, it is crucial for professors and teachers active in educational institutions to know how to apply innovative technologies properly in their specific teaching activities.

Currently, the number of innovative technologies and interactive methods is vast. In this article, we explore some of these new pedagogical technologies, which are widely used in higher education institutions, and their application in specific subjects and disciplines.

In our view, it is necessary to clarify the concepts of **methodology** and **technology**. Methodology (theory) refers to a set of recommendations for organizing and conducting the educational process.

The article discusses pedagogical technologies, their historical development, modern types and forms of education, and also provides suggestions for their application in the educational process regarding methods, principles, and techniques.

A new pedagogical technology is a set of activities aimed at updating the teacher's professional practice in line with a clearly defined objective, ensuring guaranteed final outcomes in education.

The diversity of definitions intended to clarify the concept of pedagogical technology demonstrates, on one hand, that this issue is being addressed to varying degrees in developed countries, and on the other hand, it reflects the tangible results of attempts to implement pedagogical technology into educational practice.

During the Soviet era, the theory and practice of pedagogical technology were studied independently, without being interconnected. As a result, various advanced methodologies aimed at improving the teaching process or developing learners' cognitive activity could not be elevated to the level of "technology" and gradually began to lose their relevance, drifting away from the field of pedagogy.

The history of pedagogical technologies can be divided into the following stages¹:

Stage 1: Starting from the 1930s, the collection of methods and techniques that helped organize educational and training sessions clearly and effectively was called "pedagogical technique," and it was considered the most effective method of higher pedagogical education at that time.

Stage 2: In the 1950s, the use of technical tools in the educational process began, along with efforts to improve their capabilities, expand information capacity,

1

and organize the transmission of information. This process was called the method of teaching using technical means.

Stage 3: In the 1960s, a program-based approach was introduced into higher pedagogical education, where the goals of education were clearly defined, and the educational process began to be planned in general terms. Scientific study and practical implementation of the methodological aspects of achieving purposeful results in higher pedagogical education were established.

Stage 4: Starting from the 1970s and continuing to the present day, this period focused on achieving guaranteed results at the end of the pedagogical process regardless of the teacher's skill level. This was done by breaking the process into logical parts (modules), preparing a comprehensive lesson plan in advance, applying pedagogical methods and information technologies, and continuously monitoring the entire pedagogical process.

Uzbek pedagogical scholar B.L. Farberman defines pedagogical technology as follows: "Pedagogical technology is a new approach to the educational process and represents a social-engineering consciousness in pedagogy. It is a social phenomenon related to standardizing the pedagogical process based on technical capabilities and human technical thinking, and developing its optimal design."

The components of the national model are: the individual; the state and society; continuous education; science; and production.

The content of education includes the knowledge, skills, and competencies to be acquired, which are reflected in the State Educational Standards (SES), curricula, syllabi, textbooks, and methodological manuals.

The education system consists of the pedagogical system; educational institutions; governing bodies; auxiliary organizations; teachers and educators (trainers, facilitators, moderators, encyclopedists, management specialists, etc.).

Pedagogical technology is a process directed toward specific goals and outcomes that takes into account human and technical capabilities in the learning process.

Japanese pedagogical scholar T. Sakamoto defines it as: “Pedagogical technology is the integration of a systematic way of thinking into pedagogy; in other words, it is the organization of the pedagogical process into a certain system.”

Mahmudkhoja Behbudi, a prominent representative of the Jadid movement, emphasized: “To live in the world, secular knowledge and science are necessary; a nation deprived of contemporary science and knowledge will be trampled by others.”

Although there are many commonalities among these views, there are also significant differences. For example, the famous pedagogue J.A. Comenius’s didactic system was highly humanistic and stated that the management of teaching and learning processes is carried out by teachers, but he believed that the actual acquisition of knowledge should be entirely in the hands of the learners².

In other words, knowledge should be given to learners only when they are ready to receive it. Therefore, in J.A. Comenius’s didactics, it is stated that the teacher’s role is to present knowledge, and it is sufficient for the student to simply memorize it.

In almost all other foreign countries, including European countries and America, the didactic system of I.F. Herbart, which is based on relatively strict discipline and coercion, is widely applied. According to I.F. Herbart’s view, the primary task of the school should be the intellectual development of students, which means providing them with knowledge³.

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I. F. Herbart believed that all issues of moral education should be resolved within the family. Therefore, the main goal of education was defined as delivering ready-made knowledge, and students were expected to memorize this knowledge.

At the beginning of the 20th century, the American philosopher, psychologist, and educator John Dewey proposed his own didactic system, which opposed Herbart's didactic approach, and successfully tested it at a school in Chicago. Dewey argued that the student, not the teacher, should be active during the lesson. He believed that the knowledge taught in class should be relevant to the needs and interests of the students. Dewey emphasized that rote memorization of textbook knowledge leads nowhere; on the contrary, it discourages students from learning and dulls their thinking.

Dewey's main contribution to education and upbringing is the concept of the "complete process of thinking."

Requirements for the Lesson. Each lesson must be planned or designed with a clear objective in mind. In this process, the teacher determines the educational and upbringing goals of the lesson. The stages of the lesson — how to begin, how to introduce new material, how to conclude, how to use visual and other didactic materials — are decided in advance.

Each lesson must have a clear ideological focus. Each lesson should be connected with practical activities that take into account the social environment of the educational institution and be equipped with visual aids. Efficient and economical use of the allocated lesson time and its minutes is required.

During the lesson, active interaction between the teacher and the student is essential; the student should not become a passive learner. Conducting lessons with the entire group and with each individual student, taking into account their personal characteristics, leads to higher effectiveness.

Depending on the content and nature of the lesson, it is appropriate to make good use of our rich national spiritual heritage.

Required Regulatory Documents for the Lesson: Model curriculum; Working curriculum; Calendar teaching plan; Technological map or lesson plan; Lecture texts and textbooks; Study guides; Didactic materials.

A modern lesson means the teacher skillfully uses the student's existing capabilities, engaging their intellectual potential to ensure their development.

Forms of teaching are divided into three types: standard; non-standard; virtual.

Types of teaching: traditional education; non-traditional education; developmental education; problem-based education; programmed education; heuristic education; multi-level; modular system; interactive education; distance learning; andragogy; informal education; formal education; non-formal education.

The non-traditional education model is mostly student-centered, where the specific goals set by the teacher are achieved through the active participation of the students.

The methods of non-traditional education models can be divided into the following: collaborative learning; modeling; research. Non-traditional education methods include: working in small groups; debate method; roundtable discussion method; business game; role play; project-based learning; guided text; problem situations; brainstorming.

The leading principles of developmental education technology include the following: integration—combining knowledge from various subjects based on a systemic approach; adaptability—the applicability of educational forms, methods, and techniques across different educational institutions; harmony—the content of the educational material related to a specific subject is harmoniously connected with the forms, methods, and techniques of personal development; creativity—the ability of educators from various institutions to create pedagogical technologies; and naturalness—the ability to perceive individuality by taking into account the genetic and social aspects of learners, considering their unique individual characteristics⁴.

4

Problem-based learning technologies are based on activating and accelerating student activity. The foundation of problem-based learning technology lies in the fact that human thinking begins with solving a problem situation and that individuals possess the ability to identify, investigate, and resolve it. Problem-based learning is crucial for developing students' creative thinking and abilities⁵.

The heuristic teaching method is a tool for developing students' logical thinking⁶.

The modular teaching technology creates the opportunity to comprehensively address the modern issues of vocational education⁷.

Interactive learning is an education method based on collaboration, where participants of the learning process work together to acquire knowledge, skills, competencies, and certain ethical qualities⁸.

Distance learning, at first, may seem like a superficial approach to acquiring knowledge and providing education⁹.

Andragogy is the study of adult education. It is a field of pedagogy that examines the theoretical and practical issues of adult education within the context of lifelong learning, taking into account factors such as personality development, existing life experiences, cultural, educational, and professional needs, as well as the importance of self-education and self-discipline¹⁰.

Formal education is the institutionalized, goal-oriented, and planned education provided by state educational institutions and non-state educational organizations accredited by the government. It is characterized by specific rules and standards¹¹.

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Non-formal education is institutionalized (embodying specific rules and standards), goal-oriented, and planned education provided by an individual or organization offering educational services. It is an addition to and/or an alternative to formal education throughout a person's life¹².

Informal education is goal-oriented but not institutionalized (lacking specific rules and standards), less organized and structured than formal or non-formal education, and can include learning activities in the family, workplace, living environment, and everyday life¹³.

In conclusion, to achieve effective results in modern education, it is essential to correctly apply each aspect and method of pedagogical technologies, focus on guiding learners, and base the process on developing their creative abilities.

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