

**NEW PEDAGOGICAL TECHNOLOGY AND EDUCATIONAL PERSPECTIVES IN THE SCIENCE OF
LABOR PROTECTION**

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ABSTRACT

The ability of the personnel being trained is considered one of their main quality indicators. Therefore, in the modern lesson, along with giving students new knowledge, skills and abilities, developing their thinking skills is the main criterion. Because observations and life experience show that in the conditions of the market economy, only a person who has the ability to think independently will have his own position in society, will be useful both for himself and for society, and will not be influenced by various malicious currents.

Interactive methods of teaching and the mechanisms of their application in pedagogical practice were created in the 80s of the last century by US pedagogues (J. Steele, K. Meredis, Ch. Temple) and are implemented under the name of the International RWST (Reading and Writing for the Development of Critical Thinking) program. In this program, more than 60 interactive teaching methods are recommended, such as microgroups, discussion, cluster, syncway, brainstorming, insert, Venn diagram. These methods are important because they are easy to use in the educational process and encourage students to think at higher intellectual levels. That is why they are effectively used in the educational system of all developed countries in the world.

Also, certain experiences on the application of problem-based teaching technology in the educational system of our country have been collected. And these can be considered as the scientific methodical bases of rational use of interactive methods in the educational process. The rational use of interactive methods brings enthusiasm and inquisitiveness to the educational process, makes students feel confident in their abilities and satisfied with the results of their work, and increases their interest in learning.

It is natural that these are considered important factors in the development of students' personalities in the educational process. It should be noted that at every stage of the modern lesson, students should be able to think independently, work actively in microgroups, and the teacher should perform the tasks of advising them, guiding them, managing their cognitive activities, and even manage to transfer the evaluation of students' (microgroups) activities to the discretion of the expert group. needed. In general, in a modern lesson, the teacher should not be the only source of information, but rather, as K. Rogers said, he should be a facilitator, that is, a person who facilitates independent learning of students and creates favorable conditions for their cognitive activities.

In the second stage of the implementation of the National Personnel Training Program of the Republic of Uzbekistan (1997), "the importance of providing the educational process with advanced pedagogical technologies" was specially noted.

It should be noted that the Ministry of Higher and Secondary Special Education is carrying out effective work towards the specific goal of introducing advanced pedagogical technologies in all educational institutions. What is pedagogical technology and how does it differ from traditional education?

Currently, the phrases "New pedagogical technology", "Advanced pedagogical technology", "Progressive pedagogical technology", "Modern educational technology" are widely used in pedagogical literature, lectures on educational problems, and official documents.

But the concept of "Pedagogical technology" is still not standardized, it is not explained in encyclopedias, a single interpretation of its content has not been developed, and therefore there are many different definitions of the phrase.

Scientists and practitioners in the field of pedagogy of our republic are striving to create educational technologies that are scientifically based and adapted to the socio-pedagogical conditions of Uzbekistan and to apply them in educational practice. So, why are new pedagogical technologies necessary?

Firstly, the need to use the most advanced pedagogical measures in order to speed up the education of the population and increase its efficiency in order for our society, which has lagged behind the development of the world community for certain reasons, to take a place among the developed countries;

Second, the fact that the traditional teaching system is characterized as "informed teaching" due to its reliance on written and spoken words, and the teacher's activity has become not only an organizer of the educational process, but a source of authoritative knowledge;

Thirdly, as a result of the rapid development of science and technology, there is a sharp increase in information and the limited time to communicate it to young people;

Fourthly, human society at this stage of its development has increasingly benefited from thinking based on theoretical and empirical knowledge, clearly moving to an end-based technical mindset;

Fifth, the demand for perfect preparation of young people for life requires the use of the principle of a systematic approach to objective existence, which is considered the most advanced method of imparting knowledge to them.

Educational technology is an educational activity that meets all the requirements of the five causal conditions listed above.

This necessity is due to the fact that until this time students were taught on the basis of closed thinking paradigms (models, examples), they were formed not to take a different point of view, but only to consider their own opinion as correct. This situation is an obstacle to any progress and leads people who follow this paradigm to a crisis. Our society is rapidly developing, its economic and political status is increasing day by day. But in the social sphere, and especially in the field of education, there is a feeling of stagnation and lagging behind the general development. One of the ways out of this unconscious situation is based on the adopted state standards of the educational process technology.

The founder of didactics, Jan Amoc Comenius, already in the 17th century, tried to find a general order of education that required nothing more than "skillful distribution of time, subjects, and methods." According to Comenius, ideally, if a single perfect method of teaching is found, "everything will be as precise as a well-balanced watch, with an infallibility that can only be achieved in such a skillfully crafted instrument."

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