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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE TECHNOLOGY OF USING PEDAGOGICAL TERMS
IN PRACTICE ON HISTORICAL APPROACHES**

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ABOUT ARTICLE

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Abstract: Based on historical approaches, the history of the formation of pedagogical terms and technologies associated with practical use, including problematic assignments, allows students to work actively on the problem. There are technologies such as “Problem-Based Learning”, “Project Technology”, “Quest Game”, “STEAM” which reinforce the knowledge of the studied material, develop the practical application of pedagogical terms in the analysis of problems, and work on solving problems independently contribute to the development of responsibility, independence and communication skills.

INTRODUCTION

Human development has always been one of the most important issues in the framework of pedagogical knowledge. Developing students' knowledge about the content and essence of pedagogical terms and the history of their formation and application in practice, as well as in the process of effectively organizing lessons and extracurricular activities require the inculcation of certain skills and abilities associated with pedagogical terms. The process of teaching knowledge about the history of the formation of pedagogical terms and their application in practice is distinguished by its own characteristics. Educators should study pedagogy in order to grow personally and professionally, to fulfill their duties more effectively, and to improve the educational process of the institutions in which they work. In particular, children, adolescents, and

youth develop a cognitive interest, a desire for knowledge, self-development and personal growth, a desire to benefit people and society as a whole, to make themselves and the world around them better. As a result, the number of experts in the field and potential specialists will increase.

It is worth noting that we will focus on the history of the formation of scientific terms and the practical use of traditional and modern teaching methods based on historical approaches to pedagogical sciences.

When getting acquainted with the history of the formation of pedagogical terms and their application in practice, it is advisable to use the following modern technologies: technology of problem-based learning; project technology; personality-oriented technology; research technology; art technology; quest game technology; museum equipment; developmental educational technologies; STEAM technology. In the educational process, problematic, collaborative, software, block-modular, student-oriented, game and other technologies are widely used. Regardless of which educational technology is used in any part of continuing education, a number of technologies have been developed by adapting approaches to the individual and their interests as well.

MATERIALS AND METHODS

In our study, we have developed an integrative structure of teaching pedagogical terms. The structure consists of five blocks, including historical approaches. In particular, historical approaches in developing educational technologies were systematized. The purpose of this technology is to develop the competencies of using pedagogical terms in practice among students of higher educational institutions, to study the history of the formation of pedagogical terms based on historical approaches, to clarify their first use in practice.

During the trial period, 3rd year students were given several tasks in the block of historical approaches:

- Students developed their skills in the history of the formation of pedagogical terms and their practical application based on historical approaches;

- The events were held to help students learn the history of the formation of pedagogical terms based on historical approaches;
- The concepts were taught about the analysis of the history of the formation of pedagogical terms based on sources;
- The detailed information was given on the great importance of improving the vocabulary of pedagogical terms in practice.

During the trial period, a special program was developed to provide the history of the formation of pedagogical terms and their practical application, and classes were organized based on the topics of the program of general pedagogical science. Educational technologies were used in these lessons.

The systematic use of methods and means in educational activities guarantees the achievement of pre-set goals. The systematic use of methods and means in educational activities guarantees the achievement of the set goals. For example, the question "Why?" problem learning technology. The teacher encourages students to express themselves. It uses such types of tasks as prove, explain, how did you know and tell. Students learn various speech didactic games and friendships based on questions and answers. Students develop communicative competencies and gain self-confidence. A seminar was held with students on the topic "Conceptual foundations for the development of the education system in the Republic of Uzbekistan".

Purpose: to develop students' competencies in the field of practical application of pedagogical terms. Analysis of the history of the formation of pedagogical terms based on historical approaches.

Equipment and materials: didactic materials, study guide, textbook, glossary.

The first task:

1. Find the pedagogical terms used in the didactic material related to the plan of the "Law of the Republic of Uzbekistan on Education" on the topic.
2. Define the pedagogical terms used in the didactic material related to the plan "The Essence of the Teaching Profession".

After the students have completed the task, they were given the next practical task.

The second task:

1. Define the term distance education.
2. Explain the meaning of the term dual education.
3. Find the meaning of the term inclusive education.
4. Explain the part-time job.
5. Explain the meaning of the term academy.
6. Explain the meaning of the term "teacher".

Students worked on an optional interpretation of the term's meaning. In the process of integration learning, a wide opportunity was created for the effective use of cooperation technology. Because in this process, the participation of philologists and scientists who conducted research on terms in order to develop processes for the practical application of pedagogical terms in accordance with the requirements of modern education based on classroom and extracurricular forms of education, in order to have in-depth knowledge of their content and essence, guarantees effective result in the organization of cooperative learning. Based on an integrated approach to the organization of education, students could deeply analyze and understand the essence of pedagogical terms.

In the course of the study, the use of modern technologies "Project technology" gave the expected effect. The technology of projects improves the educational process, uses new forms, and develops the creative thinking of students. This technology encourages students to master the content and essence of pedagogical terms, creates an opportunity for analysis. As a result, they develop the skills of comparison, generalization and inference, creative thinking, logical thinking, and an expanding worldview. In the educational process, it is advisable to use the following types of projects:

1. Creative search. Students conduct experiments, express results through actions and dramatizations.

2. Role play. An element of a creative game is presented, students solve the problem of pedagogical terms used in historical periods by role-playing in the image of historical characters.

3. Informative and practical. Students collect information about pedagogical terms and implement it in accordance with their social interests.

4. Creative. A festive morning and creative performances of students are organized. Event evenings are held for creative work.

In the process of working on a project, students develop social-emotional, speech, communication and creative skills. It also ensures the practical application of knowledge and skills in areas of specialization and the achievement of significant results. Project technology is a form of integration into the educational process. The theme of the project was based on a special program designed to provide the history of the formation of pedagogical terms and their practical application based on historical approaches in the course of general pedagogy.

The project technology is implemented based on the following stages:

Stage 1. This is the goal-setting stage, at which the teacher helps students to choose an actual and familiar task. At this stage, the teacher formulates the problem and the goal of the project. Training material will be allocated to the project. Students are told game or plot situations, and the task is formulated. The task of students at this stage is to understand the purpose and task of the project understand the essence of the problem and choose a game situation. The action of the teacher is aimed at the formation of life-active views in students. Students must interpret the history of education and the practical use of pedagogical terms independently and analyze the meaning of terms.

Stage 2. The teacher helps students to properly organize activities aimed at completing the tasks. Roles are distributed among students.

Stage 3. Practical part of the project. The teacher provides practical support to students, as well as directs and controls the implementation of the project. Students develop knowledge, skills and competencies in development areas.

Stage 4. Evaluation of results. Public demonstration of the project activities. Students will present their personal approach. The teacher records the actions of the students on a videotape or photographs, and then demonstrates these processes in the form of a slide presentation. Students are involved in the evaluation of creative work

and the process of understanding and determining the results. Conducting reflection helps to realize and understand the work done, develops personal qualities, that is, responsibility, determination, initiative. Based on historical approaches, it is possible to conduct a conversation and various projects on the history and sources of the formation of pedagogical terms.

During the research period, the "Quest-game" technology was used to increase the motivation of students. This technology arouses students' interest in learning pedagogical terms, increases their knowledge and skills in using terms in practice. Through the game, students learn to realize their personal potential, take the initiative and make informed decisions. Quest games encourage students to communicate with teammates, play the role of a leader, and get out of conflict situations. Quest technology has a number of features, through gaming activities, learning tasks are completed and inquisitive skills are formed.

Students will have access to new learning tools to express their knowledge. Students develop a positive attitude, develop social and communication skills through a joint learning task, they try to work in a team rather than individually, help each other, problem situations are solved by research activities, students learn quick wit and courage. Quest games held during the research period developed students' communication skills and curiosity.

Quest games were implemented in three stages.

Stage 1. Prepared equipment, educational material and conditions for the game-quest.

Stage 2. A script and a plan for the quest have been developed.

Stage 3. Familiarization of students with the essence of the topic.

When conducting quest games, the following main criteria were used: safety of the game for participants; rationality; uniqueness; purposefulness; commitment to a particular story; creation of a gaming environment.

The students simultaneously demonstrated their intelligence, interpretation and analysis skills during activities. Participants in the game learned skills such as mutual agreement, distribution of duties and tasks, teamwork, caring for each other, providing mutual support. This technology also enhances student interaction. The quest game

directs students to self-education and self-development, forms the personality of students with a creative and personal position.

A lesson "Forms and types of organization of education" was held with students based on the problem-based pedagogical technology.

Purpose: to acquire knowledge, skills and abilities in the practical application of pedagogical terms related to the forms and types of educational organization.

Consolidation of students' knowledge of pedagogical terms.

Equipment and materials: didactic materials, study guide, textbook, glossary, ICT.

Course of study:

Step 1. Students will be given didactic material, a text on the topic "Forms and types of organization of education."

Step 2. The teacher shows the students a video on the topic. Together with the video presentation, he will lead a discussion. In particular, comments are given on the teacher's lesson with a single student, students listening to a lecture in the classroom, the process of holding an event outside the classroom, students' activities in laboratory classes, their participation in practical games, competitions and theater classes.

Students are asked to find, interpret and describe the pedagogical terms used in the video.

Students find pedagogical terms, explain and describe

Step 3. Students are asked to check these answers.

Students independently study the dictionary meaning of pedagogical terms with the help of a dictionary and ICT. Their interpretation, analysis and descriptions are considered.

Step 4. All pedagogical terms used by the teacher in practice in the subject are announced. In particular, forms of organization of education: Individual; Individual-group; Class-lesson; Lecture-seminar; outside the class; outside the audience Outside the school. Types and structure of the lesson: Mixed (combined lesson); Laboratory studies; Practical lessons; diagnostics; Forecast; Design; Planning. Non-standard lessons: Practical games; Press conferences; Creative reports; Competitions; games

like KVN; Choice; Theater lessons; Binary; computer classes; fantasies; courts; The search for truth; Paradoxes; Auctions; Dialogues.

The teacher asks the students - "Why are these pedagogical terms divided into three parts?" - "How do they differ from each other?" asks questions like

Step 5. To determine the level of research activity of students, the teacher brings to the table an explanation, description and analysis of each of the above pedagogical terms. Students study these resources.

Step 6. Students conduct an independent experiment on the history of the formation of pedagogical terms and their use in practice. The teacher observes them, determines their interest, results, assessment of research, desire to experiment in the next class.

Step 7. Students give their opinion about the experience.

The session ends.

RESULTS AND DISCUSSIONS

STEAM technology. STEAM is a subject-integrated learning system. Students realize the development of the processes of practical application of pedagogical terms in accordance with the requirements of modern education based on the forms of education and extracurricular forms, teamwork skills are formed. Curiosity is the basis of self-expression. Such skills provide students with a new level of development.

STEAM technology stands for Science, Technology, Engineering, Art and Mathematics. STEAM educational technology is not only a method of learning, but also a way of thinking. The advantage of STEAM technology is that it provides close contact with being and gives high motivation to students. During the experiment, students were introduced to the topic "Labor, physical and aesthetic education of students."

The purpose of the lesson: to divide students into groups according to the history of formation and the practical use of pedagogical terms related to labor, physical and aesthetic education.

Equipment and materials: didactic materials, study guide, textbook, glossary, ICT.

Progress of work: The students were divided into 5 groups and completed the task at the same time. The students look at the study materials on the table. Then the teacher invites students for a moment along with pedagogical terms - "Engineer", - "Art", - "Mathematics".

THE SCIENCE. Means of physical education: Physical exercises; A game; Goals and objectives of aesthetic education: Aesthetic education; aesthetic need; aesthetic interest; Aesthetic consciousness; There was a discussion about aesthetic judgment. The students worked with the materials to analyze the history of the formation of these pedagogical terms based on sources and find comments in the dictionaries on the basis of which they conducted the study.

TECHNOLOGIES. In the "Technology" part of the lesson, students performed practical exercises. In particular, on the basis of computer technology, a presentation was prepared on the use of pedagogical terms on the topic. Based on this presentation, the students explained the meaning of using the terms.

ENGINEERING. In the "Engineering" moment of the lesson, aesthetic education is associated with the use of pedagogical terms with students; aesthetic need; aesthetic interest; aesthetic consciousness; Discussions will be held on the use of pedagogical terms that explain the essence of moving images that develop the aesthetic education of students, as well as moving devices that reflect the customs of the Uzbek people.

ART. During the "Visual" minute of the lesson, students perform physical exercises; A game; They drew pictures associated with such terms as a walk, made things from plasticine and appliqué.

MATHEMATICS. Physical exercises in a minute of the lesson "Mathematics"; a game; talks about the form and number of walks. A question and answer session was held with the students regarding color and structure. During the training, students created models of physical exercises, imagined objects on their own and created something new, bringing their ideas to life.

In the course of the research work, examples of the use of technologies such as "Problem-Based Learning", "Project Technology", "Quest Game", STEAM were

implemented based on the history of the formation of pedagogical terms and their application in practice and historical approaches.

CONCLUSION

In modern pedagogy, one of the priority areas is the study of the history of the formation of pedagogical terms and the problems of their practical use based on historical approaches. The importance of research on this issue is largely associated with a deep analysis of the history of the formation and practical use of pedagogical terms in education. The practical results of the research can contribute to the further development and improvement of the theory of pedagogy.

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