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# Goals and tasks of pedagogical experiments

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**Annotation:** This article describes in detail the goals and tasks of pedagogical experimental work, the organization of educational activities based on a technological approach, the implementation of new pedagogical technologies in the educational process, the positive resolution of pedagogical tasks, the factors that ensure the effectiveness of educational activities by teachers of primary education classes.

**Key words:** pedagogical experimental works, interactive methods, pedagogical technologies, pedagogy, educational methods.

## Introduction:

It is important to be able to effectively use the capabilities of the general community, as well as the teacher of each subject, in the organization of primary education classes based on interactive methods. For this, it is desirable that each subject teacher should be able to coordinate the interests of the educational institution with his personal interests, and at the same time, the management of primary education classes should pay attention to the activities of the teachers of the educational institution in relation to pedagogical technologies.

Unanimity between the leadership of the educational institution and the team, striving towards a single goal ensures certain success in the organization of elementary education classes based on interactive methods. The amount of time for providing information about a specific academic subject to primary education students is strictly determined, if such a situation allows to somewhat stabilize the organization of educational activities based on a technological approach, it is more difficult to achieve this compared to the educational process. A number of personal qualities are formed in primary education students. Enriching them requires the continuous continuation of personal education. This requires the effective use of the direct educational process and non-auditory educational activities.

## Literature analysis and methodology:

The educational process is considered a component of primary education lessons, and the application of pedagogical technologies to this process ensures the creation of conditions for the primary education students, who are supposed to be trained as mature specialists, to grow up as mature individuals.

However, the emergence of such conditions requires teachers, who are the main subjects and leaders of the educational process, to understand the essence of interactive methods and to develop the skills to use them effectively in the implementation of pedagogical activities. That's why we paid special attention to the implementation of activities aimed at organizing the educational process based on interactive methods among the teachers of primary education classes in the process of experimental work.

Implementation of new pedagogical technologies in the educational process consists of a technological approach of teachers of primary education classes to the organization of educational work, and the formation of the content of these works is a somewhat complicated process.

Special attention was paid to organizing primary education lessons based on interactive methods from the experimental work carried out during the research, and to informing teachers about the conditions that should be given importance in this regard. By means of these activities, it was assumed that the following pedagogical tasks will be positively solved:

1. Creating certain conditions for primary education teachers to clarify their theoretical and practical knowledge of organizing the educational process based on interactive methods.

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2. To inform the teachers of primary education classes about the organization of the educational process based on interactive methods and its specific aspects.
3. Formation of theoretical knowledge on the organization of the educational process based on interactive methods among teachers of primary education classes.
4. To achieve the transformation of theoretical knowledge of primary education teachers into practical skills and competences in organizing the educational process based on pedagogical technologies.
5. Creating an incentive for teachers of primary education classes to organize the educational process based on a technological approach.
6. To develop a creative approach to the organization of the educational process among teachers of primary education classes, to improve their skills.
7. To inform the teachers of elementary education classes about the experiences gathered in the republic and in foreign countries regarding the organization of the pedagogical process based on interactive methods.

It is a complex process for teachers of primary education classes to decide on a technological approach to the organization of the educational process, and the effective passage of this process depends on their deep mastery of the basics of specialized subjects, their ability to understand the interdisciplinary relationship, as well as the essence and current requirements of the changes taking place in the life of society, the organization of educational work it depends on their experience, their ability to analyze the ideological aspects of the educational process.

Pedagogical experiment method was used in order to study the possibilities of developing students' spirituality based on the integration of the activities of social institutions, to determine the level of meeting the requirements of the existing conditions for the selected purpose, and to determine the practical effectiveness of the developments developed in this field.

Developing a complete problem-based curriculum is challenging because problems must be carefully selected, increasing in complexity and difficulty as they are learned, and problems must be selected to cover all required components of the curriculum.

Students often find the problem-based learning approach difficult, especially in the early stages, when their basic knowledge base may not be sufficient to solve some problems. Other educators argue that lectures provide a faster and more concise way to cover the same topics. Assessments should be carefully designed to ensure that they cover both problem-solving skills and content, especially if the final exam is a major part of the assessment.

In the science of pedagogy, the issues of classification of educational methods and methods are also studied as a separate problem. Educational methods have been classified in different ways by different researchers working in different years. That is, there are different views on the classification of teaching methods in pedagogy, some scientists took into account the sources of knowledge in the classification of teaching methods, while some took into account the activity of the teacher, and the third group of scientists took into account the activity of students.

It is natural that there are many and diverse views on teaching methods, because teaching methods are a phenomenon rich in content, and they are a concept related to the content of information, the activities of teachers and students, knowledge and skills, as well as the development of creative abilities and relationships. Therefore, there is no single approach to the classification of educational methods.

**Results:**

When it was studied to note the factors that ensure the effectiveness of educational activities by the teachers of primary education classes, it was found that the experimental work carried out within the framework of the research caused a sharp change in their opinions. Experiments aimed at organizing educational work based on interactive methods in primary education classes were conducted on the basis of a special plan. From the structure of this plan, special attention was paid to activities that allow teachers of primary education classes to develop skills and competences in organizing educational activities based on interactive methods.

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Theoretical and practical bases for the organization and conduct of experimental work were prepared. Experimental classes were selected to conduct a pedagogical experiment, approved qualification requirements for general secondary schools, school visual art curricula on the subject of painting were analyzed. Forms of organization and content of the developed methods were tested directly in the educational process of students.

Methodological and scientific-pedagogical approach to the experiment: research tasks are defined according to the essence of the main goal; that the number of students involved in experimental work is at the required level; that the collected materials are sufficient to cover the content of the dissertation; The use of the theoretical ideas put forward in the research in practical activities was reflected in the effective completion of experimental work.

There is evidence that experiential learning, when properly designed, is highly engaging for students and leads to improved long-term memory. It also leads to deeper understanding and develops skills for the digital age such as problem solving, critical thinking, improved communication skills and knowledge management. Of course, experiential learning approaches generally require significant reorganization of instruction and very detailed planning so that the curriculum is fully covered. This usually means extensive retraining of professors and teachers, careful orientation and preparation of students.

Also, pedagogical technologies should develop methodological bases, specific mechanisms, methods and tools for diagnosing the educational process and putting the created theories, educational-methodical complexes into practice on the basis of experience and testing.

The mechanism of diagnosis of the educational process should be aimed at determining the achievements and shortcomings of this process, the quality indicators of the educational result, the pedagogical theories applied to the educational process, the degree to which modern technologies can develop the educational practice or hinder the progress of education.

**Discussion:**

A radical shift from invisibility to visibility in the educational process mediates the learner and the learning context is a set of relationships with different hidden essences, agendas and different meanings, containing a complex context with opportunities and constraints. Focusing on aspects such as meanings, relationships, action, place, participation, communities, identities, prior experiences, and opportunities for learning helps to appreciate pedagogy as complex, nuanced, and above all dynamic. I believe that the study of pedagogy has changed in scope and depth in response to this growing understanding.

Clearly, the research methods adopted to study any concept must be consistent with the definitions and conceptualizations of the substantive field under consideration. We see pedagogical research as nuanced, complex, multi-layered and inclusive. We see it as focusing on the relationships among identities, interactions, and understandings of inquiry, studied in rich and diverse pedagogical contexts, texts, and settings.

Modern research focuses on how to describe teachers' knowledge of pedagogical content and how it affects the teaching process. However, we do not yet fully understand the four components of this model and how they actually develop. The participation of teachers in scientific research and training programs of higher education institutions is very important for the development of this important idea and its usefulness in improving science teaching.

We all understand that the outlook of the future of our country depends in many ways on modern, high-potential teachers-coaches. The success of the educational process depends not only on its formation, but also on the effectiveness of the methods and methods used.

Teaching has a central place in educational theory. We know that the educational method is a method of joint activities of the teacher and students in the educational process aimed at achieving a specific goal.

educational methods indicate and support ways to achieve the goals of teaching and learning, as well as ways to guide the educational material from the theoretical and practical side. Educational methods show how the activity of the teacher and the student should be in the educational process,

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how the teaching process should be organized and conducted, and what actions students should perform in this process.

Pedagogical experiment-testing is of particular importance in determining the level of effectiveness of the research results. Curriculums, textbooks and lesson plans, methodical manuals, didactic developments have been created in connection with the nature of the pilot test and should be presented to the pilot test process.

If the curriculum is being piloted, it is required to achieve the observed educational process, that is, the provision of textbooks or lesson plans, technical tools, visual aids, teaching guides. In this case, the main focus is not on the method or pedagogical technology used by the teacher, but on determining the effectiveness of the educational materials provided within the curriculum.

For example, the theories involved in the experimental-testing process and the results obtained from the experimental classes are required to be processed statistically. It is required to involve influential scientific-pedagogical teams and leading experts in the process of experimental testing and their results.

**Conclusion:**

In conclusion, it may be ineffective to assign students tasks to perform in real-world situations without guidance and support. However, many forms of experiential learning can be strongly guided by teachers, and great care must be taken when comparing corresponding studies, as tests of knowledge involve manipulation of skills thought to be developed through experiential learning.

The main goal of organizing elementary education classes based on interactive methods is to achieve the effective communication between the teacher and students, who are the main subjects of the educational process, and to achieve new content of this system.

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