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Organizational And Methodological Aspects Of Teaching Specialty Modules

Saypillayeva Hilola Barot Qizi
Jizzakh State Pedagogical University, teacher of the Department of Distance Education in Pedagogy-Psychology and Music
Mail address: hsaypillayeva@mail.ru
+998940025115

Abstract. In this article, the modern development of the educational services market, the new rules for the use of technologies in education are explained in more detail. The purpose of the article is to analyze the introduction of innovative educational technologies into the system of training specialists in pedagogy and psychology based on the existing European experience. For its implementation, comparative analysis, concretization and generalization methods were used. They eased the task of describing the main features of the organization of an innovative educational space on the example of the activities of modern universities in the EU countries. In the results, the general principles of changes in the training of specialists in pedagogy and psychology were analyzed, innovative technologies were defined in the modern understanding of their use in personnel training.

Keywords. Educational technologies, specialty modules, organizational aspects, methodological aspects, higher education institutions

Digitization and information of technologies global scale modern development a person of life all to the fields effect is showing This education processes for too action because it does they are modern society in the activity leader role he plays Many of researchers to his opinion according to education humanity of his creation separately network as done increase need , his the future socialization institute prism through defines , social the mind harmonization mechanisms and his holy and spiritual civilization o ' changes perception reach opportunities current to reach intellectualization need size Most last from technologies active to use appeal to do a lot education elements optimization enable gave , however next development solution to be done need was next is a problem. A separate issue that should be considered in detail is the use of innovative methods and technologies of education. They are based on modern technological advances and the use of online systems. In the present conditions, the traditional training of specialists focused on the creation of knowledge, skills and qualifications in a specific field in European universities cannot meet modern social requirements. In order to implement the planned changes, the educational space of the EU member states was necessary to improve the quality of education for higher education students, as defined in the framework of the Bologna process.

At the same time, the main aspects of the development of multicultural competences are described. Specific features of information literacy formation were observed in the study of Stefanidis and Antona. Namestiuk (2022) focused on recent trends in pedagogical and psychological sciences in higher education. The findings of Curry & Docherty (2017) are valuable for understanding the current value of competencies in learning. The emphasis on the need to digitize education was made long before the global COVID-19 pandemic, so the authors studied this issue before it became very popular in research circles. The achievements of the predecessors were positively evaluated by scientists, and they also emphasized the prospects of using distance education in harmony with the latest methods of digitization. Similar issues were addressed by Laufer et al. Tried to identify the future development of education and also noted the problems in the use of distance education. At the same time, the main aspects of the use of digital technologies and the specific features of their implementation are described in detail in the study of Zawacki-Richter & Jung. Describes the main practices of introducing the trend of multiculturalism into the educational paradigms of our time. However, the potential of innovative teaching technologies has

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not been fully explored, as new paradigms are introduced into practice. In addition, the socio-economic conditions of social formation were changing. Therefore, there is a need to further modernize the educational process, to review the theoretical foundations of higher education institutions and the preserved practical experience. Higher education institutions are increasingly embracing digital pedagogy to increase flexibility and individualization in teaching methods. A comprehensive meta-analysis of research conducted through December 2021 shows that the integration of various digital pedagogy technologies, such as video tutorials, mobile apps, flipped classrooms, and virtual reality, produces positive results and develops innovative teaching strategies that improve student and teacher performance.

teaching pedagogy and psychology in European universities can be useful for developing countries. Therefore, the study of relevant structures becomes an urgent task. The purpose of the article is to analyze the introduction of innovative educational technologies into the system of training specialists in pedagogy and psychology based on the European experience.

In the article, the methods of comparative analysis and concretization of generalization are used to describe the main features of the organization of innovative educational space on the example of modern European universities. Addressing the corporate-pedagogical feature helped to compare and identify specific approaches to the training of future teachers and psychologists in modern educational systems. Based on the dialectical method of research, the process of using innovative technologies in education is considered as a constantly changing and developing process. As a result of the use of forecasting, the main perspectives and further directions of the introduction of innovative technologies into the European education system are discussed. The research is based on the analysis of legal documents.

In particular, the focus is on the Digital Education Action Plan (2021-2027), which organizes educational services in EU universities. The work is also based on content analysis of Latvian, German and French university curricula . It was also important to study educational journals and publications. A review of scientific journals, research articles, and conference proceedings in the fields of education, pedagogy, psychology, and technology was useful for researching the purpose of the article.

Differentiated and systematic pedagogical approaches are implemented as a result of independent work of students and the use of information and communication technologies. The first is to make education more accessible, improve its quality, introduce innovative digital technologies, resources, etc. The systematic approach is characterized by the active use of information technologies, which not only constitute a systematic feature of the educational process, but also update the structural and functional relationships of educational materials. Innovative educational technologies are used in order to increase interest in education, to teach students to independently master the educational material, to be competent and active, to quickly adapt to the requirements of the labor market and modern social development. Therefore, information technologies play an important role in the organization of independent work , because they provide students with opportunities for independent study, gathering knowledge in an unconventional way using information and communication technologies, and creative self-development. expansion allows to identify extraordinary approaches to solving typical problems. and atypical situations in pedagogic and psychological fields and moves from elementary to higher levels of perception.

Excessive conservatism in teaching pedagogy and psychology is not recommended, but the use of non-standard solutions is becoming a current trend. Many non-standard lessons include business games, conferences, competitions, role-playing games, project-based approaches, workshops, creative assignments, excursions, etc. The introduction of modern technologies into the educational process changes the role of teachers, who become consultants, advisors and tutors. These changes are the reason why teachers need special psychological-pedagogical training, because during their professional activities, teachers implement not only special knowledge, but also innovative materials in the field of pedagogy and psychology, and technologies for organizing the educational process.

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Based on this, teachers form their assessment of the possibilities of introducing innovations into the educational process. Important elements of teaching in European higher education institutions are interactive forms of education and multidisciplinary integration. These important aspects have not lost their importance even in the current processes of teaching students of pedagogical and psychological direction. Modern European teachers, trained by experts in pedagogy and psychology , have the skills to create a business and creative environment, master the art of communication, discussion, encourage independence in acquiring additional knowledge and skills.

Taking into account the social aspect of education and training, modern European universities are preparing to develop various common competencies, taking into account the current trends in the labor market and the values of the EU education policy. Therefore, the main innovative principle of educational organization is the competence-based approach, which implies the development of competencies that facilitate students' entry into professional life and ensure agility and adaptability to any changes. Examples of skills include multilingualism, information literacy, digital, social skills, leadership development, and collaborative and collaborative work. The implementation of innovative learning skills involves the use of certain strategies aimed at directly involving students in interdisciplinary research and learning processes. An example of this is active methods that influence the formation of independent learning, entrusting students to organize their own learning process by choosing courses. Some broad areas of application of the principles are science, technology, engineering, and mathematics. With this concept in mind, European universities are actively implementing STEM educational technologies. In order to train the next generation of STEM professionals, European universities are ready to spend a lot of time preparing teachers for the challenges of globalization, because among all areas of education, innovative digital technologies have important opportunities in STEM education. For example, in order to train modern, skilled professionals, the University of Aveiro (Portugal) helps prepare its teachers for digital transformation by organizing alternative teaching and learning projects for digital STEM students. The University of Aveiro offers digital development opportunities for teachers and students through the implementation of the targeted program Docência+. The purpose of this program is to increase the basic pedagogical competencies, covering the training of teachers and students in the main innovative method. At this Portuguese university, great emphasis is placed on creating a digital learning environment and a culture of digital communication between students and teachers. In addition, courses aimed at the development of media education, digital literacy and information technologies are important in the training system of future teachers, as they have an impact on the formation of professionals ready for any digital transformation. For example, it is also important to explore online communities, forums, and professional networks where educators and researchers discuss their experiences in integrating innovative technologies. This can provide insight into emerging trends and best practices. European higher education institutions are embracing innovative technologies to improve pedagogical and psychological learning in a rapidly evolving educational landscape. These institutions recognize the transformative potential of technology to improve educational outcomes, engage students, and advance research in the fields of pedagogy and psychology. Highlights of the European experience of innovative technologies in pedagogical and psychological higher education. European universities are integrating technology into traditional classroom settings through blended learning approaches. Online learning platforms such as learning management systems (LMS) allow educators to digitally deliver course materials, assessments, and interactive activities. The flexibility of this approach accommodates varied learning and encourages independent learning while fostering collaboration among students.

using data analytics to gain insights into student performance, behavior and learning patterns. Learning analytics tools help teachers identify struggling students early and implement tailored interventions. In educational psychology, data analysis can facilitate the assessment of cognitive development and emotional well-being.

The curriculum for pedagogical sciences was developed in cooperation with partner universities and other research institutes. Such a holistic approach allows training specialists

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through the prism of theoretical, practical and scientific knowledge. The Faculty of Psychology and Pedagogy of the University of Bucharest contributes to the formation of specialists in pedagogy and psychology by introducing modern curricula, promoting practical research and scientific developments.

In conclusion, it should be emphasized that in the conditions of using innovative technologies in education, personal components of professional training are an integral part of modern cognitive direction. Professional training of future teachers and psychologists requires special attention, theoretical and practical training from teachers. The problem of further development of innovative educational technologies in the training of specialists in pedagogy and psychology is the uneven implementation of these formulas. The use of innovative educational technologies has a decisive influence on the formation of specialists in pedagogy and psychology, which can be confirmed by experts. relevant European experience of teaching in higher education institutions. First of all, the need to acquire integral qualities that combine the necessary skills and knowledge with the independent development of graduates of higher education institutions after graduation is becoming urgent. Today's popular non -standard types of lessons (business games, project-based teaching, creative work, etc.) in combination with modern information technologies allow to adapt the process of personnel training to the requirements of the times. At the same time, such changes lead to the need for additional psychological and pedagogical training of professors, because working with innovative technologies requires the acquisition of additional skills. The analysis of the content of training programs for teachers and psychologists in European universities showed the wide use of innovative technologies in teaching in these countries.

Thus, the main innovative principle of training organization is the competency-based approach, which provides for the formation of competencies that facilitate the entry of students into professional life and provide agility and flexibility to any changes. In order to ensure the future of professional activity, the process of training teachers and psychologists in European universities based on a narrow choice of academic subjects by students is also relevant. At the same time, the formation of a certain list of fundamental formulas for the introduction of innovative educational processes showed the leadership of the university training system in the EU member states. In this process, the countries of the post-socialist camp are lagging behind. Ways to further harmonize the pace of development of teacher and psychologist training in European higher education institutions require further research.

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