



## **FUNDAMENTALS OF SPIRITUALITY AND ENLIGHTENMENT USE OF ADVANCED PEDAGOGICAL TECHNOLOGIES AND INTERACTIVE METHODS IN LESSONS**

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"Spirituality and Enlightenment" Deputy Director of "Spirituality and Enlightenment" of the Center for Improving the Qualifications and Specialization of the Republican Secondary Medical and Pharmaceutical Workers and Their Specialization Scientific article on the topic "use of pedagogical technologies and interactive methods".

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| <b>Article history:</b>   | <b>Abstract:</b>  |
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| <b>Received:</b> April 6 <sup>th</sup> 2023<br><b>Accepted:</b> May 6 <sup>th</sup> 2023<br><b>Published:</b> June 7 <sup>th</sup> 2023 | One of the important requirements for the organization of modern education is to achieve high results in a short period of time without spending too much mental and physical effort. , as well as controlling the activities of the students, assessing the level of knowledge, skills, and qualifications acquired by them, requires a high pedagogical skill from the teacher and a new approach to the educational process. Pedagogical technology is inherently subjective, that is, every teacher should creatively organize the process of education and training based on his own capabilities and professional skills.<br>Correctly used methods deepen the knowledge of objective reality and increase the overall and scientific-theoretical level of training. Successively selected teaching methods lead to a certain level of knowledge and professional interest development, activation of independent practical activity. |

**Keywords:** Basic words and phrases: Brainstorming, Snow pile, Charkhpalak, Opposite attitude, Boiled potato, Tree of knowledge, Role play, Mosaic, Cat in the bag.

**"Cluster"** method. (Cluster-set, connection) - a way of creating an information map - gathering ideas around some main factor in order to center and define the essence of the whole structure.

**"Pinboard"** - (English: pin-fastening, board-doska) systematization and grouping of ideas related to problem solving.

**Interactive method** - by increasing the activity between the listeners and the teacher during the educational process, it serves to activate the learning of the listeners and develop their personal qualities.

**"Interactive"** is an English word, "interact"- "inter" is mutual, "act" is "to act?" means

### **INTRODUCTORY PART**

It is not without reason that the introduction of advanced pedagogical technologies into the educational process in the National Personnel Training Program of the Republic of Uzbekistan and the Law "On Education" is recognized as one of the main indicators of the reform of the education system of our country. it's not. Pedagogical technology is considered one of the important factors of freeing the educational process from crisis, improving it in accordance with the conditions of the market economy, and training personnel in accordance with the requirements of the State Education Standard.

In order to prepare students as highly qualified, competitive personnel who meet the requirements of the times, attention is paid to:

Humanization and democratization of the educational process and pedagogical relations, based on cooperative pedagogy.

Through the use of didactic game, problem-based, modular education, design and collaborative teaching technologies in the educational process, we organize independent and creative work of students individually and in small groups, and make them part of their educational activities. convert to 'ect.

Organization of independent work and study of students in a planned, step-by-step, evolutionary manner.

Analyzing the students' scientific-methodical preparation for future professional activities, recommending an individual work plan for self-development to each student, taking into account the formation of skills.

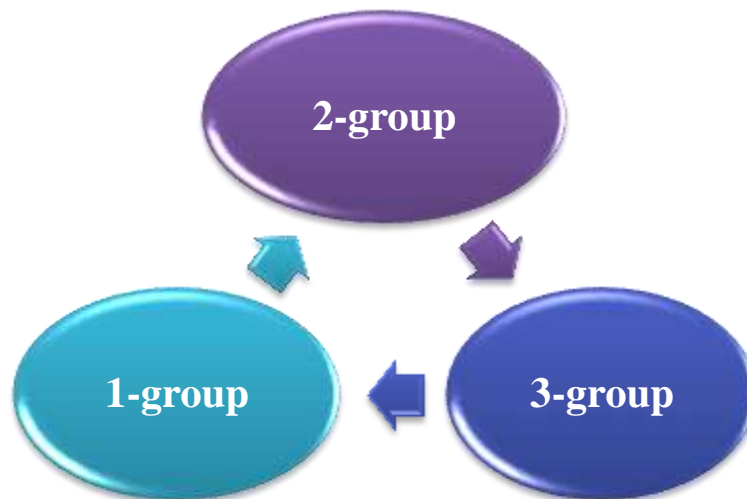
To organize and manage the educational process, to acquire the skills of conscious selection and practical application of modern pedagogic and information technologies that allow students to study independently and form independent thinking.



### **INTERACTIVE METHODS AIMED AT WORKING IN GROUPS**

The listeners (15) are divided into three groups. Each group is tasked with creating questions related to the given topic (religious extremism and terrorism as a factor that threatens security). You will have 5 minutes to compose a question.

When the time is up, the 1st group asks a question to the 2nd group, the 2nd group to the 3rd group, and the 3rd group to the 1st group participant. Questions from the audience should be short and clear. The theme is reinforced by the listeners.



**Expected result:** The listeners will develop an understanding of religious and national values, their spiritual-educational, moral, human qualities and the culture of appreciation of religious and national values will be instilled in their minds.

#### **FSMU schedule**

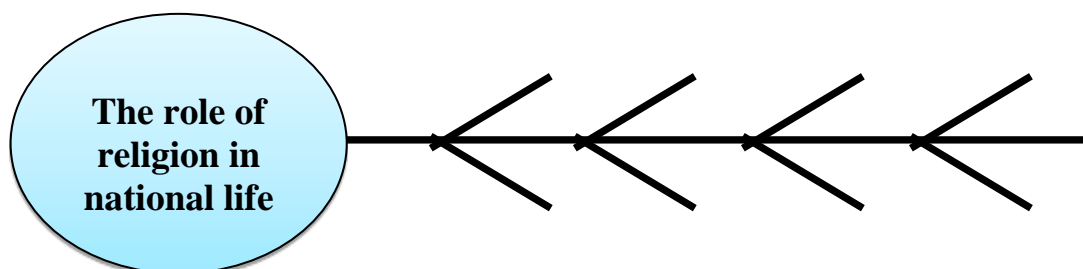
This method is used to solve controversial issues and conduct the educational process in a controversial manner. This method serves to form the culture of the listeners to defend their opinion, think freely and share their opinion with others, openly argue, as well as debate. It helps to express their thoughts clearly and succinctly on a simple piece of paper distributed to the

listeners, and to state supporting or refuting arguments.

**Expected result:** The listeners will develop an understanding of the inhuman nature of missionary work, educate them in religious tolerance, patriotism, and inculcate the ideas of tolerance in their hearts and minds.

#### **"Fish skeleton" method**

This method focuses on finding a solution to the big problems of the subject. The type of problems is written in the upper part, and words about their solution are written in the lower part and examples are given.



**Expected result:** the listeners will develop knowledge and ideas about ensuring a healthy harmony of nationality and religion. The national

factors of religious values, the dialectic of interethnic harmony and religious tolerance are revealed.



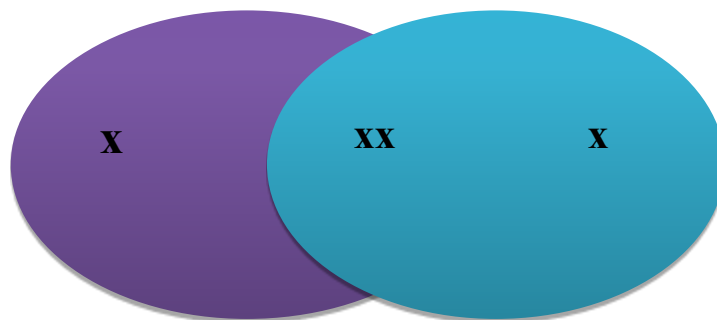
**"Vienna" diagram**

1. Problematic issues (the problem of religious extremism and terrorism) are selected.
2. A description of the selected issues given to each of the pie charts is written.
3. The descriptions are compared and their common aspects are determined.

In this way, the circle of the "Viennese" diagram is attached by writing the common aspect to the intersection of the circles.

Questions that should attract the attention of the audience during the lesson:

1. What are the reasons for the emergence of religious extremism?
2. Where and under what conditions do regional values arise?
3. What are the sources of the ideology of terrorism?



**Expected result:** the audience will develop knowledge and understanding of the destructive phenomenon of religious extremism and terrorism. Prevention of this disease and the fight against it is given on the basis that it is the duty of every sane person.

**"INSERT" rule**

This method gives good results in determining the knowledge of listeners.

V-corresponds to his knowledge (I know)

- Contrary to his knowledge.

+ I got new knowledge.

?- unclear, additional information is needed.

| V | - | + | ? |
|---|---|---|---|
|   |   |   |   |
|   |   |   |   |

**"Brainstorming" method**

The use of the "brainstorming" method to activate auditions is also effective. This method is one of the technologies that serve to improve the skills of young people to form and deliver their independent opinions on various issues.

**Brainstorming questions**

1. What is extremism?
2. What is the essence of religious extremism?
3. What are the forms of terrorism?
4. What explains the fact that religious extremism contradicts true religious teachings?
5. What should be paid special attention to in order to strengthen religious tolerance?



6. What is ideological immunity?
7. What initiatives have been put forward by Uzbekistan to prevent international terrorism?
8. What is meant by freedom of conscience?
9. What is religious belief?
10. What do you understand by religion and state relations?

**Group evaluation criteria**

Each group evaluates the other groups.

3.5 points for each requirement

| Group № | An understandable answer (1,5) | Fairness (1,0) | Regulation enforcement (0,5) | Group activity (0,5) | Total score |
|---------|--------------------------------|----------------|------------------------------|----------------------|-------------|
| 1.      |                                |                |                              |                      |             |
| 2.      |                                |                |                              |                      |             |
| 3.      |                                |                |                              |                      |             |
| 4.      |                                |                |                              |                      |             |
| 5.      |                                |                |                              |                      |             |

**"Pinboard" method**

It is also recommended to use the "Pinboard" method to properly organize a discussion on a specific issue in the classes. This method, which has a unique mechanism, is distinguished by the fact that it serves to increase the confidence of listeners in their opinion.

**"Pinboard"** - (English: pin-combination, board-doska) systematizes and groups thoughts related to solving a problem, allows to form a unified or opposite position in a collective way

The teacher asks to state points of view on the proposed problem.  
Organizes (encourages) the beginning of direct or mass brainstorming.

The listeners express their thoughts, discuss, evaluate and listen to the most optimal (correct, preferred) opinion. They write them on separate pieces of paper as the main concluding opinion (no more than 2 words) and stick them on the board.



**Group members go to the board and consult.**

- (1) remove clearly erroneous or repetitive ideas;
- (2) clarify controversial points;
- (3) Identify signs that can be used to systematize ideas;
- (4) Based on these signs, they divide all the ideas on the board (on paper and sheets) into groups;
- (5) They indicate their mutual relations with the help of lines or other symbols, and define collective or opposing positions.

It is also effective to use the **"T-scheme"** method in the training sessions to clarify the understanding of the discussed issue.

**"Cluster" method.** (Cluster-set, connection) - a way of creating an information map - gathering ideas around some main factor in order to center and define the essence of the whole structure.

Accelerates the activation of knowledge, helps to freely and openly attract new interrelated ideas on the topic to the thinking process.

They get acquainted with the rule of forming a cluster. In the center of the blackboard or a large sheet of paper, write the main word or the name of the topic consisting of 1-2 words.

With the main word in the compound, words and suggestions related to the topic are added by writing "companions" in small circles. They are connected by hyphens with the word "main".

These "satellites" may have "sub-satellites".

Writing can continue for the allotted time or until ideas are exhausted. Exchange with clusters for discussion. The "cluster" method requires the identification of a structure that allows thinking between different ideas.

**"Aquarium" method.** In this method, there are fish in the aquarium, and questions are stuck behind them. The listeners take the fish they want and answer the question, at the end, the correct answers are collected and the listeners are evaluated.

**"Beehive" method.** Methodology of conducting business game. The listeners are divided into two or three groups. One listener from each group takes a question from the envelope and writes it on a piece of paper. After 15 minutes of discussion, the groups hand over the sheet with the answers to the teacher. All participants of the game discuss the results. The most correct answer is selected and maximum points are given to the members of this group - 100%, 2nd place - 85%, 3rd place - 70%.

**"Cat in a bag" method.** This method can be carried out with the whole group or divided into 2-3 small groups. One listener from each group takes one option from the cat in the bag and writes the question on a piece of paper. Each group discusses the question separately and writes the answer on a piece of paper. Answers will be collected after 10 minutes. The most correct answer is selected and evaluated. All participants of small groups are given the same score.

**The "loose link" method.**

The game is conducted by the teacher and one listener (as a scorer). The names of the listeners and the name of the group are written on the paper.

Listeners go through two types of questions.

A plus (+) or minus (-) is placed against each listener's last name. The listener who received a minus from 2 rounds will be removed from the game as an empty link. The game continues in rounds with the rest of the listeners asking new questions.

**"Tree of knowledge" method.**



A poster with a drawing of a tree is hung on the board. Cards with questions are attached to the tree. Cards with questions are attached to the tree. Listeners take turns taking cards and answering questions.

**"Mosaic" method.**

The listeners are divided into groups. Pictures related to the topic are placed in an envelope. Listeners from each group must choose an envelope and place the pictures in it correctly within a certain time.

Then the teacher shows the correct answer on the board. The group that gave the first and correct answer was evaluated.

**"Boiled potatoes" method.**

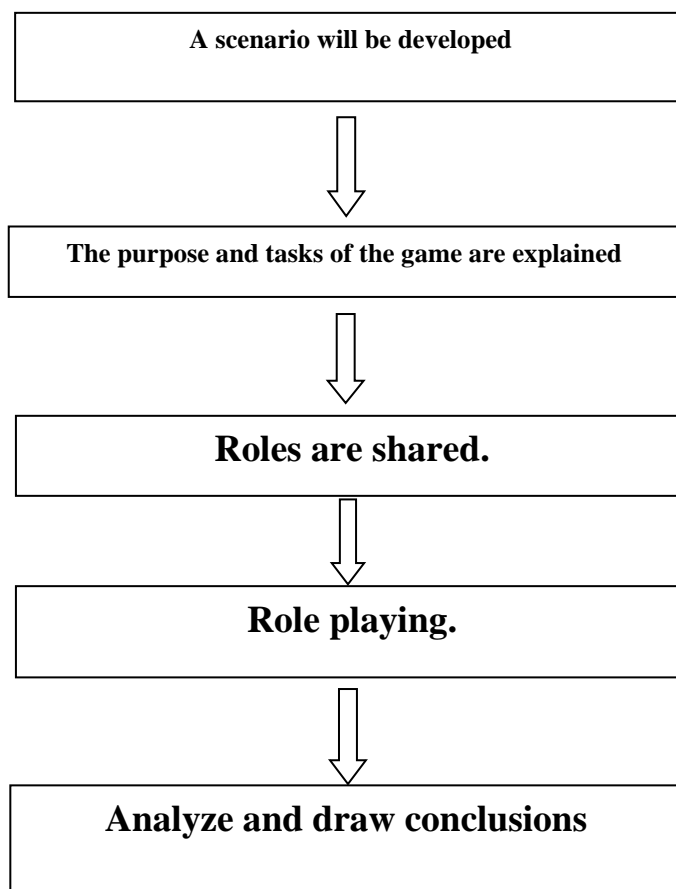
In this method, group listeners are divided into two groups and sit opposite each other. The listener throws a question potato to the listener in front of him. The listener who gets the potato hangs and throws the potato to the listener in front of him, answering the question. In this way, the whole group participates and answers questions one after the other.

**"Contrary relation" method.** By its very nature, this method provides groups with the analysis of acquired knowledge as primary and secondary data.

The main elements of the topic are identified and listeners are required to record them in sequence (algorithm).

**"Role-playing" method.** The role-playing method is a method that shows the life situations encountered by the listeners in different conditions.

**The structure of the role-playing method**





### **"Snowball" method.**

This method begins with asking a question so that each member of the group can think individually and find an answer. Then the listeners will select the most important ones from their answers in groups of 2. Then they select the most correct or important ones among the answers collected in groups of 4 and so on. At the end, 2 big teams or 1 big team separate the most important answers and summarize the last most important answers on the board. The teacher gives his opinion about the last conclusions and compares them with scientifically based evidence.

### **Carousel method.**

In this method, the listeners in the group sit in 2 (outer and inner) circles (those in the inner and outer circles sit facing each other), the listeners in the inner circle are considered "hosts" and those in the outer circle are considered "guests". For some time, couples work together. The host tells the guest the information on the cards in his hand.

Then those in the outer circle move clockwise to one chair at a time. Now the new couples will work together for several periods. The "host" will now tell the information to the new "guest". Sung guests are pushed back one place at a time. This process continues until the guests arrive at the starting point. Thus, the outer side of the circle rotates like a spinning wheel, and each guest learns the information of each host in the inner circle. At the end, the teacher can evaluate their knowledge.

### **RESULTS AND DISCUSSIONS**

Currently, one of the main directions in the field of improving educational methods is the introduction of interactive education and training methods. As a result of the use of interactive methods, the listeners' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it based on reasons, healthy communication, discussion, debate are formed and developed.

In the process of teaching, students are treated as individuals, the use of various pedagogical technologies and modern methods enables them to think independently, freely, to research, to approach each issue creatively, to feel responsibility, to carry out scientific research, to analyze, to make effective use of scientific literature, the most the main thing is to increase their interest in studying, science, pedagogy, and their chosen profession.

Achieving such a result in practice requires the use of innovative and information technologies in the educational process. They are very different. The

modern methods presented in this guide, or the technological trainings that help to increase the effectiveness of teaching, help students to form logical, intellectual, creative, critical, independent thinking, develop their abilities, become competitive, mature specialists, and educate the professional qualities needed by a specialist. will help.

### **CONCLUSION:**

Increasing the efficiency of teaching when teachers use active methods in improving the qualifications of secondary medical workers greatly helps the listener to quickly learn the subject. In classes using non-traditional teaching methods, the audience becomes the focus of the lesson. This does not mean that the role of the teacher is less in some aspects when using activating methods, in fact, it imposes a number of responsibilities on the teacher. In this methodological instruction, it is thought about what role the teacher can take in the non-traditional teaching process.

In this instruction, the increase in the effectiveness of teaching when using interactive methods by the teachers of the science of national ideas in improving the qualifications of secondary medical workers will greatly help the audience to quickly master the subject.

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**World Bulletin of Public Health (WBPH)**

**Available Online at:** <https://www.scholarexpress.net>

Volume-23, June 2023

**ISSN: 2749-3644**

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