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THE IMPORTANCE OF ELECTRONIC PLATFORMS AND DIDACTIC PRINCIPLES IN THE ORGANIZATION OF PRACTICES

Baimetov M.M.
Teacher, UzMPU

Abstract
The article discusses digital technologies and their role during the internship of future technology teachers, the use of digital technologies in the educational process, and the impact of these technologies on teachers and students.

Keywords: Process, digital, production practice, competence, integration, principles, psychological characteristics, didactics, scientific principle.

Introduction

АННОТАЦИЯ
В статье рассматриваются цифровые технологии и их роль в процессе стажировки будущих учителей информационных технологий, использование цифровых технологий в образовательном процессе, а также влияние этих технологий на учителей и учащихся.

Tayanch so‘zlar: jarayon, raqamli, ishlab chiqarish amaliyoti, kompetentlik, integratsiya, tamoyillar, psixologik xususiyatlar, didaktika, ilmiylik tamoyili.

Ключевые слова: процесс, цифровые технологии, производственная практика, компетентность, интеграция, принципы, психологические характеристики, дидактика, научный принцип.

Digital technologies, becoming an integral part of the modern educational process, play an important role in developing the professional competence of teachers. They expand their opportunities to improve the quality of education and apply innovative approaches. Introducing future teachers to digital technologies

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and teaching them to use them effectively, in turn, helps to make the educational process more effective and interesting.

The content of developing professional competence based on digital technologies, the stages of organizing professional practice and the methodology of this practice platform play an important role in the professional development of teachers. This chapter considers the main principles and methods of the process of developing the competence of future teachers through digital technologies. This approach includes not only theoretical knowledge, but also practical skills, which ensures the quality of education that teachers provide to students.

Today, much attention is paid to the rational use of digital technologies in education. This approach is considered an effective tool to help improve the quality of education. At the same time, the formation of skills in the rational and effective use of digital technologies among higher education graduates is considered one of the urgent problems today. The introduction of digital technologies into the educational process is of great importance in developing competence for the pedagogical profession.

A modern teacher is not required to have in-depth knowledge in every scientific field, because today everyone has easy access to global spiritual and cultural heritage via the Internet. Therefore, the introduction of digital technologies into the educational process enhances the interaction between the teacher and the student, while at the same time helping to individualize the learning process. This encourages students to develop independent thinking and initiative. The quality of education can be improved by improving the feedback process between teachers and students. These factors are very important for the professional competence of the teacher.

From a pedagogical point of view, the introduction of digital technologies into the educational process helps to ensure the convenience and visuality of the educational process. The use of electronic and printed visual materials in education, their independent creation for students, and the preparation of materials that meet pedagogical needs are made possible through digital technologies. Teachers who have knowledge and skills in digital technologies ensure that students acquire theoretical and practical knowledge more quickly and effectively and play a major role in improving teaching methods. Didactic principles are the principles of teaching that determine the laws, content and methods of the educational process. According to M.N. Skatkin, the principle of

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teaching is the cooperation of the teacher and the student aimed at a common goal and the achievement of the intended goal as a result of this cooperation. The teacher's professional skills, the rules that ensure the integration of students' learning activities into a single pattern and the achievement of the goal constitute the essence of didactic principles in the educational process. In the process of learning, teaching principles are developed that direct the teacher to practical activities in order to study the foundations of a specific subject. These principles determine the basis, the initial state of the entire pedagogical activity. These principles also clarify the purpose and content of higher education. They create an opportunity to organize an effective didactic process taking into account the psychological characteristics of students, and influence the definition of the educational goal. At the same time, didactic principles can never retain their structure, laws, and classification in the same way. They change and form in accordance with each era, based on the development of society and social requirements imposed on the education system. Over time, some principles lose their significance, while others are further improved and updated. Therefore, didactic principles are updated in accordance with the needs of society as academic disciplines develop and improve. At the same time, didactic principles cover the tasks set by society for higher education, satisfy the characteristics of the organization of education. They ensure the unity of content, method, and form in the learning process. The further development of the education system in our country, based on the implementation of the national program, depends on improving the educational process of colleges in accordance with the requirements of the time, updating the content of education, and systematically developing educational activities. Accordingly, when determining the content of college subjects, it is necessary to rely on didactic principles that allow students to accelerate their perception of educational material. Educational institutions, based on ensuring the integration of practices in the content of education as an important didactic principle, increase its quality. Each of the above-mentioned ideas and didactic principles allows organizing the educational process based on the requirements of the time. After all, the introduction of the integration of practices into the educational system expands the possibilities of applying didactic principles. The quality and efficiency of the educational process are ensured as a result of integrating the concepts of a special subject into the structure of other subjects in the educational process. To ensure the integration of

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practices in educational institutions, the following basic didactic principles known in pedagogy are relied on: scientificity of teaching; unity of theory and practice; regularity of teaching and upbringing; the principle of historicity in teaching; the principle of accelerating the educational process.

The principle of scientificity is not limited to reflecting new scientific achievements in the content of education, but rather, in our opinion, science should constitute the main part of a particular subject, taking into account the characteristics of the subject, and develop the cognitive activity of students. In the process of training, learning knowledge should be recognized not as a result of activity, but as a process of activity. Students test their knowledge acquired in special disciplines in their own experience based on the integration of practice and find ways to apply it. On this basis, the scientificity of teaching and upbringing is achieved. The principle of unity of theory and practice. In the process of education, knowledge learned on the basis of special disciplines is absorbed into the minds of students in two ways: theoretical and practical. Therefore, students should master the theoretical and practical aspects of knowledge based on the integration of practices.

Only then will the principle of unity of theory and practice be ensured. The practical orientation involves revealing the functional side of knowledge, which forms the ability of students to understand the world in a holistic, systematic way. Practical tasks have important pedagogical advantages, which increase the effectiveness of their systematic use in the process of teaching special subjects in colleges based on the integration of practices. It should be noted that these advantages cannot be realized by formally introducing students' practical activities into the teaching process.

Only when they meet certain requirements do they have a positive effect on the content of subjects and the quality of teaching various subjects. As is known, practical exercises require a lot of time. Therefore, their implementation is justified only when the benefits achieved, the time spent give sufficient benefit, and these exercises accelerate the assimilation of theoretical material. The principle of regular education is to form in students feelings such as patriotism, loyalty to national ideology and national pride. Since ancient times, serious attention has been paid to the educational process in our country, and today this attention is increasing. The subjects studied in educational institutions, such as the foundations of personality and society, state and law, history, literature,

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spirituality, and special subjects, are of great importance in forming the scientific worldview and moral qualities of students. With the help of these complementary subjects, students study phenomena and processes in nature, society, the laws of their change, the past and present state on the basis of factual evidence and realities using the principle of history. In the process of studying special subjects, based on the integration of practices, students become familiar with the time of birth and life of great figures of the past, their scientific heritage and views that they contributed to world civilization, in a way related to these subjects. The principle of historicity increases students' interest in the special subject being studied and forms their scientific worldview.

In didactics, the quality mastery of a new topic is required during the training process. After all, the principle of accelerating this process is a didactic phenomenon that goes back to the passage of a short and meaningful lesson. Based on the integration of practices, it takes a lot of time to give examples of similar topics from several lessons in each lesson and use them. However, a teacher who conducts training in a special subject must be able to convey the topic being studied to the students' minds in a meaningful way in a one-hour lesson, while saving time, and ensure that the main components of the topic covered are preserved in their memory. In this case, the student's interest in the lesson is of great importance. The student's tendency to learn, his desire, desire, and need for knowledge are called motivation in didactics. Motivation is not generated by itself in learning activities, its creation requires skill from the teacher. Motivation is an important element of the educational process and at the same time a leading factor in accelerating the training. Motivation strengthens the student's aspiration towards the goal, ensures consistent and courageous actions to achieve it. The motivation generated in the training is a complex pedagogical phenomenon, which depends on the behavior, aspirations, interests and inclinations of students. From this point of view, it is appropriate to use this principle in the study of special subjects. Organizing practical exercises based on didactic principles, using all the possibilities of integration of practices, serves to develop the theoretical and practical activities of students. In general, didactic principles allow for the implementation of practical tasks, a complete visualization of the theoretical phenomenon being studied.

These didactic principles are the basis for the formation of a visual representation of the content of the subjects. At the same time, these representations are

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representations that arise during the study of the studied situation, its model. In conclusion, it is necessary to ensure the integration of practices based on didactic principles. In most classes, students themselves build models of life situations. In order to understand the abstractness of some concepts, it is necessary to develop their skills and competencies in formulating situations and creating models in an appropriate manner. Didactic principles help students to isolate important aspects of the problem being studied, analyze logical information, master terms specific to special disciplines based on the integration of practices, clearly express interesting aspects of the phenomenon, and expand their understanding.

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