USE OF PEDAGOGICAL SOFTWARE IN PEDAGOGICAL CLASSES

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ABSTRACT

This article discusses the use of pedagogical technologies in the organization of training, education of a harmoniously developed generation in the spirit of universal and national values formed over the centuries, mastery of pedagogical and psychological methods, high level of professionalism and practical application of modern pedagogical and information and communication technologies. referred to as

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INTRODUCTION

To drastically enhance the higher education system, to radically reevaluate the meaning and content of training in accordance with the country's socioeconomic development priorities, and to establish the essential conditions for training highly educated specialists at international standards, The most important tasks outlined in Resolution No. PQ-2909 "On measures for further development" are the widespread adoption of cutting-edge pedagogical technologies, educational programs, and teaching materials that adhere to international educational standards in the educational process.

It is well recognized that, in today's fast-paced world of research and technology, the amount of scientific knowledge, understanding, and imagination is rapidly expanding. This, on the one hand, ensures its differentiation due to the development of new fields and departments of science and technology, and on the other hand, creates a process of integration between sciences.

In this context, there is an increasing demand for highly qualified teachers who are capable of educating a harmoniously developed generation in the spirit of universal and national values developed over centuries, mastering the fundamentals of science, pedagogy, and psychology, as well as highly trained and modern pedagogical and information-communication professionals. The practical implementation of technology necessitates the training of innovative educators who have a solid understanding of the necessary skills and qualifications.

The implementation of such tasks is determined at various phases of the national training program's implementation, the future of which is scientifically proven. The program's execution is closely tied to the educational process's technology. The adoption of current information technologies in the sphere of education, as well as a wide range of industries, is required for scientific and technological advancement. As a result, the National Training Program recognizes the necessity to "bring modern pedagogical and information technologies to the

educational process," which is one of the major tasks to be completed in the second and third stages.

Why is it vital to develop a theoretical foundation for the implementation of information technology in education today? First, rather than organizing the learning process, the educator is becoming a source of knowledge; second, the rapid expansion of information and limited time to apply it in the teaching process, as well as the demands for ideal student preparation for professional activities. This necessitates the adoption of new technology. Didactics in a modern information technology setting encompasses a wide range of educational activities aimed at facilitating successful knowledge acquisition through the active use of modern information technology.

In this context, didactics cultivates the individual's thinking, potential, and talents, as well as the skills and abilities to cultivate an information culture in him. One of the key reasons for using pedagogical software in pedagogical training is that it has a number of advantages over traditional instruments. These variables were classified into four categories: didactic, psychological, economic, and physiological.

Scientific, clear, concise, and systematic description (providing the ability to build the content of educational activities while taking into account the basic principles of pedagogy, psychology, computer science, and ergonomics;), continuity and integrity (is a logical consequence of the use of pedagogical software in pedagogical training). Taking into account the specifics of a particular subject, taking into account the specifics of a particular subject, the interdependence, interdependence, diversity, and the implementation of modern information methods are among the methodological requirements for the use of pedagogical software in pedagogical training.

One of the main purposes of the use of pedagogical software in pedagogical training is the perception of psychological requirements (verbal-logical, sensory-perceptive), thinking (conceptual-theoretical, visual-practical), attention (persistence, transfer), motivation (active forms of work, high level of demonstration, continuous stimulation of high level of motivation of students through timely feedback), taking into account memory, imagination, age and individual psychological characteristics (taking into account the acquired knowledge, skills and abilities, the content of science and the complexity of learning issues conformity to individual characteristics, protection from exposure to excessive emotional, nervous, mental loads in mastering the learning material).

The technical requirements for personal computers and associated external devices, such as test sources, are one of the key goals of using pedagogical software in pedagogical training.

One of the key goals of using pedagogical software in pedagogical training is to meet network "client-server" architecture, Internet navigators, network operating systems, telecommunications, and management tool requirements (individual and team work, external feedback).

Friendliness, user-friendliness, and screen form arrangement are among the ergonomic requirements, which are one of the key goals of using pedagogical software in pedagogical training.

Taking into account the particular of the subject, its laws, research methodologies, and the possibilities of adding current ways of information processing is one of the objectives of using

pedagogical software in pedagogical training. The following methodological conditions must be addressed by pedagogical software built from various disciplines:

1. Pedagogical software is a structure based on the interdependence of the conceptual, figurative, and moving elements of educational material presentation.

2. Provision of pedagogical software in the form of a high-order educational material structure. Interdisciplinary logical interconnectedness is taken into account.

3. Development of capabilities in pedagogical software to determine the student's gradual mastery of the learning material based on a variety of controls.

Taking into account the psycho physiological characteristics of pupils when developing pedagogical software is one of the challenges of employing pedagogical software in pedagogical sessions. The development of students' independent learning skills and competences based on the use of educational software must take into account their functional and psycho physiological capabilities. The goal of instructors to cover as much knowledge as possible via pedagogical software tools can result in student tiredness. Increasing the speed of data transmission, on the other hand, has a negative impact on data acquisition quality, as well as the number of errors, the feeling and health of the reader.

The need to develop pedagogical software while taking into account the necessary didactic, psycho physiological, and methodological requirements for the development and implementation of pedagogical software in the educational process is one of the solutions to the use of pedagogical software in pedagogical training. The level of students' mastery of instructional materials, upbringing and intellectual growth, performance, and motivational stability are all factors that influence the psycho physiological effectiveness of pedagogical software. Second, it is linked to the teacher's activity, which is influenced by teaching ideas, indicators of sensible use of pedagogical tools and teaching aids, and the teachable moment and the teacher's stable motivation for work, ability to work.

To summarize, the use of information and communication technologies (ICT) in higher and secondary special education, particularly the use of multimedia technologies (pedagogical software), enriches the content of the educational system while also increasing the forms and quality of organization.

The integration of information and communication technology into educational institutions' educational processes is a crucial aspect in improving educational effectiveness. In the educational system, innovative technologies, such as current, advanced information and communication technologies, are being introduced. It has been demonstrated in practice that teaching students through technical methods and multimedia technology in the educational process aids them in assimilation, retention, and recall of the information delivered.

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