

METHODOLOGY FOR ORGANIZING LESSON PROCESSES BASED ON THE “TPACK” MODEL IN EDUCATION

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Annotation. The article highlights the methodology of using “TPACK” technology in the process of teaching students in the process of higher education and describes its capabilities and importance in education.

Keywords: TPACK technology, content knowledge, pedagogical knowledge, technological knowledge.

Introduction

Today, with the development of the educational system, the use of various educational technologies in the course of classes is also becoming more important for pedagogical workers. The study of how pedagogical technologies can be used in the development of educational processes is an important task facing teachers. The pedagogical methods and technologies used in the article serve teachers to increase the activity of students in the course of the lesson and to form knowledge, skills in their field.

Discussion and conclusion

Until now, let's talk in part about the traditional methods and methods used by our teacher - educators, and even now most teachers use them in the lesson. The quality of the educational process depends on many factors, among which the methods and methods of teaching are decisive. Methods and methods contribute to the conscious and deep assimilation of knowledge by students, the development of independence and creative activity in them. When choosing teaching methods and methods, the character of the subject taught, the features of youth of children and students, the level of training, etc. are taken into account. The choice of educational methods and methods will depend on the issue that the teacher is intended to solve in the lesson. That is, when describing

a new material, the same method and method are used, a different method is used when strengthening it, and another different method is used when summarizing the topic. It is very important to choose carefully thought out and effective methods and techniques at different stages of the lesson.

TPACK(Technology, Pedagogy and Content Knowledge) – a pedagogical technologist, it encompasses three types of knowledge - technological, pedagogical and content knowledge.

Content knowledge refers to the knowledge that teachers need to master in order to effectively carry out the course process: - facts, theories, ideas. In doing so, teachers must have a deep understanding of the subject and curriculum they belong to.

When the course process is based solely on content knowledge students acquire knowledge in a direct way without any pedagogical techniques only through hearing. The statement of the knowledge given in this way embodies pedagogical methods such as keeping the student - students ' attention for a long time and activating their thinking, proving, proving, classifying, giving definitions, systematizing, generalizing.

Pedagogical knowledge-the special knowledge of teachers aimed at creating an effective educational and educational environment for all students is understood. This part of the model describes teachers ' knowledge of practices, processes and methods related to teaching and learning. As a form of general knowledge, pedagogical knowledge includes educational goals, values and goals.

Pedagogical knowledge is a process that produces rational paths of the educational system, in which the teacher is the main responsible person. Because its main function is to deliver information to readers in a fast, clear and understandable way. Despite the fact that students receive news and tend to do it, and their character is different, the teacher should teach students to think independently, observe, draw conclusions. In this, the reader is the main driving force, it is their main task to read, read, read, draw drawings, understand the formulas of projections, be able to use tools, be friendly with each other and help each other solve the problems posed to them. In addition to giving students new knowledge, skills and abilities, the changes and updates taking place in

the educational system also provide for the absorption of patriotic ideas of change in relation to society, the state, nature into the mind and soul of our youth and other people.

Technological knowledge is knowledge related to information communications that takes on the different technical and software technologies used in the organization of the course process.

It is not for nothing that the XXI century is an age of Information Technology. Today, the world-wide information communication system is developing at a high level, which, among other areas, is rapidly expanding into the field of education and influencing its higher quality organization. From this point of view, the teacher of today's day is a very important factor in knowing in depth the use of ICT in organizing classes based on technological knowledge, being able to analyze and be knowledgeable at the level of innovation, choosing and applying understandable, easy, interesting methods to all students in the process of organizing a lesson, using modern ICT and multimedia tools, computers,

On the basis of the tpack model, the organization of lesson processes in a state in which three styles combine serves to improve the quality of student-students ' education, to keep their creative activity in the lesson at once.

Methodically, the course process should not be based solely on pedagogical knowledge or technological knowledge. The reason is that in this case the student-students can only master one-sided knowledge in understanding the subject. The student's acquisition of theoretical knowledge based on high accuracy in the lesson on the basis of pedagogical skills and Information Communication Systems(ICT) takes his cognitive efficiency indicators to a high level. In this we can see the following knowledge intersections:

1. Pedagogical content knowledge. On the basis of these knowledge intersections, students acquire knowledge directly on the basis of theoretical knowledge and correctly selected pedagogical style, without obtaining knowledge through any act. We can notice the result when such lesson processes are used to give more lectures.

2. Technological content knowledge (TCK) reflects the relationship between technology and educational goals. In this case, lesson processes are organized through ICT in various programs HMA. In this case, students can receive information through more modern information technologies, in addition to focusing knowledge on its general content.

Conclusion

In conclusion, it can be said that the choice of the Association of technological, content and pedagogical knowledge, which is the heart of the TPACK model by a teacher-educator in the organization of lesson processes, serves to achieve the most effective in the educational process. The reason is that student-student youth at the same time masterfully acquire knowledge properly structured in content, thematic knowledge based on a high level of pedagogical technology, as well as knowledge using modern computer and Information Technology.

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