



## IMPROVING THE SYSTEM OF MODERN DIDACTIC TEACHING TEACHING IN THE EDUCATIONAL PROCESS

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### Annotation

This article describes in detail the system of modern didactic tools of teaching in the educational process, modern teaching materials, the use of modern information technology in the educational process and pedagogical software.

**Keywords:** didactic tools, pedagogical software tools, didactic approach, competency approach.

### Introduction

Today, the rapid development of science and technology is changing day by day, the rapid penetration of information is one of the main directions in the organization and conduct of the analysis process with the use of modern pedagogical, quality teaching and didactic tools.

At present, one of the most important tasks is to improve the quality of teaching special subjects through the use of modern teaching materials, multimedia and media and electronic resources. With the help of virtual stands, it is possible to master complex technologies in a short time and create conditions for distance learning [8].

### Relevance of the Topic

We divide didactic tools into three areas. These are didactic materials, didactic tools used to use them, as well as sets designed to implement teaching using didactic materials and tools. There are different types of learning information in each field. We call all types of learning information that students are given, demonstrated, performed, and so on in the classroom. We divide them into separate groups depending on when and for what purpose we use them [5].

We use didactic tools effectively in the application and preparation of these materials. For example, posters, slides, photographs, audio, television and video materials, information technology-based materials, etc. In turn, we classify tools according to their structure, principle of operation and didactic capabilities. Therefore, we use several types of didactic materials in the classroom, using appropriate didactic tools. Together, they are a set of didactic tools designed for this activity [15].





Pedagogical software is a didactic tool designed to partially or completely automate the learning process using computer technology. They are one of the most promising forms of improving the efficiency of the educational process, using modern technology as a teaching tool. Pedagogical software includes: software, technical and methodological support, additional aids aimed at achieving specific didactic goals in the subject [9].

Didactic knowledge is formed on the basis of generalization of educational practice as part of pedagogical knowledge. The conclusions drawn from the analysis of empirical laws in didactics are a much higher level of theoretical generalizations [7]. The rapid development of pedagogical practice in the didactics of higher education leads to a growing gap between the knowledge accumulated over the years of its development and the practice of teaching in the leading universities of the country. All this requires a revision of the basic rules of didactics, to determine to what extent what is developed in it corresponds to the new reality [11].

The field of research related to the implementation of the educational process on the basis of higher education, competency-based approach is actively developing. At the same time, there are almost no publications on the deep theoretical foundations of teaching at the university, which reveal changes in the laws and principles of the educational process, describe changes in didactic attitudes, reveal new contradictions, and so on [10].

The epistemological basis of didactic knowledge about the educational process in higher education remains unexplored, and without them the developed models of the educational process, the reliability of methodological approaches to its organization can not be justified, it is difficult to determine the strategic direction of education. didactic research and others [12].

This situation highlights the contradiction between the need to develop didactic knowledge about the educational process in higher education institutions in accordance with modern trends in the development of scientific and pedagogical knowledge and the lack of methodological tools for analyzing changes in theory. teaching at the university. In science, the position that the process of development of scientific knowledge is non-linear is considered to be proven. Relatively stable periods of development of society, science and culture have been replaced by periods of crisis. Priorities for scientific research are grouped accordingly [4-15].

## **Conclusion**

In conclusion, it is important to note that didactic knowledge about the educational process in higher education is undergoing significant changes due to globalization,





anthropology, informatization, commercialization of science, and so on. These processes have a significant impact on didactic knowledge, leading to the need to reconsider its classical foundations[13]. A number of achievements have been made in this direction. The conceptual framework for changing the goals and objectives of higher education has been identified, and the search for technologies and organizational forms that meet the new challenges is underway.

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