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IMITATION MODELING TECHNOLOGIES IN HIGHER EDUCATIONAL PROCESS

Abstract: *The article reveals the scientific significance of simulation technologies in the educational process of higher education. On the basis of the technology of simulation modeling, the problems of the formation and development of the pedagogical activity of the educational process are investigated.*

Key words: *Educational technologies, modeling, imitation, technology of imitation modeling, virtual process, pedagogical skills.*

The information sphere is a constantly expanding area of human activity associated with the production of new information products, services and technologies. Today, the information sphere includes not only research and information centers, networks, libraries and archives, but also office systems, mass media, educational, electoral and information technologies, which generally form the industry of creating, storing, processing and distributing information in all areas of human activity.

A wide and interesting discussion of the problem of transition to active teaching technologies in higher education continues, which allows preparing a future teacher who is able to work in conditions of uncertainty, making a decision on changing existing educational practices. It is known that the traditional education system guarantees the subject training of teachers, but does not fully ensure the formation of all the necessary competencies in them. Judging by the study of the experience of pedagogical universities in the analysis of scientific literature and the organization of the educational process, in the preparation of future specialists, first of all, conditions

are created for the formation and development of a student as a subject, while professional activity is not taken into account.

As a rule, the learning process is based on the logic of mastering subject knowledge, and the formation of the subject position is based on the dialogical relationships of the participants in the learning process, the subjective characteristics of these relationships, as well as practical ones. Actions and independent project activities. In the scientific works of our scientists M.Lutfillaev, N.A. Muslimov, M.M.Aripov, F.M.Zakirova, A.A.Abduqodirova special attention is paid to the introduction of information and communication technologies in education, the development of e-learning, the creation and use of electronic information resources and software shells.

In the works of S.S.Gulomova, A.Kh.Abdullaev and M.Kh.Lutfillaeva shows that one of the most pressing problems today is the creation of a virtual stand and their application in the educational process. Studies conducted by R.M.Asadullin, A.A.Verbitsky, V.S.Lazarev, I.Ya.Ibragimov, V.D.Shadrikov show that an active approach to organizing professional educational activities creates optimal conditions for training future specialists.

Thus, the updated system of pedagogical education faces the practical task of updating the content and technological components of education based on knowledge about the essence of pedagogical activity. At the same time, it is necessary to focus efforts on modeling the conditions that bring the teacher as close as possible to the real processes of professional activity [1].

One of the most discussed topics in modern conditions of globalization is the use of the technology of imitation modeling of pedagogical activity, which allows students to work out practical pedagogical actions in the learning process. Simulation means creating an artificial model of a real process. Thus, in the learning process, it is possible to create behavioral models, separate stages of the pedagogical process, life situations. The educational process based on the technology of imitation modeling includes a complex of educational and self-educational processes aimed at solving the problems of the formation and development of pedagogical activity - explanation

(objecting), testing and imitation of the pedagogical process using an artificial system [2].

The simulation technology is based on the construction and solution of increasingly complex pedagogical situations under the guidance of a teacher. The created situation is virtual, and the sessions are dynamic, based on real experience, trying to put the process into practice as much as possible. By its very nature, a virtual process is a conditional environment in which the reader feels more confident and natural than in a real environment. Practice shows that this approach makes it possible to form the pedagogical skills and competencies provided to students, which can then be easily applied in future activities [3]. To implement the process of introducing a student to pedagogical situations, the following are used: algorithmic exercises for mechanical repetition; simulation models - process formation models; situations associated with the solution of increasingly complex pedagogical problems.

In the Fergana branch of TUIT named after Muhammad al-Khorezmi, it is planned to create simulation models based on the subjects of specialized disciplines for the implementation of simulation training technology. The goal is to improve the quality of the educational process, prepare competitive personnel for future activities, develop and introduce innovative high-tech teaching methods.

The creation of laboratories for simulation models is carried out in several stages. At the first stage, the technical equipment of the laboratory will be carried out. At the second stage, laboratory topics are formed in accordance with the requirements of the state educational standard of higher education and the professional standard approved for the teacher. One of the most important decisions a modeller must make is the choice of this software. If the program is not flexible enough or it is difficult to work with it, then simulation modeling may give incorrect results or even be impossible.

Conclusion

In conclusion, we can say that almost all traditional methods of interaction between a teacher and a student can be implemented through simulation. The means of simulation models can be technical devices, virtual analogs of personal interaction,

as well as some processes. The results of the study showed that, in fact, activities in the context of student involvement in modeling professional activities in a specialized laboratory have a positive effect on the formation of pedagogical skills. The development of a professional orientation in the process of mastering the educational process using a simulation model is an important condition for the formation of readiness for future professional activity, as a result of which the interest of students increases, the necessary skills and abilities are activated, skills and professional qualities are developed.

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