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Methods of Educational Work: Problems and Trends of Modernization

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ABSTRACT:

In the ever-evolving landscape of education, the methods of educational work play a pivotal role in shaping the learning experiences of students. As society progresses and new technologies emerge, educational institutions are faced with the challenge of modernizing their approaches to teaching and learning. This article delves into the problems hindering the modernization of educational work methods and explores emerging trends aimed at fostering effective change.

Keywords: Educational work, modernization challenges, educational methods, technology integration, personalized learning, socio-emotional learning

1. Introduction

Education is the cornerstone of societal progress, and as such, it must evolve to meet the needs of the 21st-century learner. Traditional methods of educational work, rooted in conventional pedagogies and classroom structures, are increasingly being called into question in today's digital age. With the advent of technology and changing societal dynamics, there is a growing recognition of the need to modernize educational work methods to ensure relevance and effectiveness in preparing students for the challenges of the future [1-6].

Pedagogical science and educational practice suffer most of all due to ill-conceived educational influences, the negative consequences of which could have been avoided with timely theoretical analysis and forecast. The results of education largely depend on the degree of

development of the research competencies of the future specialist. It is the research skills of the educator that make it possible to timely construct a theoretical model of the student, a model of the process of his formation, predict the logic and dynamics of the development of his personality, first hypothetically determine favorable conditions for its formation, and only after that, with the least possible cost, introduce the identified conditions into the educational process.

In the field of education, as in any other branch of science, its own scientific-categorical apparatus has been developed. For a novice researcher, it is a certain difficulty to assimilate the essence and relationship of the object and subject of research. We see that the object of scientific and pedagogical research in the field of education can be the educational environment around the personality of the person being educated: macroenvironment (nature, society, state), mesoenvironment (geographical and climatic conditions of the region, ethno-national characteristics, linguistic environment, media, everyday life and ethnic culture, etc.); microenvironment (school, family, friends, etc.). The subject of scientific and pedagogical study in the field of education is a person in all the diversity of patterns and pedagogical conditions of his development and self-development. In the pedagogical field of an inquisitive researcher-educator, there will always be an unexplored field, an unstudied aspect, a previously untested angle of consideration, through the prism of which one can see a more effective and improved solution to educational problems.

The scientific and pedagogical meaning of education lies in the study, creation, theoretical development and technological provision of conditions for the successful development of a person's personality. For the purpose of successful multifaceted and fruitful education of a person, psychologists and teachers have developed a number of conditions, which, of course, include the surrounding social environment of a person, the types of activities he performs, the sphere of communication, and the information space of a person's personality. The tireless work of scientists and practitioners in search of scientific novelty, theoretical and practical significance of the developed pedagogical conditions for educating the younger generation replenishes pedagogical science with new knowledge, concepts and technologies [7-10].

One of the primary challenges in modernizing educational work methods is resistance to change. Educators, administrators, and policymakers may be hesitant to embrace new methodologies due to a variety of factors, including fear of the unknown, attachment to familiar practices, and concerns about the perceived effectiveness of traditional approaches. In the field of education, as well as in the field of medicine or psychology, errors and omissions are unacceptable. Every pedagogical idea, design or concept must be theoretically substantiated, technologically developed and tested before being implemented in the practice of an educational institution.

Problems of theoretical and methodological justification, unfortunately, do not arouse much interest among some vocational education workers. They see practice as more dynamic, flexible and effective. However, a guarantee of the viability, dynamism and effectiveness of educational practice, as a rule, is a timely methodological substantiation of any pedagogical undertaking. It allows you to methodologically comprehend, experimentally test, test a concept or technology in order to avoid the path of meaningless trial and error.

The methodological pedagogical means of Islam consist of techniques and ways of providing educational influences on the personality of a Muslim by parents, teachers, and other authoritative representatives of the Muslim community, as well as instructions on how a Muslim should carry out self-education for the purpose of self-improvement by overcoming "illnesses of the heart and spirit."

It is important to emphasize that the world is so nonlinear that scientists are increasingly calling for symbiosis, the integration of diverse approaches that do not contradict each other and contribute to the favorable development of a person's personality.

Philosophy is rightfully the source of methodological justification for scientific and pedagogical research, since it is philosophical provisions, having a greater degree of generality, breadth of material covered and a universal attitude to reality, that contribute to a holistic vision of the development of pedagogical processes and phenomena. At the same time, we can also note the fact that pedagogy, conceptually, "speaks" the language of philosophy, using such general theoretical categories as "regularity", "principle", "contradiction", "logic", etc. The essence of such pedagogical concepts is as "educational process", "system", "structure", etc., can be meaningfully characterized only taking into account their original philosophical meaning.

However, philosophy itself does not provide ready-made answers in science, but only equips with a way to obtain new scientific knowledge. Its special value lies in the fact that it performs certain methodological functions in relation to pedagogical science in general, and the research activities of teachers in particular. It is important to emphasize that the philosophical level of methodology is associated with the involvement of philosophical methods in the process of studying and organizing scientific and pedagogical knowledge and is implemented through a system of methodological principles that act as a guiding principle in the theory and practice of scientific and pedagogical activity. Thus, the goal of pedagogical research at this level is to determine methods, techniques, principles of scientific knowledge and transformation of the object under study from the standpoint of a certain philosophical paradigm.

Practice shows that at the philosophical level it is generally accepted to rely on the theoretical provisions of the dialectical approach to education, which promotes objective knowledge and transformation of the phenomena and processes of pedagogical reality. At the same time, this does not mean that the modern school is alien, for example, to some theoretical provisions of the existentialist approach, cultivating the intrinsic value of the subjective world of man, his unique uniqueness, the priority of internal freedom of choice and personal responsibility for his choice in life.

At present, the philosophical tenets of Islam, based on a deep belief in the moral values of man and his desire for spiritual self-improvement, are of particular importance.

Mastering the general philosophical laws of cognition and transformation of reality greatly facilitates the subsequent comprehension, modeling and design of the scientific and cognitive search of a young researcher. A necessary condition for the success of scientific research is a high level of mastery of the basics of general scientific methodology. Essentially, general scientific methodology performs the following important functions in relation to specific research activities:

- analytical (comprehension of reality, its analysis, evaluation);
- orientational (awareness in real life conditions, practice, human relations, politics and religion, selection of the optimal ones);
- prognostic (anticipation of changes in nature and society, in man and knowledge);
- information (ensuring communication and mutual understanding between countries, social systems, industries, science, culture, etc.);
- innovative (penetration of discoveries into science, social practice, culture, healthcare and education);
- modeling (creation of ideal schemes, models of ongoing processes and phenomena of the past, present and future);
- system-forming (formation from scattered information, facts of a knowledge system, ideas in the form of concepts and theories that determine the consciousness and self-awareness of man and humanity);

- optimizing (providing optimal solutions to problems that arise before humans and society).
The content of the general scientific level of methodological justification is a set of specific methodological knowledge characteristic of many disciplines (sciences) and used in the field of knowledge of interest to the researcher. Such knowledge includes: the relationship between pedagogical reality and its reflection in pedagogical science, the unity of science and practice, the holistic nature of the scientific and pedagogical process, the systemic and structural nature of pedagogical research, the relationship between pedagogy and other sciences (in our case, the relationship between psychology and pedagogy , where psychology is interpreted as the most important source of scientific substantiation of the practice of teaching and education), etc.
The general scientific level includes a diverse palette of approaches to revealing the essence of phenomena of objective reality.
It is well known that the reliability of any pedagogical theory is confirmed by practice. In other words, the effectiveness of pedagogical ideas and theoretical approaches is determined by the level of their technological development and practical implementation in an educational institution. Thus, the operational and technological support of any educational concept is carried out within the framework of the fourth – technological level of the methodology.
One of the tasks of reforming the education system is the technologization of the educational process, aimed at the development and implementation of new pedagogical technologies. Pedagogical technology means a system of interrelated techniques, forms and methods of organizing the educational process, united by a single conceptual framework, goals and objectives of education. Consequently, the structure of educational technology, as a rule, consists of conceptual, content and procedural components.
There are different approaches to classifying technologies: according to the level of use of technology in the educational process, according to the factors of socialization and education of a person's personality, according to methods of interaction between subjects of education, according to the stages of the educational process, etc.
For example, the classification of technologies according to the factors of socialization and education of the individual may include: technology of individual and group activities, technology of humane communication, technology of interaction between the public, school and family, technology of team formation, technology of formation of universal human values, etc.
The classification of technologies according to the stages of the educational process is divided into the following groups: technology for the formation of personality-building needs and motives, technology for goal setting, technology for planning, technology for organizing developmental activities, technology for assessing, monitoring and correcting the development of a child's personality, technology for diagnosing the educational process and the development of the child in it.
Currently, technologies based on the leading principles of humanistic, personality-oriented and activity-based approaches to education are acquiring particular relevance and significance.
Technological support of the educational process reflects the level of formation of the foundations of the methodological culture of the teacher-researcher.
It is necessary to emphasize that the level-by-level gradation of the methodological justification of education presented to your attention least of all implies a strict "stepwise" transition from one level to another. In reality, the methodological justification of an educational problem can begin with an intuitively arisen idea and lead the teacher to subsequent philosophical, general scientific and specific scientific understanding. In the practice of education, the scientific search of a young teacher is organized so that philosophical, general scientific and specific scientific understanding of educational problems occurs simultaneously. Consequently, the search can go simultaneously in four directions: historical

and genetic understanding of the problem, systematization of data, modeling of upcoming educational results, partial testing of the teacher's technological steps, constant search and verification of the reliability of educational ideas and provisions (Table 1).

Table 1. Challenges in Modernizing Educational Work Methods

№	Challenges	Description
1	Resistance to Change	Stakeholders may resist adopting new methodologies due to fear of the unknown, attachment to familiar practices, and concerns about effectiveness
2	Inadequate Infrastructure	Limited access to technology and insufficient resources hinder the implementation of modernized methods
3	Disparities in Access and Equity	Socioeconomic and geographic disparities contribute to unequal access to quality education, perpetuating educational inequities

Limited access to technology and insufficient resources pose significant barriers to modernization efforts. Educational institutions, particularly those in underserved communities, may lack the necessary infrastructure, such as reliable internet connectivity, up-to-date devices, and software applications, to support innovative teaching and learning practices.
Socioeconomic and geographic disparities exacerbate inequalities in access to quality education. Students from marginalized communities often face barriers such as limited access to educational resources, inadequate funding for schools, and systemic inequities that perpetuate educational disparities. Addressing these disparities is essential to ensuring equitable access to modernized educational work methods for all students.

Trends in Modern Educational Work Methods

The integration of digital technologies into educational work methods is a prominent trend in modern education. From interactive whiteboards and online learning platforms to educational apps and virtual reality simulations, technology has the potential to enhance teaching and learning experiences, engage students in meaningful ways, and facilitate personalized learning opportunities (Table 2).

Table 2. Challenges in Modernizing Educational Work Methods

№	Challenges	Description
1	Integration of Digital Technologies	The incorporation of digital tools and platforms to enhance teaching and learning experiences, engage students, and facilitate personalized learning
2	Personalized Learning Approaches	Tailoring learning experiences to individual student needs, preferences, and learning styles to promote engagement and improve outcomes
3	Emphasis on Socio-Emotional Learning	Focusing on developing students' social and emotional competencies, such as self-awareness, self-management, and relationship skills, alongside academic skills

Personalized learning approaches cater to the individual needs, interests, and learning styles of students. By leveraging technology and data-driven insights, educators can create customized learning experiences that empower students to take ownership of their learning journey, set personalized goals, and progress at their own pace.
Socio-emotional learning (SEL) has gained prominence as an essential component of modern education. SEL focuses on developing students' social and emotional competencies, such as

self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are critical for success in school and beyond.

2. Results

Overcoming the challenges associated with modernizing educational work methods requires a multifaceted approach that involves collaboration among educators, administrators, policymakers, and stakeholders.

Providing educators with opportunities for professional development and training in modern pedagogical approaches, technology integration, and cultural competence is essential for fostering a culture of innovation and continuous improvement.

Advocating for policy reforms at the local, state, and national levels can help address systemic barriers to modernization, such as inequitable funding, outdated regulations, and standardized testing requirements that prioritize rote memorization over critical thinking and problem-solving skills.

Collaborating with community organizations, businesses, and other educational institutions can provide access to resources, expertise, and support networks that facilitate the implementation of modernized educational work methods.

3. Conclusion

In conclusion, modernizing educational work methods is essential for preparing students for success in the 21st century. By addressing the challenges hindering modernization and embracing emerging trends such as the integration of digital technologies, personalized learning approaches, and socio-emotional learning, educators can create learning environments that are engaging, inclusive, and responsive to the diverse needs of today's learners. With concerted effort and a commitment to innovation, the future of education holds promise for transformative change that empowers all students to thrive in a rapidly changing world.

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