GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)
ISSN (E): 2347-6915
Vol. 13, Issue 3 March (2025)

AS A KEY FACTOR IN THE DEVELOPMENT OF THE METHODOLOGY FOR CONDUCTING IT SEMINARS IN THE FIELD OF TECHNOLOGIES

Ma'rufjonov Akhunjan
Master of TDPU

ABSTRACT

Nowadays, rapid changes in the field of Information Technology are creating the need for IT specialists to constantly update their knowledge and improve their skills. Seminars play an important role in this process, as they give professionals the opportunity to learn new technologies in a practical way, strengthen their existing knowledge and quickly master innovations. But the creation and constant improvement of an effective methodology for organizing seminars still remains an urgent problem. In this article, the main factors affecting the development of the methodology of seminars in the field of Information Technology are analyzed in detail. During the study, traditional and innovative approaches were compared, and factors affecting efficiency were identified. Practical recommendations on the use of a modular system and mixed forms of education are also given in the organization of seminars. The methodological recommendations presented in the article are intended to be practically useful for specialists in the IT field.

Keywords: It workshop, methodology, professional development, information technology, innovative technologies.

INTRODUCTION

The law of the Republic of Uzbekistan on education (2020) emphasizes the need to improve the quality of Education, introduce modern approaches to the educational system, apply innovative technologies [1]. At the same time, the decree of the president of the Republic of Uzbekistan "on measures for the further development of Information Technologies and communications"dated February 19, 2018 PQ-3549 also established specific tasks for training qualified specialists in the field of Information Technology and regularly increasing professional competencies of existing personnel [2]. Also, the presidential decree aimed at implementing the Strategy “Digital Uzbekistan – 2030” noted the tasks of developing the digital economy, increasing the technological potential of the country through the widespread introduction of innovative technologies [3]. In world practice, too, the importance of seminars in improving the quality of education in the IT field, including in the continuous development of the qualifications of specialists, is highly appreciated. Mayer (2019) highlights the possibility of deep mastery of knowledge by organizing seminars in an interactive way [3]. Siemens (2020), on the other hand, confirms the possibilities of effective organization of the process of professional development through digital technologies and a virtual educational environment [4]. Khodjayev (2019) states that it is possible to improve quality and efficiency by introducing pedagogical innovation [5]. Nazarov (2020) emphasizes the need to create the opportunity to work with real projects in the process of seminars [6]. The use of innovative techniques such as Blended learning and virtual laboratories shows effectiveness in

international experience [7]. The scientific-based development of the methodology for conducting it seminars in Uzbekistan is an urgent task.

METHODOLOGY

In this study, systematic approach and methods of comparative analysis were used to analyze and improve the methodology for conducting it seminars. The main principles of modern pedagogical theories and methodologies [7] and advanced experiences of foreign countries [8] were considered, and the role of interactive pedagogical approaches in the development of methods for conducting seminars was highlighted [3]. Scientific literature on the processes of conducting seminars in Uzbekistan and foreign countries was studied in depth and methodological foundations were clarified [8]. The factors that ensure the effectiveness of education in the Virtual environment, including the scientific and pedagogical foundations of blended learning and modular education, were analyzed and based on the use of articles published in scientific journals [9,10]. Also, in the research process, the tasks related to the field of education and technology in the laws, decrees and decisions adopted in the country were taken into account [1-3]. Based on the results of the study conducted, new methodological recommendations were developed for conducting IT seminars, and their effectiveness was scientifically substantiated. In general, interactive methods, work with practical projects and the use of modern pedagogical technologies have proven important to improve the effectiveness of seminars.

RESULTS AND ANALYSIS

The analysis also confirmed on the basis of scientific literature that the main factors affecting the effectiveness of it seminars are as follows. First, it is important that interactive methods are used to improve the effectiveness of seminars. According to research, the use of interactive techniques ensures active participation of students and makes it possible to further consolidate the knowledge gained [9]. Secondly, the importance of the integration of modern pedagogical technologies in the organization of seminars is also high. In particular, technologies such as blended learning and modular learning allow IT professionals to more effectively master knowledge in the learning process [10]. Thirdly, students can develop their practical skills by creating opportunities to work with real-world projects. Working with Real projects makes it possible to firmly connect theoretical knowledge with practice and provides for the formation of professional competencies of specialists in this process [10]. Fourth, mutual exchange of ideas and organization of group work during seminars will increase the effectiveness of seminar processes. Group work and opinion sharing help develop the communicative and teamwork skills of professionals [4]. Finally, the relevance and practical usefulness of seminar topics increases the interest of seminar participants and ensures the practical application of the knowledge gained [5]. Based on the above factors, the following new methodological recommendations were developed: it is recommended to organize seminars on a modular system, apply blended learning forms, conduct virtual laboratory training, and use project-based education during the seminar.

CONCLUSIONS AND SUGGESTIONS

The results of the study showed that interactive methods, modern pedagogical innovations, the development of practical skills and increasing the motivation of students are the most important factors in the development of it-seminar methodology. Through the extensive use of interactive educational methods, the effective assimilation of knowledge by participants is achieved and their active participation in the seminar process is ensured. The integration of modern pedagogical technologies, including blended learning and virtual laboratories, makes it possible to significantly increase the quality of seminars. In addition, by working with real projects in the process of the workshop, the practical skills of specialists are formed and strengthened. At the same time, the relevance and practical significance of the topics of the seminar will further increase the interest of students in the educational process. In the future, it is possible to further increase the effectiveness of the methodology by introducing the developed methodology into broad practice and regular monitoring of its results. On this basis, it is recommended to systematically evaluate and update seminars, as well as to regularly introduce pedagogical innovations.

REFERENCES

1. O‘zbekiston Respublikasining “Ta'lim to‘g‘risida”gi Qonuni, 2020-yil.
2. O‘zbekiston Respublikasi Prezidentining PQ-3549-son Qarori, 2018-yil.
3. O‘zbekiston Respublikasi Prezidentining PF-6079-son Farmoni, 2020-yil. [4] Mayer, R. E. (2019). Multimedia Learning. Cambridge University Press.
4. Siemens, G. (2020). Connectivism: A Learning Theory for the Digital Age. IJITDL, 17(3-10).
5. Xodjayev, B.Q. (2019). Ta'lim texnologiyalari va innovatsion yondashuvlar. Toshkent.
6. Nazarov, X.R. (2020). Axborot texnologiyalari sohasida mutaxassis tayyorlash metodlari. Toshkent.
7. Reigeluth, C.M. (2019). Instructional-Design Theories and Models. Routledge.
8. Bonk, C.J., Graham, C.R. (2020). The Handbook of Blended Learning. Pfeiffer.
9. Mayer, R. E. (2019). Multimedia Learning. Cambridge University Press.
10. Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. ERIC Clearinghouse on Higher Education.