

The Importance of Innovative Pedagogical Technologies in the Development of the Educational Process

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Abstract

The article covers in detail innovative pedagogical technologies and measures to implement them into practice.

Keywords: pedagogical technology, innovation, pedagogical skill.

Introduction: *“The most important task of teachers is to give a thorough education to the younger generation, a lesson from educating them as physically and spiritually mature people.”*

Sh.M.Mirziyoyev

Our native Uzbekistan is also a land of great thinkers from time immemorial, a sacred land, where the ne-ne scientist-he brought up fizalos, every soil is a sacred place. The educational system also has not lagged behind this accelerated process when the mother country is developing a surge of innovation in all areas of upgrades, updates. The development of the educational system, further improvement of the quality of education is one of the most priority tasks of each educator. In addition, by contributing to the prosperity of homeland, the youth of our country raising the flag high the contribution of our teachers in their success is great. The unprecedented opportunities given to pedagogical personnel in our country encourage every educator to love his profession, to discover the initiatives of the sphere of development. It is no secret that updates to the educational system the penetration of various innovative technologies carries a responsible burden on the responsibility of pedagogical personnel. At present, teachers have the desire to be in harmony with the Times. For example: the pedagogical staff is not limited to the knowledge received in the higher educational institution, must be searched tirelessly, contribute to the development of the industry tirishga must approach its task responsibly. Because of this, education is not a hardened process, but a set of constantly changing criteria. In addition, every educator must first of all be a qualified psychologist. Also, a qualified educator should be a self-sacrificer of his profession, regularly aware of the methods used in pedagogy, the basics of fundamental pedagogy and apply the innovations in science in practice. The science of pedagogy is considered a very ancient science, over the years, bleaching has evolved.

Methods: The science of pedagogy today serves as a scientific basis in the development of every sphere. A harmonious person of a young, science-loving generation, jismon our teachers are working hard in educating them as mature and spiritual persons.”Any great man is also brought up by a master, "says our wise people. In addition, the phrase” Master is great as your father "is not accidental. One of the most important tasks of educators in today's life is to educate the younger generation as a person who can touch the motherland. This requires a great deal of effort, unlimited dedication from our teachers. In addition to the fact that the profession of an educator is an honorable profession, it is also extremely responsible. He took on his own neck a responsible task as a teacher every young educator should realize his function thoughtful. It is necessary for a

modern pedagogue to properly organize the process of teaching, to pass lessons in new styles, to be able to assess the level of mastering of students well. New pedagogical technologies are one of the important factors in improving the quality of Education. Pedagogical technology is such a sphere of knowledge that, with the help of it, our state has undergone radical changes in the field of education, teacher activity has been renewed, thirst for knowledge, love for the motherland, feelings of humanism have been systematically formed.

The concept of pedagogical technology entered the science in 1872-th year, Greek was formed from two words — "Texas" - "art", "capability" and "logos" - "science", "doctrine", meaning "Science of skill". From this comes the complete idea that pedagogical technology is an excellent combination of Art, Craft and technique. Pedagogical technology this is the process by which the teacher influences the students under certain conditions with the help of instructional tools and intensively formulate the qualities of a pre-defined person in them as the product of this activity. Pedagogical technology is a systematic category that determines the totality of the technological development of the educational process.

In pedagogical publications, the concepts " Teaching Technology", " Educational Technology " are used. Teaching technology-first of all, refers to the process-action aspect of pedagogical technology. It represents the technological process of development and implementation of the educational model, which includes an orderly unity of methods and tools that provide the instrumental achievement of the educational process in changing conditions, guaranteed achievement of the results of the prospects for the allotted time and the implementation of concrete educational processes, and, secondly, the process-descriptive aspect of pedagogical technology. This is a statement of the implementation of the project of pedagogical and educational activities for the realization of the goal and achieving the results set in the future. Educational technology is used to designate the scientific aspect of pedagogical technology. This is a systematic method of creating, applying and defining all the processes of teaching and mastering knowledge, taking into account the technical and human resources, as well as the cooperation that sets them the task of optimizing forms of Education.

Today, in scientific and popular literature, we can meet different classifications in describing the concept of "pedagogical technology". Russian scientist V P., one of the first among the CIS countries, who gave scientific justification for the need to bring pedagogical technology into the educational process. "Pedagogical technology is a project of a pedagogical system that can be introduced into practice," Bespalko said, giving the following definition: "pedagogical technology - this is a project of the process of formation of the personality of the pupil, which can guarantee pedagogical success without regard to the skill of the teacher. From the content of this definition, the following important principle can be distinguished: pedagogical technology is designed to form certain elements of social experience in students, the implementation of the designed ready-made technology does not require much skill from the teacher of Science, the final result is certainly guaranteed. T.S. Nazarova said: "pedagogical technology is a set of methods and tools used in the educational process to achieve the intended goal of Education". Authoritative UNESCO organization approved definition of " pedagogical technology - it is a systematic method of identifying, creating and applying all the processes of training and cognitive assimilation, taking into account technical means, human potential and their impact in order to optimize the forms of Education". German scientist Kurt Levin, shveysarian psychologist Jean Piaget studied the psychological nature of the fact that in the group as early as the 40-ies of the XX century, many people came to a single decision, noting the importance of pedagogical technologies. American Scientists Benjamin Blum, Levi Stross, In the opinion of John Morenos "...pedagogical technology

is the clarification in the form of observable, measurable actions of students on the basis of a benchmark that pursues educational goals. "Russian scientist N.V. Autumn is aware that the pedagogical system consists of interrelated elements subordinate to the purpose of education and training. A group of Russian scientists consider" educational technology is an obyektiv process and it is one of the conditions for raising education to an evolutionary level in order to solve new qualitative problems "(M.V. Glerin, T. A. Ilina). M.V. Klarin believes that pedagogical technology— with an approach to the learning process, it is the design of the learning process, based on the previously defined goal indicators. From Russian teachers V .M. Monakhov gives the following definition to pedagogical technology: "pedagogical technology is a system of orderly actions that lead to and must be performed from Aval to the planned results" and, focusing on its characteristics, "pedagogical technology is a system of educational processes that, by technologically improving the process of learning, increases its resumption and stagnation of the pedagogical process, frees it from the subjective, - says.

V.P. From Bospalko's Uzbek pupil N. Sayidahmedov " pedagogical technology– this is the process of influencing students with the help of instructional (instructional) tools by the teacher (educator) and the formation of personality attributes which are pre-defined in them as the product of this activity."One of our great pedagogical scientists M.As a result of his research in the field of pedagogical technology Ochilov comes to the following conclusion: "pedagogical technology-based on systematic, technological approaches, taking into account the interaction of human potential and technical means to facilitate the forms of Education, guarantee the result and assess the obyektiv, it is a set of methods and techniques used in teaching and cognitive development processes by clarifying educational objectives."He views pedagogical technology as a method of education, in a certain sense a set of educational processes, tools, forms and techniques.

"Pedagogical technology is a system of development and improvement of educational processes, the content of education, methods and tools on the basis of the obyektiv legislation of Education, diagnostic purposes," -explains. As we can see, in describing the concept of" pedagogical technology", there is not yet a single opinion. Generally speaking, pedagogical technology - education is a set of educational processes, methods, tools, forms, relations between the teacher and the educator, requiring a systematic, technological approach to the educational process and reflecting in itself such important signs as the clarification of the educational goals, the guarantee of the result and the assessment of the obytiradi. At each stage of teaching the tasks of pedagogical technology in the quality of Science, the definition of the content of education, the preparation of forms and means of Education, situational texts for inclusion in the content of the subject, the preparation of tests, the development of a system of assignments aimed at mastering professional qualities and spiritual qualities provided for the formation in a person, determining the level of the result and mastering of education, the preparation of test tasks for their evaluation, etc., is organized. Pedagogical technology at the end of the XX century quickly spread to almost all developed countries, it was also recognized and supported by the prestigious UNESCO organization. Many countries use pedagogical technology in the development of the educational system, students have made significant progress in increasing their assimilation. It forms the basis of the technological development of education, the educational process, the idea of fully managing it with the aim of increasing its effectiveness and ensuring that the learners achieve the educational results that are projected in the given conditions and within the specified time frame. With the help of pedagogical technology in the 3-thousand-year period there will also be fundamental changes in the educational system of Uzbekistan, the activity of the teacher reader will be renewed. in youth, it is planned to systematically formulate feelings of sensitivity, thirst for knowledge, love for the motherland, humanism.

The essence of new pedagogical technology. Why is the addition of "new" soy to pedagogical technology used? What does "new pedagogical technology" mean? First, pedagogical technology is designed for the educational (educational) process. Consequently, each society determines the purpose of the formation of the individual and, accordingly, there will be a certain pedagogical system. This will have its effect on the system of continuous social order and determine the content of education in general. And the "goal" in turn makes it necessary to update the remaining elements of the pedagogical system. It is natural for pedagogical technology to have its own past and future, as the struggle for survival in the history of mankind, scientific and technical progress, attempts to determine the future facets of life have always been. One of the main factors in the reform of the educational sphere in Uzbekistan is "the interest of the individual and the priority of Education". What changes did the pedagogical technology concept develop in the era of discoveries? The emergence of the concept of " pedagogical technology " is associated with the emergence of the first organizational and methodical forms of Education. Individual education is the most ancient organizational form of the educational process, it was first appeared in ancient Greece. The teacher worked with one pupil, directly organized, directed, supervised the education. The teacher read the texts or read and spoke to his children. By memorizing the rules and definitions, performing physical exercises, playing this or that tune in musical instruments, children have mastered the knowledge of life, art, eloquence, Physical Culture. Later, individual education was replaced by training on the basis of groups. By the Middle Ages, memorizing the rules, performing the same type of exercises, asking oral questions and answers, and in the upper reaches the lecture, the discussion laid the groundwork for the emergence of new technologies that began to become the leading methods of Education. At the end of the XIX beginning of the XX century, many pedagogical theories appeared in foreign mammals. Some of them were aimed at improving the educational system, increasing the activity of students. At the same time, a pedagogical flow called "new schools" appeared, the founder of which was the French pedagogue E. Demolen was. Such schools were opened in many countries such as England, USA, France, Belgium, Swedensariya. In Geneva, the " International Association of new schools " was established, in which the requirements for new schools were set. These schools are private, in which the children of those who are able to pay are educated. Work in New Schools is well established, fully equipped cabs and laboratories are established, " free and active " methods are used. Students were self-governing bodies. It is a practical pedagogical Laboratory of schools, where instead of teaching children by filling their brain with memorized knowledge, it was tried to teach them their thinking skills through general cultivation. They taught the students how to observe, find hypotheses, check their own assumptions. The teaching in such schools was based on relying on experience and experience, nurturing the initiative and independence of the children. At the end of the XIX century, teacher Wilhelm August Lay in Germany (1862-1926) founded "work-movement pedagogy". In his ideas, too, there were specific positive aspects, news. Lay gave great importance to expression, description in the pedagogical process, because in his opinion, in the process of such expression or description, Students will be able to show their activities.

Results and Discussion: As noted above, the science of pedagogy is a multidisciplinary science. One of the same branches is innovative pedagogy. Innovative pedagogy is the field of pedagogical science, based on the dominant theory, the solution of theoretical and practical problems. According to innovators, the usual classical pedagogical theories are outdated, that is, in New conditions it is impossible to educate the current generation in this way. Innovation is very important in this situation. Such concepts as innovation in pedagogy, innovative activity, innovative pedagogy, management of innovative processes in education appeared in the 60-ies of XX asming initially at the time when the concept of "educational technology" was recognized in

the US and Western European countries. At that time, the center and Institute of pedagogical innovation were established in Europe.. The analysis of the sources that provide information on the emergence of these concepts and the creation of an innovative educational theory shows that these concepts arose as a result of the attempt to reform the educational system by the introduction of pedagogical technologies into the educational system, increase the effectiveness of education, socialization of the individual, the formation of friendly relations K general and special aspects of teacher innovation activities. Angelovsky, G. I. Gorskaya, V. A. Ken-Kelik, S. L. Fallmina, V. A. Slasten, L. M. Scientists like Friedman have shed light on their research work. N. from pedagogical scientists on the problems of development of pedagogical innovation in our country. They are born on the basis of initiatives and innovations, will have prospects for the development of educational content, and will also have a positive impact on the development of the educational system as a whole. Innovation is the end result of technology, forms and methods in a particular field of activity or production, a new approach to solving a problem, or the application of a new technological process, known to lead to greater success than before. The goal of innovation is to get the highest result from the spent amount or power. Unlike other self-emerging innovations, innovation constitutes a management and controlled Phase mexanizmini. Any innovation in the education system cannot be an innovation. Therefore, it is necessary to indicate the main differences between the concepts of "innovation" and "innovation". For this, the exact form, content and scope of the reform activity will serve as the basis. If the activity is short-lived and does not have the property of a holistic system, then before itself it is the task of changing only some of its elements in a particular system, then we will be communicating with the novation. If the activity is carried out on the basis of a certain concerted approach and its result leads to the development of that system or its printsiplial change, we can say innovation. The criteria for both concepts are as follows: innovation is carried out within the framework of the current theory, it is limited in scope and time, the methods are updated, and the result is an improvement of the previous system. Innovation, however, will be systematic, holistic and lasting, will design a new system of activity in a given practice, will completely update the positions of the practice. In this, new directions of activity are opened, new technologies are created, new quality results of activity are achieved, as a result of which the practice itself is updated. The introduction of innovation into practice is carried out in innovative processes.

It is said that innovation is a process - the process of preparing for and implementing innovative changes. "Innovative activity is an activity aimed at solving complex problems that arise as a result of non-compliance of traditional norms with new social requirements, or as a result of the conflict of the new norm of practice with the existing norm," he stressed. I. Slobadchikov. Innovative activity this practice is an important part of the theory, it is a system of action of social actors aimed at improving the qualities of the socio-cultural object, it is not only the ability to solve a certain range of problems, but also the ability to have motivational preparation for solving problems in any situation. The central issue of teacher innovation activities is the effective organization of the educational process. The original content of innovative activity is the formation of a new technology in practice, the result of which is an activity aimed at transforming the invention that has arisen as an innovation—a project, project—a technology. When preparing teachers for innovative activities, it is necessary to take into account the psychological environment in the team, to what extent the members of the team are aware of the innovations in the world education market. The growing generation upbringing is a very serious process, it is impossible to put it on the basis of what is passing. Because the rules that make up it contradict the obyektiv information about human nature and its development. It is possible to develop a system of strong, impressive and solid upbringing only with the help of the principles of obyektiv established by science and the

rules approved in practice. This, of course, is associated with innovative pedagogy. Each person has enough development, high level of achievement, is engaged in training that he likes and is able to find his place in life, to spend his life Worthy is attached to the school. It is necessary to love and respect each child and create as many conditions as necessary for his or her development. They call humanistic pedagogy innovative. Humanistic pedagogy can be said to be innovative in its full sense. It does not require injections from the outside. The results of higher educational impact will be achieved by the internal reorganization of the system.

Conclusion: As a future teacher, I can say in the place of the conclusion that every age for the purpose of building a great future should first of all be a thorough study of the history of science. As we study history in depth, a lot of information, we learn to think, how to form a worldview, draw conclusions from the information learned by reading. Following in the footsteps of our scientists, who conducted research before us, to reach them as a worthy follower is an important task of every young researcher. Innovations are important innovations that are needed in every sphere, every sphere needs new innovative technology. Pedagogical technologies include efforts aimed at further development of the educational process. Inov in the field of educational technologies make radical changes in the educational process it is a new direction to take.

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