



INNOVATIONS IN TEACHING GENERAL PEDAGOGICAL SCIENCE

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ABSTRACT

In this article, social sciences, the development of specialists in the process of globalization, additional research in the pedagogical process, innovative technologies, educational innovations, several types of educational innovations, the innovative activity of a teacher, his professional and personal characteristics, the professional development of his thinking, formation of skills and qualifications.

KEYWORDS

Innovation, educational innovations, innovation, activity, innovative activity, graphic organizer, pedagogical technologies.

Introduction

Innovative technologies used in the pedagogical process, by their essence, promote the issue of an individual approach to a person. Basing on the individuality of a person is considered to increase his activity, to ensure the full manifestation of his abilities, to develop his spiritual, moral and personal qualities. At the same time, pedagogical technologies of an innovative character serve to create opportunities for choice and free development for each person.

With the help of innovative pedagogical technologies, it justifies the full implementation of educational ideas that develop into the teaching system. On the basis of this education, the goal of individual development is promoted, teaching a person to think independently, critically and creatively. As a result, the educational process itself is multi-level, based on stratification.

According to the traditional ideas of education, the same requirement was imposed on students and its fulfillment became compulsory, now it is ensured that each student creates his own "area of development" based on his opportunities and abilities. . The essence of this is that a prospective individual development program will be developed for each student after comprehensively and in-depth study of each student's opportunities and abilities.

Innovative technologies are the product of scientific and technical progress, they appeared on the basis of the mutual integration of the concepts of "pedagogy" and "technology".

DISCUSSION AND RESULTS

Today, there is a great demand for the effective use of innovative technologies in the educational process. As stated in the "National Personnel Training Program" of the Republic of Uzbekistan, today there is a need to train highly qualified personnel in society, and the issue of meeting it is becoming more and more urgent, and the organization of guaranteed educational services is of great importance. . Only a guaranteed, effective result-based education system can prepare qualified personnel.

Therefore, at the same time, further improvement of pedagogical technologies, creation of innovative technologies and their effective and active use in educational practice are required. It should be mentioned that the innovative technologies that shed light on the essence of the educational process and are effective in the organization of personal education have not yet been sufficiently developed. Some of the existing technologies lack precision. In addition, the requirements for the pedagogue's skill and high level of professional competence are increasing sharply. Therefore, today's teacher should not only be able to manage himself mentally, have the ability to speak and manage, but also have the ability to correctly assess the mental state of students. This necessity requires every teacher to be able to consistently work on himself.

Speaking about the practical, didactic and technical possibilities of innovative pedagogical technologies requires first understanding the essence of the concept of "innovation".

Lexically, the concept of "innovation" means "introducing something new" when translated from English. In terms of content, the concept of "innovation" represents an activity aimed at changing the internal structure of a specific system. [1-67b.]

The following are the main manifestations of innovation:

- new ideas;
- specific goals aimed at changing the system or direction of activity;
- unconventional approaches;
- unusual initiatives;
- advanced working methods.

Educational innovations are forms, methods and technologies that are used to solve existing problems in the field of education or in the educational process based on a new approach, and can guarantee a more effective result than before.

Educational innovations are also called "innovative education". The concept of "innovative education" was first used in 1979 at the "Club of Rome".

Educational innovations are divided into several types. They are:

1. According to the field of activity: innovations used in the pedagogical process or in the management of the educational system.
2. According to the description of introduced changes: radical, modified and combined innovations.
3. According to the scale of changes: network (local), module and system innovations.
4. According to the source of origin: innovations directly created or mastered by the team.

The goal is to get the highest possible result from the money and effort spent in the application of innovations in the educational system or educational activities. Innovation differs from any innovation in that it must have a changeable mechanism that allows for management and control.

In education, as in all fields, there is talk about "innovation", "innovation" and activities that represent their essence.

If the activity has the characteristics of a short-term, integrated system and serves only to change some elements in the system, it is called novation (updating). After all, if the activity is carried out on the basis of a certain conceptual approach, and its result serves the development of a certain system or its radical change, then it is called innovation.

The main differences	
Novation	Innovation
1) is used within the framework of the current theory; 2) limited in scope and time; 3) methods are updated; 4) the result improves upon the previous system	1) will be systematic, integrated and continuous; 2) designs a new activity system in a given practice; 3) the activities of the entities are fully updated; 4) new technologies are created; 5) new qualitative results are achieved in the activity; 5) 6) the practice itself is updated

Educational innovations lead to the following changes (I.P. Podlasiy):

- a complete change of the pedagogical system;
- change of the educational process;
- change of pedagogical theory;
- change of the teacher's activity; - update of student activity;
- change of pedagogical technology;
- update of educational content;
- changes in teaching forms, methods and tools; - change in management of the educational system;
- change of educational goals and results.

Innovative activities of the teacher. Innovative activity is an activity aimed at solving complex problems that arise as a result of the non-compliance of new social requirements with traditional norms or the denial of existing ideas by newly formed ideas.

Innovative activity consists of creating a new technological process or a new improved product based on scientific research, creating developments, conducting experimental work, using scientific and technical achievements.

Innovative activity of the teacher: readiness to use innovation; acceptance of pedagogical innovations; level of innovation; development of communication skills; determined by creativity.

Innovative activity requires the acquisition of theoretical knowledge, practical skills and qualifications, supplementing practical activity with theoretical knowledge, development of knowledge, design, communicative speech and organizational skills based on directing the mental, mental and physical strength of the pedagogue to a specific goal. .

According to V. Slastenin, innovative approach: creative activity; technological and methodological preparation for innovation (change) in activity; new thinking; means having a high culture of behavior. [2-127b]

Implementation of educational innovations in the pedagogical process takes place in several stages. They are:

1. Identifying the problem based on analysis.
2. Design of the intended educational system.
3. Planning changes and innovations.
4. Implementation of changes.

Today, it is important for pedagogues to have innovative skills and qualifications. In order for pedagogues to acquire the skills and competencies of innovative activities, it is necessary for them to have an innovative approach. In essence, the innovative activity of pedagogues is based on the acquisition of skills and competencies, and the decision of an innovative approach in them. The adoption of an innovative approach by pedagogues is also a complex process that takes place in several stages. That is:

Stage 1: ready-made methodical recommendations (existing innovations) are used.

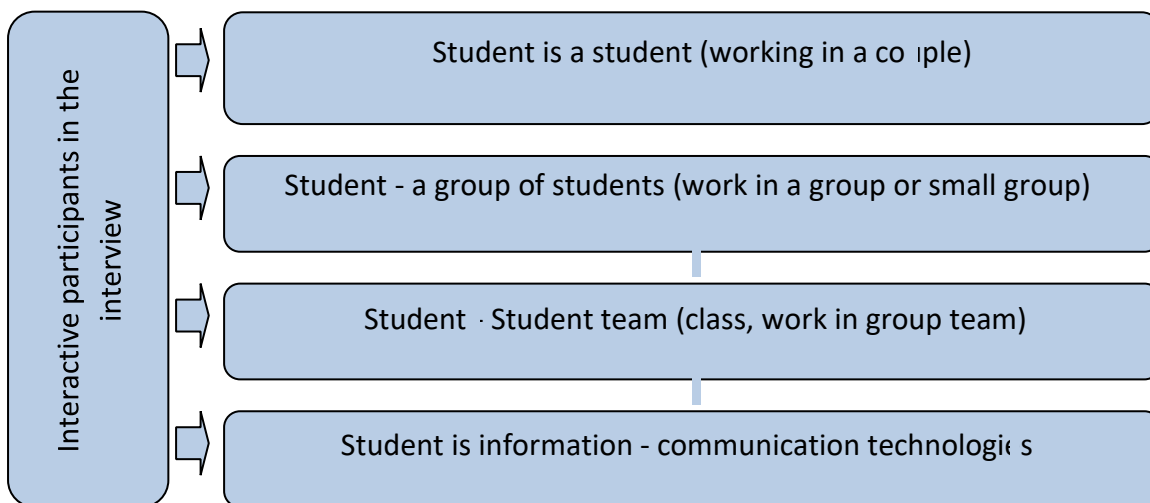
Stage 2: introduces new ideas and methods into the existing system.

Step 3: systematizes the content, form and methods of implementing a new idea.

Stage 4: the pedagogue creates his own concept or methodology of teaching and training. [3-98,] modern technological processes are affecting any field. Especially in the information transmission system, new changes and technologies are developing and strengthening. People's need to use information and communication technologies and computer technology is increasing and they are improving.

Their use in the field of education of our republic has become an urgent issue of our time to improve the quality of teaching, to increase and expand the scope of thinking of students, and to strengthen their independent learning activities.

In the course of education, the conversation is organized between the following persons



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The concept of "interactive" is expressed in English as "interact" ("interactive" in Russian), and from the dictionary point of view, it means "inter" - mutual, "act" - to act. [4- 54b.]

In the course of education, the interview is organized between the following persons:

When using the method in the course of training, it is advisable to make a list of factors that will allow you to master the subject effectively, having found answers to the following questions:

Every game has its own unique appeal. This feature of the game and the presence of elements of competition allow students to arouse their interest in learning activities. In addition, games help to satisfy the needs of students such as self-expression and realization [6-164b].

At the same time, the following forms of lessons are widely used in educational practice: business games; role-playing games; competitions; KVN lessons; computer lessons; trial lessons; examination (competition) lessons; pair-based lessons; group work lessons; seminar classes; lessons based on student cooperation; conversation lessons; Lessons "Training on the Internet"; "Field of Miracles" lessons; In this type of lessons, students independently and actively absorb existing knowledge.

All games used in the pedagogical process are called game technologies under the same name

Game technologies are a type of education that serves to prepare students for a specific process, to create preliminary skills for direct participation in certain life realities and events. Pedagogical skills are one of the technologies

Game lessons help students (or students, several students, groups of students) to develop the skills of independent work with resources (textbook, supporting literature, Internet materials). In this case, the most important task of the teacher is to direct the student to work with what resources.

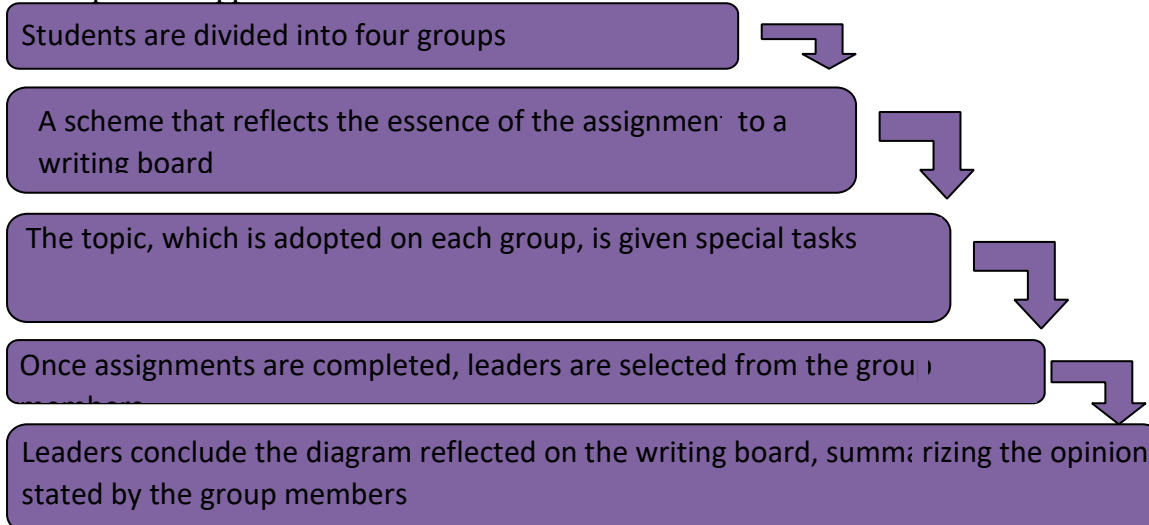
Pedagogical simulation games are a form of educational activity used by students for the purpose of mastering professional skills and competencies on the example of events that occur in the real pedagogical process.

The advantages of such lessons are that each student is active in the educational process, the solution to the tasks is found in small groups, and each member of the group needs to present and justify his opinion on the solution. The student's opinion is never divided, denied or criticized, on the contrary, attention is paid to finding as many answers and solution options as possible, diversity of opinions is ensured, and the most optimal solution is selected based on the analysis. [5-97b] Uzbekistan in modern conditions. interactive methods are actively, widely and effectively used in the educational system. Some of them will be discussed below.

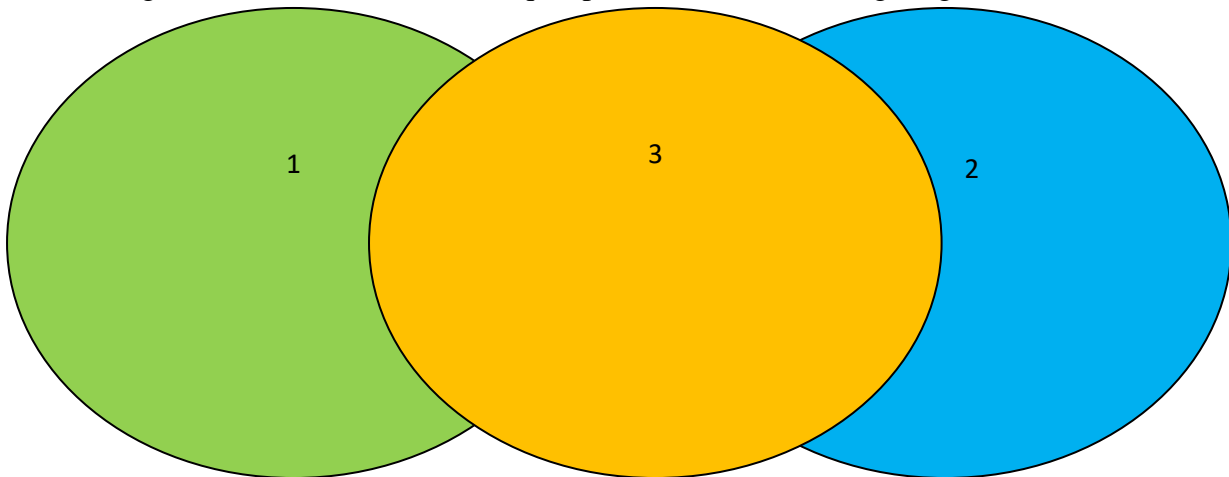
2. Venn diagram graphic organizer. It is aimed at developing students' skills of an analytical approach to the topic, mastering (synthesizing) the general essence of the topic based on some parts. It is carried out according to a specific scheme based on the formation of small groups.

The graphic organizer helps in the comparative analysis of related theoretical knowledge, information or evidence acquired by students. It is more effective to use it to organize final lessons on specific sections or chapters.

The steps of its application are as follows:



The writing board is divided into four equal parts, and the following diagram is drawn on each part:



When using a graphic organizer, each group performs tasks related to a specific topic. Students are presented with the following table:

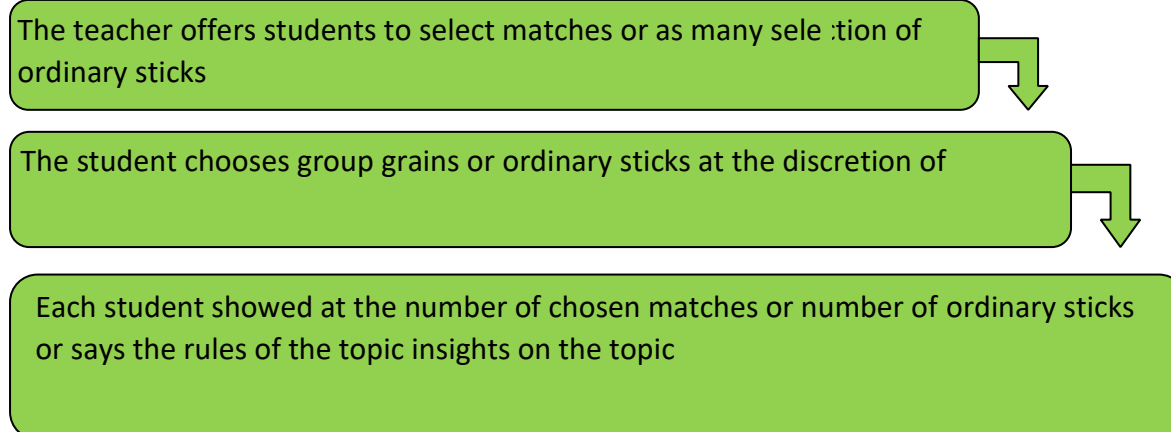
Groups	Sequence number of the chart	The content of assignments
1- group	Diagram 1	
	Diagram 2	
	Diagram 3	
2- group	Diagram 1	
	Diagram 2	
	Diagram 3	
3- group	Diagram 1	
	Diagram 2	
	Diagram 3	
4-group	Diagram 1	
	Diagram 2	
	Diagram 3	

2. "Match grains" strategy. It is used to determine the level of mastery of educational materials learned by students.

The strategy helps students to create various problematic issues or situations based on the topic of the educational material, to extract the basic concepts of the topic, to interpret, analyze, and describe them. Also, during the training, the strategy allows each student to perform various tasks individually and work on them independently. This strategy has a number of educational characteristics in students, namely: ability to work independently; accessibility to communication; kindness; respect the opinion of others; activity; creative approach to activity; interest and desire for the activity to be effective; helped to form qualities such as self-esteem.

A strategy-based activity allows students to think individually and in small groups about a topic that has been studied or to be studied, to memorize the acquired knowledge, to summarize the accumulated thinking, to write it down. or teaches to express in the form of a picture, drawing, image, scheme, model. This strategy is organized in pairs, small groups or teams. Pupils describe concepts in writing and present them to the team based on a presentation.

The application of the strategy in the training is carried out in the following order:



Note: Each match or ordinary insight is meant to describe one understanding of each match. Accordingly, the student was chosen by two groups, then describes two concepts and describes them. According to the increase in the number of groups, the number of concepts and the number of recipes given to them also increases.

Conclusion

This means that innovative activities are an activity aimed at solving a number of problems that arose with new social requirements or the newly formed standard of practice. It is organized by an organizational and technological, methodological and creative training in the formation of a person's innovation process. The educational system or process continues to consistently develop pedagogical innovations by allowing pedagogical activities to bring news to pedagogical activities. The teacher's innovative activity is manifested as promoting the pedagogical community as a force promoting, and it guarantees the quality of the educational process. Therefore, the educational process can also improve efficiency if each teacher can fully understand the essence of innovation. This, in turn, will ensure the development of the education system.

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