

# The Use of Modern Innovative Pedagogical Technologies in Sociology

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**Abstract:** the rapid development of Science, Technology, production and technology has opened up new prospects for the development of society in all spheres of life. Humanity's century-old experiments in the construction of the state and society led to the decision-making of advanced approaches to the regulation of social relations on the basis of novel approaches. Today The Times are developing rapidly. There is no left area where modern information technology has not penetrated, accounts. Naturally, the development of each country and its competitiveness are assessed by how much modern information and communication and “digital” technologies are introduced into all aspects of the life of society and the state.

In this article, the importance of the use of modern innovative pedagogical technologies in sociology is scientifically investigated.

**Keywords:** sociology, sociology structure, innovation, innovative technology, pedagogical technology, educational effectiveness, modernization, sociology and pedagogy.

## INTRODUCTION

As you know, today it is important to carry out the activities of each industry and system on the basis of innovative ideas and technologies. In this respect, we found it necessary to dwell a little on the meaning of the word “innovation” before entering the topic. The concept of innovation began to be used in research and scientific work in the XIX centuries. Previously, he represented the inclusion of individual elements from one field to another. By studying the laws of making technical innovations, firms have mastered the “innovation policy” as a whole system for profit. This activity has common signs, laws, a mechanism for innovating the voluntary link of the life of society.

The XXI century has become the century of technology and high technologies in the history of all mankind. No matter what area of our lives we look into, we will see a wide application of the possibilities of technology and technology. Currently, the state policy of personnel training is based on a continuous educational system, in which great attention is paid to innovative training, the introduction of advanced pedagogical technologies into all educational institutions. A modern teacher, as one of the most important participants in the educational process, cannot today ignore the results of constant and rapid improvement of information technologies in his work. One of the university subjects in which innovative technologies can be effectively used is sociology.

## RESEARCH MATERIALS AND METHODOLOGY

Educational technology relies on the principles of humanity. In philosophy, pedagogy and psychology, history, sociology, the uniqueness of this direction is manifested by special attention to the individuality of the student. After all, sociology is the science of educating the younger generation, bringing them to the development of human development, the rise to cultural heights and the formation of a democratic, civil society in the future.

"One of the important aspects inherent in modern education is the achievement of the profession of an innovative character of pedagogical activity. The issue of achieving the profession of an innovative character of pedagogical activity in developed foreign countries has begun to be seriously studied since the 60s of the last century. X.Barnet, J.Basset, D.Hamilton, N.Gross, R.Carlson, M.Miles, A.Hewlock, D.Chen, R.Edem, F.N.Gonobolin, S.M.Godnin, W.I.Zagvyazinsky, N.V.Kuzmina's scientific work

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covers the content of practical actions for the active use of them in pedagogical activities through innovative activity, innovative approach to pedagogical activity, justification of innovative ideas and effective implementation of them in practice, awareness of pedagogical innovations created in foreign countries and the Republic"[1].

In our country, too, due to the demand of the period, special attention is paid to the introduction of modern technologies in all areas. In order to introduce the digital Uzbekistan – 2030 program, many higher education institutions are assigned tasks to automate the educational process.

"Therefore, in the current period, improving educational efficiency, developing the level of professional competence of specialists, directing management and pedagogical personnel to innovative activities, applying innovative educational and information and communication technologies to the educational process in higher educational institutions, mastering and targeted orientation of advanced foreign experiences were defined as urgent tasks in modernizing the higher education system"[2]. The most important elements of modern education have been formed from time immemorial. The purpose, content, form, style and tools of education are traditional categories used to analyze the content of educational processes. In modern conditions, tools of an innovative nature are used not only in the organization of the educational process, but also in the control of students' educational activities.

Pedagogical innovation is a novelty in pedagogical ignorance, changes in the content and technology of teaching and upbringing, aimed at improving their effectiveness. Innovation is understood as the result of innovation, and the innovation process is considered as the development of three main stages: the creation of an idea (in a particular case, scientific embroidery), the development of ideas in practical aspects and the practical implementation of innovations.

Innovative technologies are innovations, modifications to the activities of the teacher and student in the pedagogical process, which necessitates the use of interactive methods in its implementation. Interactive methods are based on the activity of each student participating in the educational process, free and independent thinking. Learning becomes an interesting activity for the student when using these methods. When interactive methods are used, students acquire the skills and qualifications of independent work with the help and cooperation of teachers. Students acquire new knowledge on the basis of scientific research, research, conducting experimental tests. The principle of obtaining knowledge through science is followed. Participants in the educational process work in small groups. Instructional assignments are given to all members of a small group rather than to a separate student.

"The strategic juncture of the development of the educational system in modern society is the intellectual and moral development of a person on the basis of purposeful independent activity in various areas. This will focus on 3 main tasks:

1. Reform of the educational system.
2. Recognition of the principle of independent activity as the main principle of education and upbringing.
3. Introduction of modern information technology into the educational process"[3].

In the process of reading lessons, organized on the basis of pedagogical Technologies, a free and independent ability is formed. As a result of the formation of the ability to think independently, students are formed skills to understand the laws in the surrounding world, society, as well as human qualities through positive and negative heroes in the work, deep study of knowledge, broad thinking, appropriate decision-making. In the use of pedagogical technologies, such as determining the content of education, preparing forms and means of education, developing a system of tasks aimed at the broad acquisition of knowledge and mastering spiritual qualities of students, determining the result and level of assimilation of education, preparing test tasks for their objective assessment.

The effective organization of teaching, the content, forms and means of pedagogical technologies, methods of correct and productive use of pedagogical technologies in education, the study of innovations in the field of education carried out to achieve a guaranteed result, the use in practice



determine the practical significance of the work. Since the educational process is an extremely complex process, the effectiveness of education depends on the activity of an educator and a student, the availability of educational tools, organizational, scientific, methodological excellence of the educational process.

## RESEARCH RESULTS AND DISCUSSION

The phenomenon of innovation has been very attractive to theorists and practitioners for a long time. The former try to identify their nature, describe the patterns and trends of innovative development, show the dialectic of traditions and innovations, determine the specifics of the implementation of innovations, compare their types, find out the reasons for their introduction and obstacles to this. The latter, sometimes even by trial and error, try to generate and implement innovations in any way, striving to make a profit, achieve priority goals, and strengthen their positions regarding prospects. Historical development shows that it is through innovation that renewal takes place in all spheres of society. But the same historical experience today allows us to speak with confidence not only about the advantages achieved through innovation, but also about the costs, difficulties and contradictions that accompany it.

The realization and understanding that innovative activity is not only related to scientific and technological progress, and concerns not only the sphere of material production, and cannot always be measured only by commercial indicators (the main one being profit), forced us to think about other aspects of innovation theory and practice and to re-raise the question of the nature of innovation, the specifics of their production and implementation, their role in the functioning of society, the possibilities and limits of application. To solve these issues, we propose to carry out a historical reconstruction of the formation of the scientific discourse of the study of innovations.

The emergence of innovations in the social sphere changes the principles and forms of activity, the organization of society and its development programs, as well as ways of cognition and styles of thinking. This outlines the problematic field of social innovation, taking into account which it is possible to determine its subject area. So, the subject area of social innovation is related to the study of the social aspects of innovation, as well as the innovative component of social processes and includes:

1. research of economic, social, political, cultural, educational factors of innovation activity at micro, macro and meso levels;
2. identification of technologies and diagnostic capabilities of barriers to innovation at various levels;
3. design and adaptation of high-tech innovative social technologies;
4. creation of models of the social mechanism of innovation management;
5. development and specification of innovative methodology, innovative management method, innovative social technologies.

It follows from this that when designing educational technologies of the science of "sociology", one should pay attention to the following basic conceptual approaches: the orientation of education towards the individual. In its essence, this direction provides for the full-fledged development of all participants in the educational process. This means that, observing the requirements of the state educational standard, the student is not directed to the level of intellectual development, but also takes into account his mental-professional and personal characteristics:

- **Systematic approach.** It is necessary that the educational technology embodies all the signs of the system: the logic of the process, the interrelationship of the parts in it, Integrity.
- **Practical approach.** Directing the educational process to the formation of the features of conducting work in a person; makes it mandatory to activate and intensify the activities of the student, to exercise all his abilities and capabilities, meticulousness and initiative in the educational process.



- **Dialogical approach.** Determines the need to create psychological unity and interaction of the subjects involved in the educational process. As a result, the creative activity and presentation of the individual intensifies.
- **Organization of collaborative education.** Democracy, equality, in the relationship of subjects, provides for the joint determination of the Equality, purpose and content of activity of the teacher and student.
- **Problematic approach.** One of the ways to activate joint cooperation with the student based on the demonstration of the educational process through problem situations. In this process, the identification of objective contradictions of scientific knowledge and their resolution is ensured by the development of dialectical thinking and their creative application in practical activities.
- **Teaching methods and techniques:** communication, keys Stadi, problem method, teaching games, “mental attack”, insert, “learn together”, pinboard, lecture (introductory lecture, visual lecture, thematic, lecture-conference, solving specific cases, previously planned error, commentator, final).
- **Forms of Organization of training:** frontal, collective, group, dialogue, polylogic and interoperability.
- **Teaching tools:** graphic organizers, computer and Information Technology, in addition to the usual teaching tools (textbook, lecture text, base synopsis, codoscope).
- **Means of interaction:** diagnosis (diagnosis) of training based on the analysis of control results.
- **Method and means of management.** Planning a training session in the form of a technological card determines the stages of the training session and determines the collaborative activities of the student and teacher in achieving the set goal, identifying independent work of students beyond the audience.
- **Monitoring and evaluation.** Monitoring the results of the training and training throughout the course, assessing the student's activities based on the rating of each training and throughout the year.

## CONCLUSION

The use of interactive methods and modern information and communication technologies in the teaching of sociology helps students to think independently, expand the circle of creative search and logical thinking, as well as connect them with life what they learned in classes, increase their interest. The effective use of the conditions created by teachers on the basis of such modern requirements and the organization of classes on the basis of advanced pedagogical and Information Communication Technologies guarantees the quality of the educational process.

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