

Innovative Pedagogical Technologies in Education

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Abstract: This article talks about the essence of innovative pedagogical technologies, their components, their stages, how they are, etc.

Key words: Innovation, pedagogical technology, technology, innovative technology, objective, subjective, humanism.

Importancy: Today's high development of science, technology, technology and production automatically puts new social demands on the agenda. Among these social requirements, the society, moreover, the force that moves the development of industries on its basis - the training of qualified personnel, and the improvement of the system aimed at this goal are important. Although the need for training of qualified personnel arose in the early stages of the development of the industrial sector, when production enterprises appeared, it still does not lose its relevance. The main reasons for this are the emergence of new directions, specializations, the need to train personnel in accordance with the social, economic and cultural development of society, the professional knowledge, skills and skills of specialists in a changing, fast-paced era. the formation of the need for continuous improvement, as well as the increased demand for being able to cope with strong competition in the labor market as a specialist.

The main part: In the current conditions, a continuous education system with a well-founded mechanism for providing social, economic and cultural spheres with qualified personnel, in particular, higher and post-higher education, as well as improving personnel qualifications and retraining them preparation stages have their own place. As it was mentioned above, the fast-developing era challenges professionals to be ready for drastic changes, to improve themselves from a social and professional point of view, keeping pace with the times. A consistently organized system of professional development and retraining plays a big role in the ability of specialists to fully respond to this demand. After all, in a certain period of time, mutually integrated educational programs have the opportunity to equip specialists with knowledge, skills and competences related to changes, renewal, problems and their solutions in the relevant field[2-B]. The current educational development has brought a new direction - innovative pedagogy to the field. The term "innovative pedagogy" and researches related to it appeared in Western Europe and the USA in the 60s. The socio-psychological aspect of innovation was developed by the American innovator E. Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it.

Innovation (English innovation) is innovation. A. I. Prigozhin understands the purposeful changes that introduce new, relatively stable elements to a certain social unit - organization, population, society, group. This is the activity of the innovator [11-B].

Pedagogical technology - studies the problems of using modern pedagogical technologies in the process of education and training, increasing the effectiveness of the process of education and training based on the technological approach [388-389-B].

"Technology" is a Greek word meaning "tehnos" - skill, art "logos" - teaching, science.

Technology is an objective process that prepares the stage of educational evolution to solve qualitatively new issues.

The concept of "technology" appears as a result of technical progress, and its dictionary meaning (profession, science, understanding, education, art) consists of methods and methods of working of materials. Advances in science and technology have led to the expansion of human capabilities.

New technologies have opened up great educational opportunities. The qualitative changes that are taking place show that the processes of "teaching" in the usual explanation have begun to go beyond the limits of the professional capabilities of teachers. The new technical, informational, printed, audio and exhibition tools that have come into existence bring many innovations to the educational process with new methods in their own way and remain an inseparable part of it. However, the uniqueness of the pedagogical technological process, its priority over traditional forms, and methods of real solution to the problems of modern education have not yet been fully studied. Many foreign and Uzbek authors write about it. But everyone believes that pedagogical technologies will have priority in the future.

At the same time, special importance is attached to the organization of "innovative" education. This education has the following specific features:

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- 1) this is foresight, i.e. not teaching the student based on past and present experience, but rather teaching him to plan for the distant future, and the student is able to anticipate in social life and professional activity to do look it is necessary to be able to carry out modeling and designing.
- 2) to ensure the student's active participation in cooperative learning and making important decisions (solving global problems, taking into account the development of the world, culture, civilization, from local and private) [156-157-B].

The concept of "educational technology" includes tools, materials and methods that ensure the analysis and planning of educational goals, the scientific organization of the educational process, and the effectiveness of education.

Currently, educational technology is not only an auxiliary tool, but it is understood as a new system that plays a major role in the development of the educational process and changes its organizational forms, methods, and content. This, in turn, affects the pedagogical thinking of the teacher and the student.

Such a description of technology shows the importance of the integral connection between all the components of the educational process, the mutual cooperation of the pedagogue and the student. The student turns from a passive object of education into an active subject of education and upbringing, and as an active subject participates in this process with the teacher, strives to learn independently. In our opinion, it is necessary to show the role and tasks of new pedagogical technology in primary school.

"Educational technology" is more versatile than education based on methodology.

First, there is a clear description of the basic products based on the technology. In technology, the goal is considered a central component, and this situation leads to a clear finding of the level of its achievement.

Secondly, since the basic and intermediate goals are determined, technology opens the way to the development of objective methods of goal achievement and control.

Thirdly, technology reduces the teacher's need for pedagogical experimentation.

Fourthly, technology provides a project of the educational process that determines the content and structure of the students' educational activities, instead of lesson developments focused on the teacher and his activities. Methodical lesson development is mastered differently by each teacher, lesson and student activities are also organized differently. Designing the learning activities of students increases the level of students' mastery, as shown by the experience of programmed education. A person is a complex system and is affected by a large number of external forces of different or opposite strength and direction, so it is difficult to predict the effect of one or another influence. Social technology is very effective in this regard because it can feed back into communication.

For example, the teacher organizes constant supervision, identifies students who have difficulty mastering the learning material, and conducts additional work with them. In this case, the teacher uses the technology of explaining and strengthening the new material. That is, this thing is held for those who have not mastered the material sufficiently. Now let's talk about another type of technology. This is a method of explanation and reinforcement.

For example, at the beginning of the lesson, the teacher answers questions for 4-5 minutes and determines which questions from the previous lesson were mastered by which student. Then, without explaining the topic further, the teacher directs the class's attention to these questions during the questioning process. Students who answer the question completely will be listened to and all students in the class will learn what they did not master. This method allows teachers to identify problems in their training and quickly solve them, that is, to help students.

Such a technology process saves time and helps to reinforce the learned material through the method of inquiry. Social technology is evident in its ability to quickly adapt to all conditions.

The main peculiarity of the technology introduced in education is that it is oriented towards humanity. Person-oriented education is related to the humanistic orientation of education, which is characterized by the professional approach of children to working with information, the ability of each student to systematize the received information, and to observe logical consistency in thinking. The main component of the person-oriented educational process is the educational situation, the professional functions of learners are formed on the basis of four main technologies:

- 1) "Technology of problem-based approach" consists of problems of different levels composed of elements that determine the content of person-oriented education;
- 2) "Educational dialogue technology" is related to the creation of a didactic communicative environment, providing subjective thinking dialogue, reflection and independent self-organization of the individual;
- 3) "Imitation educational game technology" competition providing the conditions of the competition;
- 4) "Educational flexibility technology" is created based on the uniqueness of intellectual systems, content, processes are interconnected, and consists of stages of interaction. Multifaceted determination of educational activity, each within the framework of the stage, the cycle model of the work composition is determined using the adaptation algorithm, based on operational analysis and on the example of the correction of the level of professional development of the learner. The use of non-linear organizational and management techniques of the educational process ensures the achievement of the goal in a short time.

Innovative pedagogy is a system of knowledge that is currently known as an unofficial science, but which is rapidly developing and attracting the attention of experts from all over the world. The team of pedagogues and scientists who have recognized its educational importance, are therefore critical of the existing traditional pedagogy.

Innovative pedagogy is the dominant theory, the basis for solving theoretical and practical problems. According to the opinion of the innovators, the usual classic pedagogical theories are outdated, and it is impossible to educate the current generation in this way in the new conditions.

This is the current situation in pedagogical science in general. In this situation, innovation is very important. Pedagogy is a system of knowledge.

Objectivity, expediency, consistency, non-contradiction are its main characteristics. The pedagogic system, like any scientific theory, is designed, unified and maintained by the principles that make up the system, that is, it is essential that this system is based on basic knowledge.

The main principles of the objective theory must be only scientific principles, but not ideological ones.

Compliance of the level of knowledge about the mental development and upbringing of a person is the only requirement of objectivity.

Our proposed development strategy is primarily aimed at forming well-developed structures from the directions of "developmental education" to the beginning of their aspirations to study at school, as well as harmonizing and leading these processes. Our strategic way is "to act in the creation of a didactic and pedagogical system based on the logic of the care of the entire development for its generations." It is for this reason that as the basis of the methodological basis, it is a field that teaches nature in a broad sense, and it is considered folk pedagogy.

How children are born does not depend on anyone but their parents. But the sufficient development of each Christian, reaching the level of a well-rounded person, finding his/her favorite occupation and place in life, and living his/her life worthy of life standards depend on the school. It is necessary to love, respect and create the necessary conditions for the development of each child. If the nature teaching pedagogy does not require adaptation, humanistic pedagogy requires putting this issue in the center of relationships and doing everything so that the child can develop at a normal level. Humanistic pedagogy is often called innovative. But its innovativeness is related only to some educational systems. Nowadays, the educational systems of Western countries have already started to move to a humanistic direction. Education gradually turned into new relationships. When humanistic pedagogy is called innovative pedagogy, it can be said in the full sense of the word: it does not require "injection" from the outside, it is achieved due to the internal reorganization of the system of high educational and educational impact results.

Humanism (humanitarianism) is the only concept of the most valuable spiritual wealth in the world. The main rule of this concept is to protect the dignity of a person, to recognize his right to freedom, happiness, development and to show his abilities, to create the necessary and favorable conditions for this.

Humanism is a set of ideas and values that confirm that human life is unique and especially important for an individual. As a system of valuable guidance and instructions, humanism takes on the content of a social idea.

Humanistic pedagogy is a scientific-theoretical system that plays a role in the development of an equal, conscious, active student who develops the participant of the educational process according to his own potential. He opened a wide path for humanitarian ideas in our country, where human dignity is the highest priority.

From the point of view of humanitarianism, the real goal of education is that each student develops into a full-fledged subject of relationships, mastering activities, and an independent free person. The humanitarian level of the educational process is defined and evaluated by the fact that this process creates conditions for a person to express himself, to reveal all his natural possibilities, to reveal his ability to freedom, responsibility for creativity.

Humanistic pedagogy is focused on the individual, its characteristics: focusing on technical, physical, intellectual (mental) development instead of acquiring information and creating certain skills and abilities: aimed at forming a free, independent thinking and acting person concentration of forces, becoming a humane citizen who can choose and make decisions based on any life and educational situations: providing the necessary organizational conditions to achieve a successful reorientation of the educational process.

The humanization of the educational process should be understood as a transition from authoritarian pedagogy to a person-oriented pedagogy in which the establishment of real human relations between the student and the teacher is of primary importance to the activity and personal freedom of the student, abandoning the pedagogical pressure on the individual. .

Humanizing this process means creating such conditions that the student cannot not learn, cannot use his/her abilities at a low level, cannot remain indifferent to educational activities or become an observer in a transitory life. Humanistic (humane) pedagogy requires adaptation of the school to the student, providing comfortable conditions and "psychological protection".

Development of specific forms and methods of innovative activities of humanitarian school practice. Some of them are:

1. Differentiation of educational activities.

2. Coordination of educational processes depending on the characteristics of each person.
3. To create the necessary conditions for the development of each pupil and his interest.
4. Organization of homogenous classes and the like.
5. Convenience of educational activities.
6. Psychological safety, protection of students.
7. Belief in the student, his strength and capabilities.
8. Accepting the student as he is.
9. Ensuring educational success.
10. Changing the direction of the school goal.
11. Justification of the level of development of each student.
12. Termination, loss of extramural education (extranet) due to non-provision of "spiritual connection with the student".
13. Redirection of the teacher's personal internal guidance instructions.
14. Strengthen humanitarian education.

Statistical evaluation of humanitarian pedagogy is very difficult. However, it was found that authenticity, empathy, and tacit approval adapt and divide with the development of students, and are poorly adapted to problems such as discipline, negative attitude to school [170-178-B].

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