

STEPS OF USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN EDUCATION

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ABSTRACT

This article discusses innovative pedagogical technologies and their effective, step-by-step use in education, the importance of pedagogical technologies in the process of education and upbringing.

Keywords: Innovative pedagogical technologies, innovation, new pedagogical teaching methods.

INTRODUCTION

One of the key elements of today's modern education system is undoubtedly the new, innovative pedagogical technologies. Conducting or organizing learning processes through these pedagogical technologies can be a great way for students to think freely and innovatively.

Today's high advances in science, technology, engineering, and manufacturing are automatically putting new social demands on the agenda. Among these social requirements, it is important to improve the system, which is the driving force behind the development of society, as well as the training of qualified personnel. The need for training qualified personnel has emerged in the early stages of industrial development, but has not lost its relevance. The main reasons for this are the emergence of new directions, specialties in connection with the social, economic and cultural development of society, the need for training in them, the professional knowledge, skills and abilities of specialists in a changing, fast-paced period. the formation of a need for gradual increase, as well as an increase in the demand for the ability to withstand strong competition in the labor market as a specialist. [1]

The development of modern education has given rise to a new direction - innovative pedagogy. The term "innovative pedagogy" and its specific research originated in Western Europe and the United States in the 1960s. The socio-psychological aspect of innovation was developed by the American innovator E. Rodgers. It examines the classification of participants in the innovation process, their attitude to innovation, and their readiness to perceive it.

Pedagogical technology - the study of the problems of applying modern pedagogical technologies in the process of education and upbringing, increasing the effectiveness of the process of education and upbringing on the basis of a technological approach. [2]

As for the lexical meaning of the word technology, it is derived from the Greek word "tehnos" - skill, art "logos" - teaching, science means It follows that the word technology, in combination with other terms, is used to develop the field, to improve skills. In general, technology is an objective process that prepares the stage for the evolution of education to address qualitatively new issues.

New technologies have opened up great educational opportunities. The qualitative changes that are taking place show that the "teaching" process in the usual explanation has begun to go beyond the professional capabilities of teachers. Emerging new technical, informational, print, audio, and visual media have become an integral part of the educational process, bringing many innovations to the educational process in a unique way. However, the specificity of the pedagogical technological process, its superiority over traditional forms, and the real ways to solve the problems of modern education have not yet been fully explored. Many foreign and Uzbek authors write about it. But everyone believes that pedagogical technology will be a priority in the future.

Today, educational technology is not only a tool, but also a new system that plays a major role in the development of the educational process, changing its organizational forms, methods and content. This, in turn, affects the pedagogical thinking of the teacher and the student.

Such a description of technology underscores the importance of an integral link between all developers in the educational process, and the interaction between educator and student. From the object of passive education, the student becomes an active subject of education and upbringing, and as an active subject, he participates in the process with the teacher, striving for independent learning.

The organization of the teaching process in innovative ways, that is, modern pedagogical technologies from the time of primary education, gives high results in the education system. This means that primary education is the foundation of general secondary education. Building on that solid foundation will make it easier for future generations to learn. It goes without saying that pedagogical technologies, established from primary education, play the role of the first stage in the formation of the later stages of education.

Below we give a brief explanation of some methods of pedagogical technology. These methods play an important role in the diversity of lessons.

1. "3 × 4" method. students are able to think freely, to give a wide range of ideas, to analyze and draw conclusions in the educational process, individually and in small groups, to describe.
2. Case study. In this method, in a practical example, students describe a problem, a solution to a situation.
3. "Talk and chalk." Translated from the English word "chalk and communication" (teacher or student uses the board to cover the topic)
4. Essays. Independent student analytical work on a specific topic.
5. Blitz game. It is aimed at teaching logical thinking to organize the sequence of actions correctly, to choose from a wide variety of ideas and information based on the subject being studied.
6. Debate. Debates on a specific topic focus on students' ability to think freely, to come up with a wide range of ideas, to analyze and draw conclusions individually and in small groups in the learning process.

7. "Brain-ring". The Brain Ring Coordinator's responsibilities include correcting a set of questions, identifying answers, encouraging and activating student participation in the process, and objectively assessing each participant's participation.

8. Glossary. The word "gloss" comes from the Latin word "knowledge set" (a dictionary of at least 15 terms on each topic, which describes the meaning of these terms).

9. Technique "Hierarchy". It aims to teach them to think logically, critically, creatively, using simple to complex, complex to simple methods.

10. Boomerang technique. Students are encouraged to work with a variety of literature, texts, memorize, recite, express themselves freely, and evaluate all students during a lesson.

All levels of the education system in the country are provided with new scientific literature. They are innovating in their work based on the requirements for educators. In the process of educating the younger generation, along with the use of science (<https://fayllar.org/1-fan-bobi-1-fan-bolimi-1-qiylik-darajasi.html>), techniques and best practices effective use of modern pedagogical technologies. This process further increases the responsibility of teachers. What is pedagogical technology? How and where can we use it effectively? To answer such questions, do we first need to study the teaching process, the teacher and the student? Lessons are the collaborative, productive work of a teacher and a student. Positive organization of the lesson, effective use of time, the correct choice of lesson objectives, the ability to apply methods in their place, to create a positive-emotional environment in the classroom by cooperating with students. is the main activity. Teaching students to read, to help students acquire knowledge independently from teaching, and to understand and apply modern pedagogical technologies in a variety of ways to achieve a positive outcome in the classroom requires skill on the part of the educator. The learning process consists of three parts

-Motivation;

-Cognitive activity;

-Management activities.

When these three components work together, results can be achieved in pedagogical technology. Classes based on pedagogical technology allow students to express their views on important life achievements and problems, to think, to justify their views. The most fundamental foundation of pedagogical technology depends on the technology chosen by the teacher and the student to achieve a systematic, collaborative approach based on a clear sequence from the set goal to the guaranteed result. The main features of pedagogical technology are design, implementation and guaranteed results. The teacher is responsible for the development of the lesson plan, the creation of technological maps, the purposeful implementation and achievement of results. The role and importance of innovative methods in the use of pedagogical technologies is great. The main purpose of interactive methods is to motivate students to be active, to involve them in the lessons, to teach them to work together.

2. What are interactive or interactive methods?

Relation of educational content to interactive methods. Thus, we have described an integrated approach that identifies the first important condition for improving the choice of teaching methods in terms of their systematization, their application in the practice of planning the learning process. Criteria for the selection of traditional methods in pedagogy have been

developed in large numbers (<https://fayllar.org/opkada-gazlar-almashinuvi.html>), and in recent years in the works of didactic scientists more than twenty of them are cited.

The criterion for choosing interactive methods is that they are highly focused on solving problems in the development of education and upbringing. This criterion is introduced by assessing the ability of different methods to solve problems in one area or another, as their ability to master the elements of social experience varies. The next criterion for choosing interactive methods is their relevance to the nature of the educational content. The content of the method is also defined as part of the action. From this bous, this criterion will no doubt be taken into account. One method reveals the full content of the topic, while the other allows you to master it positively. Another criterion for choosing interactive methods is that they are fully compatible with the learning opportunities of students, that is, to ensure the unity of internal and external conditions for effective learning activities. The use of interactive teaching methods should be tailored to the individual capabilities of the educator.

This takes into account the degree to which the educator is armed with the theory and practice of teaching methods and theories of knowledge with the laws of the teaching process with the theory of educational content and other existing laws. The next criterion for choosing interactive methods is their compatibility with the forms of organization of the learning process. By the way, general, group and individual forms of teaching require different methods. the participation of all students in the group will be required. Compliance with the principles of pedagogical technology of interactive methods is a generalizing criterion. [lab-work-topic-cda-windows-forms-data-control-f-v2.html](https://fayllar.org/lab-work-topic-cda-windows-forms-data-control-f-v2.html)), ensures the independence of the student to this or that topic. Based on the general purpose of education, the allocated option is analyzed and evaluated, taking into account the need to address educational and developmental issues at the current stage of teaching. One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. formation, as well as monitoring the activities of students, the assessment of the level of knowledge, skills and competencies acquired by them requires from the teacher high pedagogical skills and a new approach to the educational process. Pedagogical technology is subjective in nature, that is, each educator must creatively organize the process of education and upbringing based on their abilities and professional skills. Regardless of the form, method and means of organization, pedagogical technologies:

- Increasing the effectiveness of pedagogical activities;
- Decision of interaction between teachers and students;
- Ensuring that students acquire a thorough knowledge of the subject;
- Develop students' independent, free and creative thinking skills;
- Create the necessary conditions for students to realize their potential (<https://fayllar.org/shifrlash.html>);

The method of "brainstorming" is to ensure the activity of students in the classroom, to encourage them to think freely and free them from the inertia of the same thinking, to collect a variety of ideas on a particular topic, as well as to solve creative tasks. serves to teach them to overcome the ideas that arise in the early stages of the maturation process. The method of "brainstorming" was recommended by AFOsborn, the main principle and condition of which is to strictly prohibit criticism of the ideas expressed by each participant in the training, to

encourage any bites and jokes. The aim is to ensure the free participation of students in the learning process. The effective and successful use of this method in the educational process depends on the pedagogical skills of the teacher and the breadth of thinking. Classes based on this method can last up to an hour.

Interactive methods are called collective thinking, that is, methods of pedagogical influence are an integral part of the content of education. The peculiarity of these methods is that they are carried out only through the joint work of teachers and students.

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