WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 3, Issue 4, April., 2022

INNOVATIONS IN EDUCATION DIDACTIC GAME TECHNOLOGY

Bazarbayeva Aynura Bakhtiyarovna
Student of the Nukus State Pedagogical Institute named after Ajiniyaz
aynurabazarbaeva001@gmail.com

Annotation
The article presents a didactic game technology that allows weakening the control mechanism (regardless of ethnic or religious affiliation). In children experiencing strict external control (from teachers or parents), the motivation to play and participate in the game is reduced by 60% and more than twice. That is why many didactic and socio-dramatic games turned out to be ineffective in terms of relaxation, education and development. The results obtained actualize the need to improve the didactic game structure and provide specialized training for teachers to organize and conduct such games.

Keywords: technical game, child abuse, physical activity, child's readiness to play, didactic game.

Introduction

Innovation is the introduction of something new. A. I. Prigogine understands innovation as a purposeful change that introduces a new, relatively stable element into a particular social unit - an organization, population, society, group. This is an innovative activity. Innovative technologies are innovations and changes in the pedagogical process and in the activities of teachers and students, the implementation of which is based on the full use of interactive methods. 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 interaction of student-teachers.

The process of such pedagogical cooperation has its own characteristics, which include:

Forcing the student to independence in the classroom, to independent thinking, to creativity and research activities;

Ensuring the constant interest of students in knowledge in the learning process;

The student can independently increase the student's interest in knowledge with a creative approach to each topic;

Organization of constant joint activities of the teacher and the student.

Researchers (A.L. Prigozhin, B.V. Sazonov, V.S. Tolstoy, A.G. Kruglikov, A.S. Aksiezer, N.P. Stepanov and others) distinguish two approaches to the study of the components of innovative processes: individual micro-level of innovations and micro-level of interaction of individual innovations.

The first approach emphasizes a new idea that has been put into practice. The interaction of newcomers, introduced separately in the second approach, is their unity, competition and, consequently, the replacement of some by others. Scientists single out the concept of the periodicity of life in the analysis of the microstructure of the innovation process. This is because the concept is a measurable process in relation to innovation.

The scheme of the innovation process is given in the pedagogical literature. It covers the following steps:

1. The stage of the birth of a new idea or innovative concept. It is also called the discovery stage.
2. Invention, i.e. the stage of creating something new.
3. The stage of implementation of the created innovation.
4. Distribution of innovation, the stage of its widespread implementation.
5. The dominant stage of innovation in a particular area. At this stage, the innovation loses novelty and an effective alternative appears.
6. Based on a new alternative, the phase of narrowing the scope of innovation through replacement.

V. A. Slastion understands innovation as a set of purposeful innovations, the process of creating, distributing and using innovations, and its purpose is to satisfy the needs and aspirations of people with new means.

The authors of the system concept of innovation (A.I. Prigogine, B.V. Sazonov, V.S. Tolstoy) identify two important forms of innovation processes. Adding innovation to the first form is introduced as a simple development. This applies to organizations mastering the product for the first time. The second form involves the development of large-scale innovations. The innovation contribution is a dynamic system that both legally develops over time and represents its interaction with the environment.

The concept of "new" plays a central role in pedagogical innovation. There is also an interest in particular, conditional, local and subjective innovations in pedagogy. Private news V.A. Slastenin found that the current modernization involves updating one of the product elements of a particular system. A contingent innovation is a collection of certain elements that lead to complex and progressive innovation. Local innovation is determined by the use of innovation at a particular site. Subjective

novelty is defined as the fact that the object itself is new to a particular object. The concepts of novelty and innovation differ in scientific areas.

Innovation is a tool: a new method, methodology, technology, and so on.

In and. Describing the new concept of Zagvyazinsky, new in pedagogy is not only the idea, but also approaches, methods, technologies that have not yet been used. However, the elements of this pedagogical process are complex or individual elements that reflect the anticipatory beginnings of the effective solution of educational and pedagogical problems in changing conditions and situations.

R.N. Yusufbekova sees pedagogical innovation in teaching and upbringing as a previously unknown and previously unnoticed situation, a result, a change in the content of pedagogical reality, leading to the development of theory and practice.

In the pedagogical innovative activity of R.N. Yusufbekova identifies three blocks of the structure of the innovation process:

The first block is a new dividing block in pedagogy. This includes the classification of new pedagogical innovations in pedagogy, the conditions for creating new ones, the norms of innovations, the readiness of the new for development and use, traditions and innovations, the stages of creating a new one in pedagogy.

The second block is the block of perception, assimilation and evaluation of the new: pedagogical communities, the variety of processes of evaluation and assimilation of the new, conservatism and innovation in pedagogy, innovative environment, readiness of pedagogical societies to understand and evaluate the new.

The third block is the block of new use and its implementation, that is, the patterns and types of implementation, use and widespread implementation of the new. M. M. Potashnik's interpretations of innovative processes attract attention.

The law of cruelty violates the whole picture of the pedagogical process and events, divides the pedagogical consciousness, evaluates the pedagogical novelty, spreads the significance and sincerity of the novelty.

The law of stereotyping lies in the fact that pedagogical innovation tends to shape thinking and turn it into practical action. In this case, the pedagogical stereotype is forced to lag behind, to slow down the introduction of other innovations. The essence of the law of periodic repetition and return of pedagogical innovation is that in it the novelty is restored in new conditions. The subject of innovation activity in the university is the teacher and his personal potential. At the same time, the sociocultural, intellectual and moral potential of the teacher is of paramount importance. In the works of S. M. Godnin, the student's personal qualities are described as the subject of the pedagogical process. It includes: the ability to understand the goals, objectives and guidelines of the educational process adopted for

the current and future stages of education; mastery of advanced measures of mental labor; purposeful professional self-education and self-study, excellent ability to overcome difficulties, satisfaction with expanding intellectual and professional opportunities, growth prospects and a strong position, be active in fulfilling one's social role, etc.

Innovation is an important element of the pedagogical process in which a person is capable of self-government and self-mobilization. To develop the cognitive activity of students with its most important areas. This includes the activation of the educational work of students, the definition of their professional specialization.

The main directions are the integration of education, science and production, the transition to new principles of their interaction. Thus, the analysis of the theory of innovation activity factors leads to the conclusion that its most important direction is humanistic axiology.

The axiological approach to innovation activity means that a person devotes himself to the process of creating innovations, the totality of pedagogical values created by him. Axiology considers a person as the highest goal and the only goal of social development. The innovative activity of the teacher is considered as the result of the creative process and creative activity.

References

1. Law of the Republic of Uzbekistan "On Education". A harmoniously developed generation is the basis for the development of Uzbekistan. - T.: Shark, 1998.
2. Law of the Republic of Uzbekistan "On the National Education Program". A harmoniously developed generation is the basis for the development of Uzbekistan. - T.: Shark, 1998.
3. Karimov I.A. Uzbekistan on the threshold of independence. -T.: "Uzbekistan", 2011.
4. Azizkhodzhaeva N.N. Pedagogical technologies and pedagogical skills. -T.: TDPU. 2006
5. Madyarova S.A. et al. Pedagogical technology and pedagogical skill. - T.: Ekonomika-Finance, 2009, 240 p.
6. Saidakhmedov N. New pedagogical technologies. - T .: Publishing house "Finance", 2003. - 171 b.
7. Ochilov M. New pedagogical technologies. - Against. "Nasaf", 2000 - 80 p.