



USE OF NEW INNOVATIVE IDEAS IN TEACHING

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Annotation

This article discusses the benefits of using new innovative ideas and pedagogical technologies in the teaching process.

Keywords: educator, idea, innovation, innovator, educator, learner

Introduction

The scope of information is expanding exponentially today. If the educator does not work on himself, the previous knowledge will not be enough. When the taught knowledge is connected with the sharp events of everyday life, the use of various innovative technologies can achieve the memorization of the studied knowledge. Innovation - (English) means to innovate, and technology is derived from the Greek words "technos" - art, skill and "logos" - science. Innovative technology is new to the forms, methods and techniques of education. means approach. Innovative technologies are innovations and changes in the pedagogical process and in the activities of teachers and students. When using innovative technologies, the educator is required to know the following:

Knowledge, skills and competencies in ICT;

Knowledge of foreign experience in YaPT (new pedagogical technology);

Ability to use didactic games, interactive methods in the organization of the educational process;

Acquisition of knowledge on advanced pedagogical technologies;

Knowledge of technology to turn knowledge into skills and competencies;

Be able to effectively use action games in the process of activity;

Ability to connect to the Internet, if possible;

Work hard, keep up with the latest news, and more.

While organizing the activity based on innovative technologies, the teacher can use various technical means (computer, projector, electronic board, etc.). the more innovations in the educator's work, the greater the content. It should also be acknowledged that perceptions of innovative technologies and interactive methods in education are not stable and perfect. Each educator can innovate individually. Innovative technologies stem from teacher dissatisfaction with their work. "Renewal of activities will be carried out in three stages: preparation, planning and





implementation," said the famous educator A. Nikolskaya. The main goal of innovative technologies is to achieve a common teacher-learner, interest, change attitudes to education, the ability to apply the acquired knowledge in social settings, ICT and didactic such as combining materials with the topic. Innovative technology is the process of imparting new knowledge to students using scientific research, development, experiments, or other scientific and technical advances.

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 subject and object. The process of such pedagogical cooperation has its own characteristics, which include:

Forcing the object to be indifferent, independent thinking, creating and researching during the activity;

Ensuring that the object has a constant interest in knowledge in the learning process;

The object independently enhances the object's interest in knowledge with a creative approach to each issue;

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

Researchers (AL. Prigojin, B.V. Sazonov, V.S. Tolstoy, A.G. Kruglikov, A.S.

The first approach highlights a new idea that has been put into practice. The interaction of the newcomers introduced separately in the second approach is their unity, competition, and consequently the replacement of one by the other. Scientists distinguish the concept of periodicity of life in the analysis of the microstructure of the innovation process. This is because the concept is a measurable process relative to innovation.

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

1. The stage of birth of a new idea or the concept of innovation. It is also referred to as the discovery phase.
2. Invention, ie the stage of creating something new.
3. The stage of implementation of the created innovation.
4. Dissemination of innovation, the stage of its widespread implementation.
5. The dominant stage of innovation in a particular field. At this stage, innovation loses its novelty, and an effective alternative emerges.
6. On the basis of a new alternative, the phase of narrowing the scope of the innovation through replacement.

V.A. Slasten's research identifies the main characteristics of the educator's ability to innovate. It has the following qualities:





Creative-motivational orientation of the person. It is curiosity, creative curiosity; Striving for creative achievement; striving for leadership; striving for self-perfection, etc.;

Creativity This is fantasy; freedom from stereotypes, risk-taking, critical thinking, ability to evaluate, self-observation, reflection; assessment of professional activity. This is the ability to master the methodology of Creative activity; ability to master pedagogical research methods; The concept of authorship is the ability to create technology of activity, the contradiction is creative Ability to eliminate; ability to collaborate and assist each other in creative activities, etc.;

Individual ability of the educator. This is a picture of creative activity; ability of the person to work in creative activity; perseverance, self-confidence; responsibility, honesty, truthfulness, self-control and so on.

Research of innovative activity has allowed to define criteria of readiness of the teacher To innovative activity (V.A. Slastenin):

Understanding the need for innovative folate;

Readiness to be involved in creative activities;

Aligning personal goals with innovative activities;

Willingness to overcome creative failures;

Level of technological readiness for innovative activities;

The impact of innovative activity on professional independence;

Ability for professional reflection.

The nature of innovation processes in higher education is determined by the characteristics of the innovations introduced, the professional capabilities of teachers, the characteristics of the innovative activities of innovators and participants.

One of the most important issues in innovation is the personality of the educator.

The educator-innovator must be a productive creative person, creative, broad-minded and popular, a lover of a rich inner world, revenge for pedagogical innovations.

Preparation of teachers for innovative activities should be carried out in two directions: formation of innovative readiness to perceive innovation;

to teach to act in a new way.

Students' learning activities and their management are of special importance in the organization of innovative activities. The study of innovation processes, their functions, development laws, mechanisms and technologies of their implementation, the pedagogical basis of management principles allows to organize the higher education process at the level of world standards based on the achievements of modern pedagogy and psychology.





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