



THE ROLE AND IMPORTANCE OF NEW PEDAGOGICAL TECHNOLOGIES IN PRIMARY EDUCATION

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Abstract

Pedagogical innovation is the process of developing, implementing, testing and evaluating innovations in the field of education that help to effectively achieve goals. Innovation and goals are closely related: the educational process changes over time, the labor market makes new demands on future employees, and teaching requires new pedagogical methods, techniques and methods. adapted to new purposes.

Keywords: Pedagogical technologies, innovation, education, quality, assessment, indicator.

Abstract

Pedagogical innovation is the process of developing, implementing, testing and evaluating innovations in the field of education that help to effectively achieve the set goals. Innovations and goals are closely interrelated: the educational process changes over time, the labor market makes new demands on future employees, and teaching requires new pedagogical methods, techniques and methods adapted to new goals.

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Annotation

Pedagogical innovation is the process of developing, introducing, testing and evaluating innovations in the field of education that will help achieve these goals effectively. Innovation and goals are intertwined: the educational process is changing over time, the labor market imposes new requirements on prospective employees, and teaching is adapted to new goals that require new pedagogical methods, styles and methods.





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Critical Thinking Technology

What does critical thinking mean? Critical thinking is the type of thinking that helps you to be critical of any statement, not to accept anything without evidence, but at the same time to be open to new ideas and methods. Critical thinking is a prerequisite for freedom of choice, quality of progress, responsibility for their decisions. (Matthew 24:14; 28:19, 20) Therefore, critical thinking is a form of tautology, a synonym for quality thinking. This is not a concept, but a name, but under the same name, these technological methods have entered our lives with a number of international projects. Interactive technologies are ways to help teachers and students shift space. Communicating in groups, working on data, students discover new opportunities for self-study. This is a whole set of work styles and methods that students interact with each other, focus on creating work on solving a common problem. Interactive technologies are carried out in schools through seminars, discussions, problematic lectures, discussions, where students can express themselves, learn to argue their opinions. Portfolio helps you evaluate the dynamics of educational outcomes. It can be used to visualize educational achievements and discoveries. This innovation is made through such methods of data collection: electronic portfolios, "winning papers," "growth diaries." They record all developments, projects, collect materials confirming the results of participation in projects, discussions and creative work.

Affiliate Technology

Includes learning in small groups. The main idea of collaborative learning is not only to help each other, but also to learn together, to be aware of your successes and the success of your friends. There are several options for organizing a co-operation training. The main ideas specific to all options for organizing the work of small groups are common goals and tasks, equal opportunities for individual responsibility and success. Collaborative teaching technology - implements the idea of mutual education by exercising individual and collective responsibility for solving learning problems. The main idea is to create conditions for students to actively work together in a variety of educational situations. Children are integrated into groups of 3-4 people, they are given one task, each is assigned the role. Each reader is responsible not only for the outcome of his work, but also for the outcome of the entire group. Therefore, vulnerable students seek to identify from the strong what they do not understand,





while strong students seek to understand the mission thoroughly by the weak. And the whole class benefits from this, because the gaps are eliminated together.

Design Technology

Project technology provides student-oriented education, which is a way of developing creativity, cognitive activity, independence. The typology of projects is diverse. Projects can be divided into mono-projects, collective, oral, speech, visual, written, and Internet projects. In real practice, you often have to engage in mixed projects that are research, creative, practice-oriented, and informational. Project work is a multi-stage approach to language learning and covers reading, listening, speaking and grammar. The project method helps students develop active independent thinking and directs them to joint research. In my opinion, project-based learning is relevant because it teaches children to collaborate and learning to cooperate nurtures ethical values such as mutual support and empathy ability, fosters creative abilities and activates students. Generally speaking, on a project basis, you can observe the inseparability of education and training in the teaching process.

The essence of the project methodology is that the student himself should actively participate in learning. Project technology is a practical creative task that requires students to use it to solve problematic tasks, to know the material at a particular historical stage. As a research method, it teaches us how to analyze a specific historical problem or task created at a particular stage of society's development. Mastering the design culture, the reader learns to think creatively, to predict possible options for solving the problems facing him. Thus, project methodology is characterized by high communicativeness; includes expressing students' opinions, feelings, active participation in the real hierarchy; a special form of organizing communication and cognitive activities of schoolchildren in a foreign language; based on the cyclical organization of the teaching process. That is why both elements and the actual technology of the project should be used at the end of the subject study as one of the most repetitive-generalizing types of lessons in a particular cycle. One element of such methodology is project discussion, which is based on a method of preparing and defending a project on a particular topic.

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