European Journal of Pedagogical Initiatives and Educational Practices
ISSN (E): 2938-3625
Volume 2, Issue 1, January, 2024

EXPERIENCE AND PRIORITY TRADITIONS IN IMPLEMENTING INNOVATIVE EDUCATIONAL TECHNOLOGIES INTO THE EDUCATION SYSTEM

Mamatmurodov Sharofjon Khudoyarovich
Tashkent Institute of Textile and Light Industry, Independent Researcher

Abstract
The article scientifically analyzes the experience and priority traditions associated with the introduction of innovative educational technologies into the education system. Today, one of the strategic directions in education is defined as the main factor in the innovative activities of educational institutions. The article substantiates effective educational technologies used in teaching the science of labor law, and methods of their application in the classroom.

Keywords: innovation, educational system, educational technologies, implementation, experience, tradition, method, tool, IPPO (idea, reason, example, generalization).

INTRODUCTION

The changes taking place in the Republic of Uzbekistan in the economic, social, political and cultural spheres also depend on the education system, which determines the intellectual potential of our country in the future and is considered the main condition for its development. At the same time, the growth of intellectual potential, its development at the quality level not only affects the increase in the efficiency of education and the improvement of the system in this area, but also significantly affects the growth of all spheres of this social system.

Innovation means news, invention. “Innovative education” usually means the introduction of new (useful) elements into the educational process. Thus, innovation in the education system is directly related to change. Such changes in the education system: purpose, content, method, technology, form of organization and management system; organize the uniqueness of teaching activities and the learning process; system for monitoring and assessing the level of education; educational and methodological support; system of educational work; curriculum and educational programs; depends on the activity of the student and teacher.

The innovation policy developing in our country poses important and responsible tasks for education. In July 2006, in the city of St. Petersburg - adopted by the G8 at the summit - a document on the formation of an innovative society in the 21st century calls for taking into account the ideas of expansion and solving the problem. The strategy for the future development of science and innovation is to create an innovative person, that is, regardless of his activities, he must be prone to innovation and new knowledge. Today modern innovations are emerging. Currently, innovative education requires the implementation of innovative education and training in the process of creating new knowledge. This requires distinguishing between the existing concepts of innovative educational technologies and new concepts of innovative education.

An active innovation movement has begun in the field of education. At a certain stage, at the end of the twentieth century, such reforms were launched. For example, the views on collective teaching by A. G. Rivin and V. K. Dyachenko, developing innovative education, put forward by D. B. Elkonin, V. V. Davydov, L. V. Zankov, acquired a certain significance in their time. At the same time, other innovative educational technologies: dialectical teaching methods (A.I. Goncharuk, V.L. Zarina), individual-oriented teaching method (A.A. Yarulov), ecology and dialectics (L.V. Tarasov), heuristic learning (A.V. Khutorskoy), dialogical culture (V.S. Bibler, S.Yu. Kurganov), the "Self-reflection" project (G.P. Shchedrovitskaya) and others.

F.I. Peregudov solved problems related to information technologies in education in the field of innovation [1, 184 pp.]. Also, innovative views related to the cluster system in teacher education are reflected in the works of Sh. Mardonov, U. Khodzhamkulov, G. Mukhamedov, Sh. Botirova. Zh. Dzhumanov, B. Prenov, S. Khudayberdiev, U. Khudanov, B. Kholmatova, G. Yusupova, Sh. Yuldosheva studied the issues of mixed education in teaching.

Relying on foreign experience is also important when determining the content of education based on the use of innovative technologies. On this occasion, V.P.Bespalko [2, 192 p.], M.V.Klarin [3, 80 p.], V.S.Kukushina [4, 336 p.], V.P.Pugaev [5, 285 p.], G.K. elevko [6, 289 p.] p.], L.V.Golish [7], E.I. Ermolaeva [8, 75 p.], S.S.Mukhina, A.A. Solovyova [9, 43 p.] gave methods of using pedagogical technologies in theoretical and practical classes, didactic and methodological recommendations, and from Uzbek scientists A.A.Abdukodirov, F.A.Astanov, F.A.Abdukodirova - methodology for applying the "Case-study" method in theory, practice and experience, A.A. Abdugadirov, A.H.Pardaev - theory and methodology of technologization of the educational process [11, 102 pp.] and an explanatory dictionary of terms related to educational technology [12, 43 centuries], R.Ishmukhamedov - innovations and innovative technologies in education [13, 14], M. Ochilov [15], M. Yu. Oleshkov [16], O'.K.Tolipov, M.Usmonboeva [17], Zh.Yoldoshev, S. Khasanov [18], G.K.Masharipova [19, p. 43-46; 20, p. 254-256], the theoretical and practical aspects of the use of pedagogical technologies in the educational process are highlighted, and the factors of human resource development in the educational process are studied in the works of foreign scientists Thomas George, Surjit Singh [21].

The above technologies are aimed at improving teaching skills, increasing interest in the educational process, improving understanding of educational material, developing functional literacy, design literacy, theoretical thinking, environmental and economic thinking, communication, social activity, citizenship, and self-awareness. - awareness and solving other problems. However, the introduction of innovative educational technologies into the education system has not been comprehensively studied, and their study is one of the most pressing problems.

At present, after the transition to the innovative path of development of other spheres of activity, including production, the education sector performed for them only the function of training leaders. But in reality it looks different. In the past, society needed only a few independent innovators. For the educational technologies mentioned above, only teachers were innovators, and their innovations were aimed at developing the necessary qualities in students, while no attention was paid to the direction of innovative thinking and abilities for innovative activities.

Innovative educational technologies and programs are all educational technologies, the result of the innovative activities of the teacher who creates and develops them. Innovative education is such innovative educational technologies and programs in which the teacher is the result of innovative activity and is the creator of innovative ideas of students.

As a result of the development of science, technology and innovative technologies, attention to increasing the effectiveness of education through the use of interactive methods (innovative pedagogical and information technologies) in the educational process is increasing every day. Trainings using modern technologies in the education system allow young people to independently search for acquired knowledge, independently study and analyze it, and use their own knowledge.

Trainings conducted on the basis of pedagogical technologies satisfy the desire of students to express their attitude to important life achievements and problems, provide them with the opportunity to think and justify their point of view.

Innovation means innovation, renewal, change. Interactive ("Inter" - mutual, "ast" - act) - means to act (or to be in conversation or communication with someone).

Interactive education, interactive methods, is a system of methods based on regular communication, which is a system of teaching and methods with the cooperation and active participation of young people. In other words, interactive teaching methods are a special form of organizing knowledge and communicative activities in which students participate in the process of cognition and have the opportunity to understand and think about what they know and think.

Pedagogical technology in the educational process is a clear, consistent integrated pedagogical process, a pedagogical process aimed at ensuring a targeted, clearly planned and guaranteed result, based on the needs and technical capabilities of young people. Joint activity to realize a pedagogical goal and achieve a guaranteed result depends on the goal set, the chosen content, method, form, tool, that is, technology.

The concept of "teaching method" is interpreted in different ways. D. I. Tikhomirov defines it as "a way of transferring knowledge to others", K. V. Elnitsky defines it as "the skills, methods and actions of a teacher in using technology as a whole", and S. A. Ananyev considers it "a set of agreed teaching methods" . [22, p. . 141].

However, if we compare different approaches to defining the concept of "teaching methods," we can identify common points.

"Educational methods are the joint activities of teachers and students aimed at achieving their educational goals" [23, p. 417].

"Teaching methods are a system of sequential actions of the teacher and students that ensure the assimilation of educational content. The teaching method is characterized by three characteristics: the purpose of teaching, the method of teaching and the interaction of subjects of education" [22, p. 417].

According to P. E. Solomakho, a teaching methodology is an orderly way of interconnected activities of a teacher and students, with the help of which a strong assimilation of knowledge, skills and abilities is achieved, the worldview of students is formed, and the independent acquisition of knowledge and skills is formed. a creative application is being developed (eg story, explanation, lecture, illustration and demonstration, exercise, etc.).

Technology is a production process, and pedagogical technology is a holistic pedagogical process. Main features of pedagogical technology: design, implementation, guaranteed results. The essence of pedagogical technology lies in its focus on guaranteed results. Each technology, including pedagogical technology, has its own criteria: conceptuality, consistency, efficiency, controllability, reproducibility. The levels of application of pedagogical technologies in the educational process in general pedagogical, special methodological and modular areas have been determined. Any technology is aimed at implementing an idea, scientific idea or theory.

Today, innovative educational technologies are widely used in the education system. Below are some effective educational technologies used in teaching the science of labor law.

Summary describing educational technology. This technology is aimed at studying complex, interdisciplinary, highly problematic topics. The essence of the technology is that it provides information on different areas of the subject in one way. At the same time, their individual elements are discussed. For example, positive and negative aspects, advantages and disadvantages, advantages and disadvantages are identified.

The purpose of the technology: to help the audience think freely, independently, critically, work in a team, search, find a solution to a problem on a topic, using the method of generalizing and comparing opinions, and draw the necessary conclusion or solution. , influence the team with your opinion, approve it, and also teach how to use the knowledge acquired on the topics covered when solving a problem and give a general idea of the topic.

The technology is used in lectures (subject to availability and conditions), seminars, practical and laboratory classes in an individual (or small groups) manner.

Description of the IREG technology (idea, reason, example, generalization). This technology can be used to resolve controversial issues, conduct debates, or at the end of a training seminar, in order to find out the audience's opinion regarding training sessions and some topics and problems in topics and sections, or after studying any section according to the curriculum. Because this technology teaches students to defend their opinions, think freely and share their opinions with others, debate openly, as well as analyze the knowledge acquired by students in the educational process, and determine the level of assimilation, assessment and culture of debate.

Conclusion

The main purpose of using technology in the educational process is to help the audience express their thoughts clearly and concisely on a simple sheet of paper handed out, to present supporting arguments or a negative opinion. Interactive conversation is an interactive style of oral presentation, a system of thoughtful questions that lead to the gradual assimilation of knowledge by listeners. It is used for repetition, consolidation and presentation of new knowledge. In this conversation, the learner (or audience) must answer one question with the correct answer. The importance of using the interactive method lies in achieving rapid assimilation of new knowledge with the help of skillfully posed questions by the student, as well as through the diligence and independent thinking of students, monitoring the understanding and assimilation of knowledge by students, developing memory and thinking, readable, studied text (or viewed picture, experiment and the original meaning and content of the excursion consists of explanation and interpretation in interaction with listeners, working

in cooperation, mutual respect, instilling a sense of responsibility.In practice, innovative educational technologies are widely used in lectures, seminars, practical and laboratory classes, many new techniques appear, and they are of great importance in the active work of students during the lesson.

References

1. Peregudov L.V., Saidov M.Kh. Management and economics of higher education: Textbook. – Tashkent: Finance, 2002. – 184 p.
2. Bespalko V.P. Components of pedagogical technologies. – Moscow: Pedagogy, 1989. – 192 p.
3. Clarin M.V. Pedagogical technologies and educational processes. – Moscow: Knowledge, 1989. – 80 p.
4. Pedagogical technologies / Ed. V. S. Kukushina. - Moscow-Rostov - on Don. March, 2006. - 336 p.
5. Pugaev V.P. Tests, business games, training and personnel management. Textbook for university students. - Moscow: Aspect-Press, 2000. - 285 p.;
6. Selevko G.K. Pedagogical technology and the basics of didactic and methodological improvement. – Moscow: Research Institute of School Technologies, 2005. – 289 p.
7. Golish L.V. Modern pedagogical technologies. - Moscow, 1999.
8. Ermolaeva E.I. Modular training at a university: its main educational elements. – Penza University, 2010. – 75 p.
9. Mukhina S.S., Solovyova A.A. Training in modern innovative technologies. – Moscow, GEOTAR-Media, 2008. – 43 p.
10. Abdukodirova A.A., Astanova F.A., Abdukodirova F.A. Case study method: Theory, practice and experience. – Tashkent: Tafakkur qanoti, 2012. – 131 p.
11. Abdukadirov A.A., Pardaev A.Kh. Theory and methodology of technologization of the educational process. - Tashkent: Science and technology. - 102 s.
12. Abdukadirov A.A., Pardaev A.Kh. Explanatory dictionary of terms related to educational technology. - Tashkent: Science and technology. - 43 s.
13. Ishmukhamedov R. Innovations in education. - Tashkent: Science, 2010.
14. Ishmukhamedov R. Innovative technologies in education. - Tashkent: Science, 2010.
15. 16. Achilov M. New pedagogical technologies. - Against, 2000.
16. Oleshkov M.Yu. Modern educational technologies: Textbook. – Nizhny Tagil: NTGSPA, 2011. – 144 p.
17. Tolipov O'.K., Usmonboeva M. Theoretical and practical foundations of pedagogical technologies - Tashkent: Science and Technology, 2006.
18. Yoldoshev Zh., Gasanov S. Pedagogical technologies. - Tashkent: Economics and Finance, 2009.
19. Masharipova G.K. Teaching the topic “The Emergence of Society and Law” using modern pedagogical technologies and interactive methods. // “Current problems of innovative technologies in the context of integration of science, education and production” Part III of the collection of scientific articles of the Republican Scientific and Practical Conference. November 20-21. - Tashkent, 2014. – pp. 43-46.

20. Masharipova G.K. The effectiveness of using modern pedagogical technologies in teaching science the basics of spirituality // Materials of a scientific-practical conference on the topic “Innovative ideas and developments of talented youth in the conditions of modernization of equipment and technologies” - Tashkent, TITLI, 2017. – pp. 254-256.
21. Thomas George, Surjit Singh. Human Resource Development in Organisations.- Малайзия, Куала-Лумпур, 2000.
22. Bim-Bad B. M. Pedagogical encyclopedic dictionary / Ch. ed. B. M. Bim-Bad. – Moscow: Big Russia. Encycl., 2002.
23. Pedagogy. Textbook edited by L.P. Krivshenko. – Moscow, 2005, p. 417.