

Effectiveness and the Ways of Using Pedagogical Innovative Technologies in Teaching Process



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ABSTRACT: Innovation is the process of making new changes in various fields of activity, as well as in the field of education and industry. The result of such changes is news. Any innovation is inevitable, which is formed in the logic of changes and development in society. The essence of innovation is to the tools and methods to achieve new results, obtain them, to overcome traditional or regular elements of traditional activities. The transition of enterprises and organizations of the national economy (including the education) has further strengthened these all conflicts, but the most painful situation is the need to restore the minds of these employees.

KEYWORDS: Cognitive Competence, Innovative Methods, Creative Teaching, Internet Resources, Education and Training.

INTRODUCTION

Technical and organizational issues will come on first in educational institutions and goes around the training of students and consumers of technologists and educational services. At the same time, the lack of the lack of two main issues (the teacher renounces and not to them) to introduce news for the educational process in the educational process. Organizations operating in uncertainty of educational institutions, ie it may not be possible to assess the probability of potential results in exact figures. Such organizations include socio-cultural, political and science. The knowledge of the social and psychological-pedagogical aspects of innovations in these areas is relevant, as ignoring them may compromise the most valuable news. Any news leads to technical and psychological consequences.

THE MAIN PART

Traditionally, innovations are considered as a completely positive accident in the organization's life: historical and net daily experience shows that it is far from this work. All innovations may not be good for people, even if their purpose is good. Based on the above, psychological and pedagogical factors in the implementation of innovations is clear. Inquiries of innovations (innovators, organizers) should support the psychological support of innovations to eliminate obstacles with the least losses.

We can find many classifications of innovations in publications. We focus on the projected classified classification in education.

- 1) technical and technological (new manufacturing facilities and new technologies); employees of organizations do not expect negative results from these news;
- 2) organizational-management (new organizational structures and methods management methods, management of management decisions);
- 3) socio-economic (new financial incentives, salary systems).

The last four types of innovations lead to a negative reaction between employees and is the most difficult to achieve effective changes in people's actions, the presence of stability, healthy conservatism and the presence of life and prefencial stereotypes encourages all of us to be careful and prone to fear.

Problem Provider, Novage, Entreprensiuous, Developer, Expert, Organizer, Organizer, User, the user affects many employees of each organization, interests. This role-wheeling position set depends on the content and scope of innovations and is rarely found in manufacturing. There are two mandatory positions: organizer and user. In education, many positions are often qualified to be a teacher-innovator.

Often, the functional position of innovative positions and employees may not be compatible. Typically, scientists should be the head of the organization and its behavior should reflect innovative behavior standards, the desire to give the freedom of

Effectiveness and the Ways of Using Pedagogical Innovative Technologies in Teaching Process

movement, initiatives. The manager's innovative behavior is the motivator's motivator's motivates in the most important personnel.

The modern educational space consists of two types of pedagogical processes –Innovative and traditional. Pedagogical innovation - theoretical reasonable, is fulfilled and practiced, it is carried out three levels: macro level, meso-level, and micro levels. Innovations at the macro rate affects the changes in the entire education system and lead to a change in its paradigm. MESOz level is aimed at changes in the educational environment of the region, in specific educational institutions. At the micro level, we talk mainly about creating new educational institutions based on new conceptual approaches. Today, there are four types of educational institutions in Uzbekistan: elite, opportunistic, experimental and traditional. Innovations aimed at creating new content for a separate course and courses of innovations (for example, environmental or humanitarian); Or develop new methods of building the educational process; Development of new technologies, new forms and methods of teaching.

Education innovations develop in five stages at any level.

The decision on the need to excite the first rounds and the need to introduce certain types of news. Initialization may concern with internal motivation of the head of the organization, but may result from external or internal pressure: changes and processes for order from ministry, ordering, organization for a new specialist, organization. Typically, innovative strategy and analytical work on its implementation should be carried out by the head by the head of the rector, Vice-Rector and Dean (Director, the head teacher). Innovation initiative in practice is often from the above-mentioned teacher - not from above.

The second phase and theoretical, ie the development and development of innovations on the basis of psychological and pedagogical analysis, the development of the innovative process and was its negative and positive consequences (economic, legal, etc.). This stage is the hardest, because pedagogical reflection and ability to think "other pedagogical truth" is:

- ❖ Knowing psychological and pedagogical theory;
- ❖ Ability to make your ideas into a single understanding;
- ❖ Librating the need for or inevitable news;
- ❖ Identification of factors that promote the introduction of news.

This stage also includes the provision of planned innovation information. In the second stage, cautious work requires success in the stage of the introduction of innovations in the pedagogical process.

New structures promoting the development of third-round-organizational and practical and practical and practical and practical and practical and practical and practical and practical-innate. These structures should be self-sufficient and independent. At this stage, it is important to find supporters of innovative idols, especially in the organization, through the influential and reputable people in the organization. In addition, the relationship of many other employees to innovations should be patient among these innovations. This stage of the innovative process ends with many members of the organization to meet the needs of the organization and create a favorable emotional and motivational background.

The fourth step is to generalize and analyze the analytical model. At this stage, it is necessary to understand how the innovative process is carried out; The state of the educational institution should be associated with a subject of a subject that must be achieved by a whole incident (or teaching of a particular science). If the game is not held, you must find an answer to the question: Why?

The fifth phase is done, it can be tested, and then complete. At this stage, success depends on three factors:from the material and technical base of the educational institution or the environment

Innovation is mostly done in relatively small communities, where to innovations make psychological manufacture of psychological cooking and awaken people's enthusiasm and confidence here.

Qualification and education. It is important to know the management, knowledge and foreign languages of the leader's progressive kind. These features are associated with the initiators and implementers of the innovative process, and this role should often perform the heads of organization. R. L. According to Krijevsky, as for the characteristics of the performers to successfully implement innovation policy, the following factors are important:

- a) Availability of a special system of training and retraining of employees;
- b) Information relations and awareness awareness, ie adequate information about them for innovation;
- c) Innovation, the attitude of employees to innovations depends in many ways on the organizers of innovations.

According to our observations, the main obstacle to the introduction of educational innovations in the practice of university practice is the quality of pedagogical staff, the level of professionalism. For example, new pedagogical technologies require the university teacher (except for professional competence on its subject) to have pedagogical skills.

A list of new pedagogical knowledge and skills required by the teacher of the Education Technologies Development is as follows:

- ✓ Ability to diagnose for education;

Effectiveness and the Ways of Using Pedagogical Innovative Technologies in Teaching Process

- ✓ Exignting on the topic and its scientific basis, systematic knowledge;
- ✓ The ability to restore the educational material from inductive presentation, but the whole theme is the ability to restore the whole theme to the logic of the presentation of inductive detatory issues;
- ✓ Equipment for the professional performance of the future specialist in the educational process (in his goals, content, learning forms, methods and tools);
- ✓ Except for the workshop, business environment, brainstorm and others preparatory work;
- ✓ fluency fluenting methods of teaching;
- ✓ Ability to provide a favorable psychological climate, teacher and student co-operation.

In the study of N.A.Ilyina, the specific attitude of employees to innovation consists of three components: cognitive, emotional and behavior. It sets five types of attitudes to innovations: active, prosifucuous, positive, neutral, passive-negative and active.

LITERATURE REVIEW

Social psychologists divide people into the following types according to the news. People who are determined by the permanent aspersion of opportunities for improving the opportunities to improve the production and management; Develops technological, organizational and other innovations, make initiative proposals and achieve them.

Psychological barriers in innovation. The actions, expectations and emotional experience of an employee who conceal or clearly illustrate negative socio-psychological situations as a result of the psychological barrier. According to forms of manifestation, psychological barriers can be divided into passive, active and very (open sabotage). The psychological barrier is a developing person, as its parameters (nature and forms) are changed at different stages of innovations, depending on the type of innovation and varies to various categories of employees.

R. L. Krichevsky, K. Referring to Davis, the reasons for the resisting organizational innovations of employees may be three different: economic, personal and social. As we can see, teachers are basically afraid of innovation, as they lead to acceleration and retraining of the case; They can reduce importance and change the main role in the educational process; Improads and creativity in the teacher's activity limits. Teachers are among the social reasons for the reconections:

1. The desire to maintain normal social ties, and therefore, their status (40%);
2. I am afraid to change the functional functions of innovation and reduce the work of work (30%);
3. Protests of irrelevantness of the role of personal participation and insignificance of innovation (20%);
4. The fact that innovations are beneficial not to the community, but not employee

The experience of introducing new technologies over the past 3 years shows that the educational institution is highly related to the socio-cultural context. The specifics of the introduction of innovative processes in the department. According to our observations, this is:

- The direction of many employees is not successful, but not to fail;
- Fear of dangers and hardship;
- There is a low level of claims;
- Any initiative is punishable;
- There is no interest in self-development;
- In particular, general and low sympathy is a rough contact Culture;
- Lack of communication skills;
- Low lower ability to comply with and improvise steroids;
- Failure to understand their professional purpose (their teaching function) and resulting in the lack of self-activation at work;
- Failure to display a multifaceting and as a result, after 10-15 years of doctrine, emotionally burn.

These components define the teacher's professional affairs (we call acmenological invirations after psychologists after psychologists), we think the optimal creative potential and high productivity of the teacher's work. The desire for the collaboration of creative and research methods of creative career is an Amitology Case Position (Promoting the actology and prosperity of acts and prosperity).

If the vocational direction of the teacher is based on social actions, technique and operations of modern traditions, the best traditions of modern professional culture (not a boring necessity or random destinate), This situation gathers the interests of society and the student. This situation can be considered optimal because it stimulates and catalyzes the highest productivity of vocational activity and turns it towards positive news.

Effectiveness and the Ways of Using Pedagogical Innovative Technologies in Teaching Process

The Athletic Component is a result of complex subjective-objective formation, some of the deepest mental characteristics of the national character, which is a group of personality qualities that determine the development of professional.

Practical reform of educational systems, i.e. education and upbringing in all types of educational institutions on the basis of relevant programs. It should be noted that the introduction of any pedagogical news is the innovative activity of the teacher not to reform education. The structure of the innovative activity can be described in various aspects: axisology, reflection-activity, socio-psychological, etc.

A symptological approach to innovative activities reveals it in terms of teaching values. The teacher assigns universal cultural and pedagogical values to the extent that allows the level of development and inner culture of self-awareness of self-awareness and inner understanding. The professional mind has an internal basis, which allows the teacher to self-determine about the introduction of news to the education process.

The innovative model should be developed based on the model of social partnerships created in foreign pedagogical innovations. The combination of these two sources L. S. Podymova allowed to offer such a model of the teacher, where there was a social phenomenon for all elements of the innovative process (see the Figure number 1).

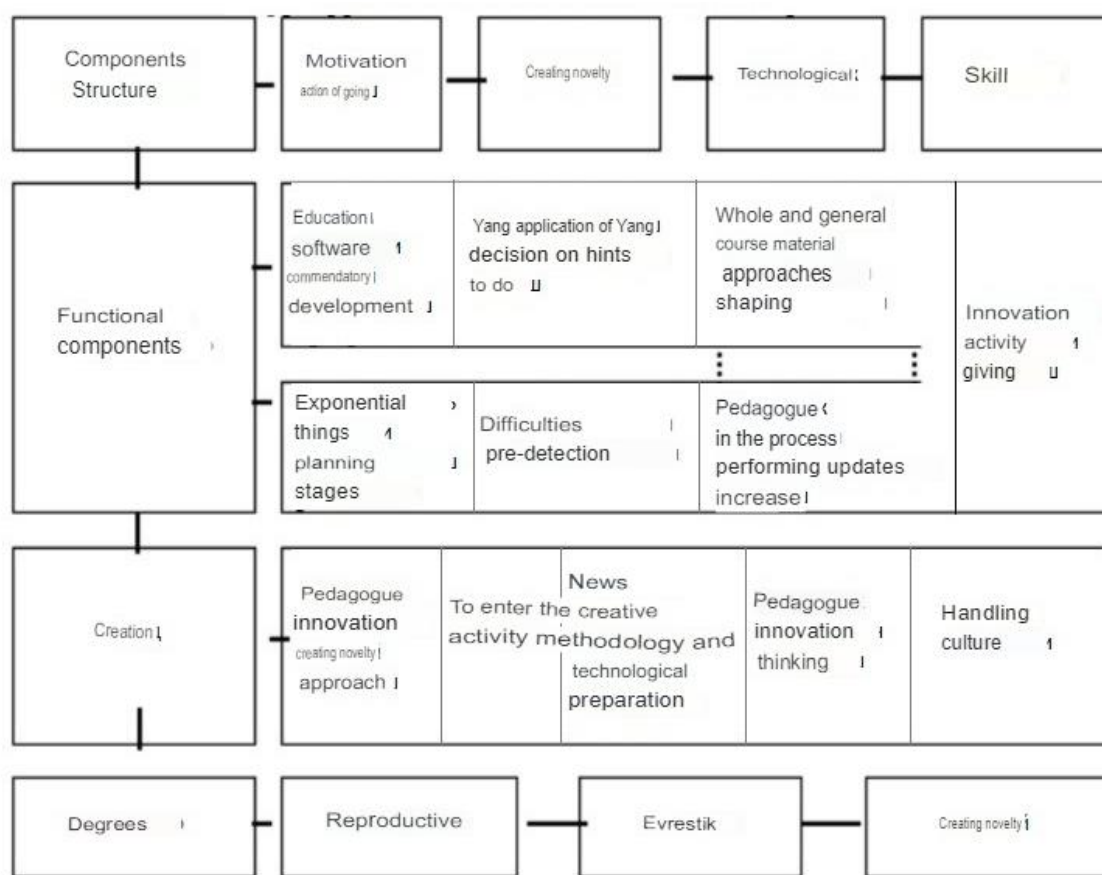


Figure 1. The innovative process model of the teacher

Learning in a broader study-human experience accumulated by civilization. Preparation of young people for active work depends on the current need of society. Vocational training is conditionally conditionally conditionally established to the needs of the state and society for qualified specialists. The state forms a social order for the training of specialists and defines them with requirements. These requirements are made in the learning process.

Didactic (learning theory), studying the essence of the study, insisting its clear social and pedagogical character. The multidimensional nature of the educational process is determined by the movement of social, pedagogical and individual legislation. The social level includes the general laws and mechanisms and mechanisms of social development determining the purposes, content, content, organization and methodology of the education. Pedagogical molds reflect the structure of learning as a bilateral active process of teachers and students to master appropriate knowledge, skills, and formate their professional qualities. The player's molds of the student at the individual and the player's molds with macro-features are a person, as manifested as the subject, as a job.

Effectiveness and the Ways of Using Pedagogical Innovative Technologies in Teaching Process

Modern professional work is complex and multifaceted. To ensure successful implementation of it, knowledge of technique and methods of use is required to develop strong practical skills and skills and skills and intellectual, willtell, and other qualities. The main component of the case is vocational activity. Given the short time for students, the teaching process should be on the one hand, fierce and speaker, and in the other side, while the laws of human psychiak should be in line with the possibilities. The activity in the educational process has a teaching and learning feature. Therefore, the effectiveness of teaching is largely determined by the ability of teachers to organize the learning process in accordance with the basic laws of the teaching. The concepts of various pedagogy (didactic) of teaching them will also be developed.

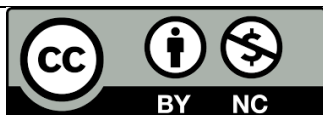
They formed an integrated organizational and pedagogical basis for educating students. In particular, the organizational and pedagogical bases of professionals proposed by many researchers is the structure of theoretical and methodological regulations, which is the basis of professional and pedagogical approaches and staff; Psychological-pedagogical bases, including the conditions and factors of the conceptual and formal-mathematical models of education, knowledge and practical activities, indicators and methods, effective professional cocoons. Organizational framework for the architecture of the optimal system of comprehensive and advanced training of specialists, the principles, conditions and factors, etc.

CONCLUSION

The general consideration of all pedagogical concepts, their content and direction, determines the ultimate purpose of teaching as a mastering of the knowledge and practical readiness system required for successful activities. Therefore, it is important to know the essence, content and characteristics of the basic concept of the main concept of education, to know their strengths and weaknesses, and to organize the learning process, given it. Following the basic rules of the concept of a certain concept, the teacher plans its activities and mastery of students' teaching materials. At the same time, it uses the most effective forms, tools and methods of training. Regular monitoring and analysis of exercise results allow you to quickly implement the necessary adjustments in the activities of the teacher and the trainers.

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