

The Effectiveness of Advanced Educational Technologies in the Context of Innovative Development

Guzal Ergasheva and Zulfiya Inoyatova

Teachers of the Tashkent State Pedagogical University
Tashkent, Uzbekistan



Abstract - This article analyzes modern educational technologies that provide quality learning. Some aspects of advanced innovative technologies are considered.

Keywords - Innovation, Pedagogy, Advanced Technologies, Problem Learning, Cooperation Pedagogy.

In conditions of innovative development, Uzbekistan faces strategic tasks, among which the further development of the education system as the most important factor in the country's prosperity, sustainable economic growth, and employment. Based on the needs of the social sphere and economic sectors, on the basis of ensuring a solid integration of science, education and production in order to improve the quality of education, train competitive personnel, organize scientific and innovative activities, and develop international cooperation, a concept for the development of the higher education system of the Republic of Uzbekistan until 2030 has been developed. Important strategic goals for the development of the higher education system are improving the quality of training highly qualified personnel, developing human capital based on the requirements of the labor market for modernization and stable socio-economic development of Uzbekistan, creating the necessary conditions for increasing the level of higher education enrollment, and preparing highly qualified, creative and systematically minded personnel based on international standards that can independently make

decisions for their implementation intellectual abilities and formation as a spiritually developed personality.

The modern world is filled with new terms, denoting a new, non-standard development. One of such concepts in pedagogy is educational technology.

The word "technology" comes from the Greek word: "techne" - art, skill, skill and "logos" - science, law. Literally, "technology" is the science of mastery. To implement the student's cognitive and creative activity in the educational process, modern educational technologies are used that make it possible to improve the quality of education, make more effective use of study time and reduce the proportion of students' reproductive activity by reducing the time allocated for homework or self-study. A wide range of educational pedagogical technologies have been developed in the modern educational space, which are widely used in the educational process. Innovative pedagogical technologies are interconnected, interdependent and constitute a specific didactic system aimed at educating students in such values as openness, honesty, goodwill, empathy, mutual assistance and providing the educational

needs of each student in accordance with his individual characteristics.

Consider some common technologies of modern pedagogy. In modern pedagogy, the technology of problem education is comprehensively developing. The technology of problem education is based on the theoretical principles of the American philosopher, psychologist and teacher D. Dewey. Today, problematic learning is understood as such organization of training sessions, which involves the creation of problematic situations under the guidance of a teacher and the active independent activity of students to resolve them, as a result of which creative mastery of professional knowledge, skills, abilities and development of mental abilities take place. The purpose of the problematic technology is the assimilation of methods of independent activity, the development of cognitive and creative abilities. Problem-based learning is based on the creation of a special type of motivation — problem-based, and therefore requires adequate construction of the didactic content of the material, which should be presented as a chain of problem situations. Problem methods are methods based on the creation of problem situations, the active cognitive activity of students, consisting in the search and solution of complex issues that require updating knowledge, analysis, the ability to see a phenomenon, a law behind certain facts. In the modern theory of problem education, there are two types of problem situations: psychological and pedagogical. The first concerns the activities of students, the second represents the organization of the educational process. A pedagogical problematic situation is created with the help of activating actions, questions of the teacher, emphasizing the novelty, importance, beauty and other distinctive qualities of the object of cognition. Creating a psychological problematic situation is purely individual. Not too difficult, nor too easy cognitive task does not create a problem situation for children. Problem situations can be created at all stages of the learning process: during explanation, fixing, control.

In modern pedagogy, different levels of different levels of instruction are distinguished by their diversity. Multilevel training is a pedagogical technology for organizing the educational process, within which a different level of assimilation of educational material is assumed, that is, the depth and complexity of the same educational material is different in level A, B, C groups, which allows each student to master the educational material in individual subjects of the school curriculum at different levels (A, B, C), but not lower than the basic, depending on the abilities and

individual characteristics of the personality of each student. The scheme of educational trajectories within the framework of multilevel training is a technology in which his efforts to master this material and use it creatively are taken as a criterion for evaluating a student's activities. The topics prescribed by educational standards remain the same for all levels of education. This means that student A learns math at an intermediate level with student B, but falls into a strong level with student B in his native language, and deals with student D in a basic group in a foreign language. A student's transition from level to level is possible and in practice is painless, since the content (subject) is the same for all levels.

The study shows that in the process of innovative development, pedagogues-methodologists have developed technology for project training. Most often you can hear not about project training, but about the project method. This method took shape more clearly in the United States by the beginning of the last century. The initial slogan of the founders of the project training system is "Everything from life, everything for life". Karl Frey in his book "Project Method" (Balti Publishing House, Germany, 1997) by this concept means the path that educators and trainees follow when developing a project. He identifies 17 distinctive features of the design method, for example:

- Project participants pick up a project initiative from someone from life;
- Project participants agree with each other on the form of training;
- Project participants develop a project initiative and bring it to the attention of all;
- Project participants organize themselves into business;
- Project participants inform each other about the progress of work;
- Project participants enter into discussions, etc. All this suggests that the author by the project method means the system of actions of the teacher and students to develop the project. The purpose of project training is to create the conditions under which students: independently and willingly acquire the missing knowledge from various sources; learn to use acquired knowledge to solve cognitive and practical problems; acquire communication skills by working in various groups; develop research skills (skills in identifying problems, gathering information, observing,

conducting an experiment, analyzing, building hypotheses, generalizing); develop systemic thinking.

One of the oldest and modernizing methods in the modern world of education is the technology of using game methods in teaching. Game technologies are associated with the game form of interaction between the teacher and students through the implementation of a certain plot. In this case, educational tasks are included in the content of the game. In the educational process they use entertaining, theatrical, business, role-playing, computer games. The implementation of game techniques and situations in the lesson form of classes takes place in the following main areas: the didactic goal is set for students in the form of a game task; learning activities are subject to the rules of the game; educational material is used as its means, an element of competition is introduced into educational activity, which translates the didactic task into a game one; the successful completion of the didactic task is associated with the game result. Game technologies occupy an important place in the educational process, as they not only contribute to the development of cognitive interests and the revitalization of students, but also perform a number of other functions. We single out the most important functions of the game as a pedagogical phenomenon of culture. Socio-cultural purpose of the game. The game is the strongest means of socializing a student, which includes both socially controlled processes of their purposeful influence on the formation of a person, assimilation of knowledge, spiritual values and norms inherent in a society or a group of peers, as well as spontaneous processes that influence a person's formation. The sociocultural purpose of the game can mean a synthesis of the assimilation by a person of the richness of culture, the potentials of education and the formation of it as a person, which allows it to function as a full member of the team.

One of the successful technologies recognized as effective is the technology of training in collaboration. Training in collaboration is seen in world pedagogy as the most successful alternative to traditional methods. The pedagogy of cooperation is one of the technologies of personality-oriented learning, which is based on the principles of: -independence of group members; - the personal responsibility of each member of the group for their own successes and the successes of the group, joint educational and cognitive activities in the group, a general assessment of the work of the group. Learning in collaboration is seen as a learning method.

In order to introduce and use the organization of training in cooperation, to involve each student in active cognitive activity and, moreover, to pay attention to learning the culture of communication, it is necessary to approach the intended goal gradually and patiently step by step

Among the modern educational technologies can be attributed and the system of innovative evaluation of the "portfolio". A portfolio (in the broad sense of the word) is a way of recording, accumulating and evaluating a student's individual achievements during a certain period of his education. An important goal of the portfolio is to present a report on the process of education of a pennant, to see a "picture" of significant educational results, in general, to ensure that the individual progress of the student is monitored in a wide educational context, to demonstrate his ability to practically apply the acquired knowledge and skills. Portfolio is not only a modern effective form of assessment, but also helps to solve important pedagogical problems: • Maintain high educational motivation of students; • Encourage their activity and independence, expand the possibilities of learning and self-learning.

Based on the foregoing, it can be argued that increased attention to the quality of training in the humanitarian and pedagogical areas, the revision and improvement of curricula and programs in the areas and specialties of teacher education based on best foreign experience, the formation of skills in applying modern pedagogical technologies in the educational process for students, improving the infrastructure of teacher education is a priority for modern Uzbekistan.

REFERENCE

- [1] Bolotin, A.E. Requirements for Graduates of Higher Education Institutions of the Internal Troops of the Ministry of Internal Affairs of Russia for Effectively Performing Service-Combat Tasks / A.E. Bolotin, A.N. Sivak // *Uchenye zapiski universiteta imeni P.F. Lesgaft*. - 2012. - No. 10 (92). - S. 30-35. Scientific and theoretical journal "Scientific notes", No. 6 (112) - 2014 148
- [2] Bolotin, A.E. Pedagogical conditions necessary to improve the quality of the process of physical preparation with Angolan military personnel / A.E. Bolotin, A. J.-A. Fernandes // *Scientific notes of the P.F. Lesgaft*. - 2011. - No. 10 (80). - S. 185-187.