

NEW FORM OF PEDAGOGY WITH THE USE OF INNOVATIVE TECHNOLOGIES

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Abstract: *the following article makes a reference to the study of the notion called innovation technologies in education process. The author brings a number of evidences both theoretical and practical concerning the core term of the article. She points out that the need to use IT in education is derived naturally due to the fact that the world is modernizing.*

Keywords: *innovation, subject, content, concepts, humanization, pedagogical, education, contextual, methodical.*

VJK 159.9

Understanding the essence of innovation processes in education is impossible without consideration of two major problems of pedagogy: problems of studying, compiling and disseminating advanced pedagogical experience and problems of implementing the achievements of psychological and pedagogical science in practice. Consequently, the subject of innovation, the content and mechanisms of innovation processes should combine two interconnected sessions which so far are considered in isolation. The result of innovative processes should be the use of all variety of innovations: theoretical, practical and emerging on the junction of theory and practice. All this underlines the importance of managerial activities for the creation, development and use of pedagogical innovations. Teacher may act as an author, developer, researcher, user and promoter of new pedagogical technologies, theories, concepts [1].

The necessity of innovative pedagogical activities in modern conditions of development of society, culture and education can be determined by a number of circumstances. First, occurring Socio-economic transformations require updating the system, methods and organization of the educational process in educational institutions of various types. Second, gain humanization of educational content, continuous change in the content. The academic disciplines determine the constant search for new forms and learning techniques. Third, the nature of the attitude of teacher is changing to the fact of obtaining and appliance of pedagogical innovations. Fourth, the incorporation of higher education institutions into the system of market relations, create the increased requirements for their competitiveness.

Innovative activity in its most complete development suggests the emergence of a system of interrelated activities, ensuring the emergence of real innovation. It includes: (a) *research activities aimed at obtaining new knowledge of how something can be ("discovery"), and how something can do ("invention");* (b) *project activities directed on the development of a special, instrumental and technological knowledge of how on the basis of scientific knowledge in given conditions it is necessary to act, to get something that can or should be ("innovative project");* (c) *educational activities aimed at the professional development of subjects of a certain practice, the formation of each personal knowledge (experience) of what and how they should do in order to innovate the project embodied in practice ("implementation")*[2].

Innovative education is an education aimed at self-development and which creates conditions for the full development of all its participants, it is a developing education. In its turn, innovative educational technology is a complex of three interrelated components, which include:

- *modern content* that involves not so much the development of subject knowledge, but how much developed the up to date competences; this content should be well structured and presented in the form of multimedia given by means of modern communication educational materials;

- *contemporary teaching methods* - active methods of forming competences based not on the passive perception of the material, but on the mutual moderation of students and their involvement in the educational process;

- *modern learning infrastructure* that includes information, technological, organizational and communication components, intended to effectively take advantage of distance forms of learning.

Innovative technologies can be used within the following shapes of learning: contextual - based on the simulation of future profession; gaming (including business games, situations developing the production); problem-activity (envisaging setting up problem for the student and their resolution); modular (basis which is the independent work of students with individual program as a module, including remote).

Technological innovations - Due to the high speed and large memory reserves, computer technologies allow the formation of various options for problem learning environments, create personal schemes of dialogue modes and options for individual approaches in teaching.

Methodical innovations are innovations in the field of the wilderness of training and education, teaching and learning, the organization of educational process. They represent the most common and a characteristic type of

innovation in the field of education, covering the process of teaching natural sciences and humanities from preschool education to higher education and the system of advanced training. In practice, methodological innovations are often associated with organizational innovations. They are typical of situations where the goal is generally clear, but the methods and means of its realization require additional research. This type of innovation dominates private techniques, less often presented in didactics and theories of education and practically not found in works on the history of pedagogy. By the nature of the contribution to science and the practice - innovation can be divided into theoretical and practical [3].

Theoretical innovations include new concepts, approaches, hypotheses, directions, patterns, classifications, principles in teaching and learning. **Practical** innovations encompass new methodologies, rules, algorithm, programs, recommendations, technical means of education, demonstration equipment, training and monitoring devices, models, natural objects, audiovisual means.

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