

TEACHING YOUNG LEARNERS USING NEW INNOVATIONS

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Abstract: Innovative activity is a creative approach of a teacher to the acquisition of existing forms and means of professional development. It should also be acknowledged that the classifications of sustainable, universally accepted scientific ideas about innovation and innovative activity in education and sustainable and popular scientific ideas about innovative pedagogical activity have not yet been perfectly composed.

Keywords: technology, innovation, concept, resources, organizational, methodological, psychological, pedagogical teams, parameters, innovative teaching.

President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis Active Entrepreneurship, Innovative Ideas and proposed naming it the Year of Technology Support. The head of state stressed the importance of innovation: "Innovation is the future. We are starting today to build our great future. We need to start with innovative ideas, innovative approaches." Among the main tasks for the development of innovations in the country in 2018 are as follows: 'in the center of our tabor [1] This means that today it is important to conduct the activities of each industry and system on the basis of innovative ideas and technologies. In this regard, before entering the topic, we need to dwell on the meaning of the word "innovation". The concept of innovation (Latin writing new) began to be used in research and scientific work in the XIX century. Previously, it represented the introduction of individual elements from one area to another. By studying the laws of technical innovation, firms have adopted an "innovation policy" as a whole system for profit. This activity has general features, laws, and innovation mechanisms for the renewal of any part of society. Innovative technologies are innovations and changes in the pedagogical process of teachers and students, which require the use of interactive methods. Interactive methods are based on the active, free and independent thinking of each student involved in the learning process. Using these techniques will make learning a fun activity for the student. When interactive methods are used, students gain the skills and abilities to work independently with the help and collaboration of teachers. Students acquire new knowledge through scientific research, experiments. The principle of acquiring knowledge through science is followed. Participants work in small groups. Assignments are given to all members of a small group, not to an individual student. The main form of organization of the teaching process is the lesson. A variety of non-traditional forms of teaching are currently being introduced. Such classes help to develop students' creative abilities, strengthen their mental capacity, broaden their scientific outlook, and develop their skills and abilities to quickly and fully absorb any innovation. The use of innovative technologies in the classroom encourages students to do research stimulates interest, develops creativity and ingenuity. As a result the acquired knowledge, skills and abilities are applied in practice, the quality of mastering increases. To do this, the teacher must be skilled and plan the lesson correctly, depending on the content of the topics, to ensure that all students work actively and consciously during the lesson. After all, the teacher is the key to education reform. At the same time, it is important to train each teacher to master, process and apply a large amount of information in a short period of time. In addition to traditional teaching methods, the use of modern information technologies, including computers, helps the teacher to solve it.

Innovation in teaching young students the use of new innovations it is innovation, teaching and upbringing in pedagogical thought changes in the content and technology to improve their efficiency focused. Innovation is understood as the result of innovation and innovation the process is considered as the development of three main stages: the creation of an idea (in a certain case, scientific discovery), the development of ideas from a practical point of view and apply innovations to practice. [2]

As a measure of the effectiveness of new innovations to young students, the optimality is dictated by the fact that the teacher and the students will have to make efforts to achieve the Guaranteed Result. Different young teachers and students achieve different levels of effectiveness in the process of their personal pedagogical and educational activities. The same reason itself determines the optimal level of pedagogical innovation. As the

most important sign of innovative methods, the result is manifested only when positive achievements are achieved in the activities of the teacher. The technologist in the measurements, the observability, the recording of the results are manifested by the evaluation of new methods, techniques of teaching. A significant aspect of this measure is manifested in the totality of the formation of a person, his perception and understanding. In this regard, the innovative process can be considered as the process of bringing the scientific idea to the stage of practical use and the implementation of changes in the related social pedagogical environment.

It is this innovative activity that promotes the transformation of ideas into innovation and forms the management system of this process. There is another characteristic of the stages of development of the innovation process. The creative application of pedagogical innovations in the pedagogical experience of young teachers is manifested at the initial stage of the work activity of individual teachers. The experience of these innovations is tested and presented for mass application after the evaluation of the object. It is expedient to develop the creative functions of teachers using innovative methods that are widely popular, which will allow to achieve positive results. Knowing the criteria for assessing the pedagogical innovations of young teachers creates favorable conditions for the teacher to master the colorful forms of pedagogical creativity.

Conclusion

An important pedagogical condition for the formation of creativity in teachers is the acquisition of independent knowledge and the development of creative thinking. At the same time, special attention should be paid to the creative environment, a certain spiritual and psychological state, organizational, methodical, psychological measures among teachers.

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