

MODERN INNOVATIVE TECHNOLOGIES IN EDUCATION

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Abstract:

The article is aimed at focusing on modern innovative technologies that play an important role in improving the quality of education in educational institutions, changing the purpose, content, technology, approaches to assessing the learning outcomes of students.

Key words:

Innovation and production, computer, innovative educational technology, developmental pedagogy, professional development.

Let's start our analysis by fixing a number of peculiar myths of "innovativeness" or simply misunderstandings. The first misunderstanding is that innovation and innovation (innovation) are one and the same; second, that innovation and production, the creation of innovations (innovations) are also one and the same, then it is theory of rationalization and inventions. The third misunderstanding is associated with linguistic naturalism: since innovation is a verbal noun, it must be mono-subject.

In fact, innovation (in-nove) appears in the Latin language somewhere in the middle of the 17th century and means the entry of the new into a certain sphere, implantation into it and the generation of a number of changes in this area. This means that innovation is, on the one hand, a process of innovation, implementation, implementation, and on the other hand, it is an activity to rotate innovation into a certain social practice, and not an object at all.

Innovation activity in its most complete development presupposes a system of interrelated types of work, the totality of which ensures the emergence of real innovations. Namely:

- research activities aimed at obtaining new knowledge about how something can be ("discovery"), and how something can be done ("invention");
- project activities aimed at developing special, instrumental and technological knowledge about how, on the basis of scientific knowledge, in given conditions, it is necessary to act in order to get what can or should be ("innovative project");
- educational activities aimed at the professional development of subjects of a particular practice, at the formation of each personal knowledge (experience) about what and how they should do so that the innovative project is embodied in practice ("implementation").

What is "innovative education" today? - This is an education that is capable of self-development and which creates conditions for the full development of all its participants; hence the main thesis; innovative education is a developing and developing education.

What is "innovative educational technology"? It is a complex of three interrelated components:

The modern content that is passed on to students involves not so much the development of subject knowledge as the development of competencies that are adequate to modern business practice. This content should be well structured and presented in the form of multimedia educational materials that are transmitted using modern means of communication.

Modern teaching methods are active methods of forming competencies based on the interaction of students and their involvement in the educational process, and not only on passive perception of the material.

Modern training infrastructure, which includes information, technological, organizational and communication components, allowing you to effectively use the advantages of distance learning.

At the moment, a variety of pedagogical innovations are used in school education. It depends, first of all, on the traditions and status of the institution. Nevertheless, the following are the most characteristic innovative technologies.

1. Information and communication technologies (ICT) in subject teaching The introduction of ICT into the content of the educational process implies the integration of various subject areas with informatics, which leads to informatization of students' consciousness and their understanding of informatization processes in modern society (in its professional aspect). Awareness of the emerging trend in the process of school informatization is of great importance: from the mastery of basic information about computer science by schoolchildren to the use of computer software in the study of general technologies. As a result, new information technologies appear in the school methodological system, and school graduates are trained to master new information technologies in their future work. This direction is implemented through the inclusion in the curriculum of new subjects aimed at studying computer science and ICT. Application experience has shown: a) the information environment of an open school, including various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method; b) the informatization of teaching is attractive for the student in that the psychological stress of school communication is removed by the transition from subjective relations "teacher-student" to the most objective relations "student-computer-teacher", the efficiency of student work increases, the share of creative work increases, the opportunity in obtaining additional education in a subject within the walls of the school, and in the future, a purposeful choice of a university, a prestigious job is realized;

c) informatization of teaching is attractive for the teacher in that it increases the productivity of his work, increases the general information culture of the teacher.

Currently, we can quite definitely talk about several types of design.

First of all, this is the psychological and pedagogical design of developing educational processes within a certain age interval, creating the conditions for a person to become a true subject of his own life and activity: in particular, learning - as the development of general methods of activity; formation - as the development of perfect forms of culture; education - as the development of the norms of community in different types of community of people.

Further, it is the socio-pedagogical design of educational institutions and developing educational environments that are adequate to certain types of educational processes; and most importantly - adequate to the traditions, way of life and development prospects of a particular region of Russia.

And, finally, pedagogical design proper - as the construction of developing educational practice, educational programs and technologies, methods and means of pedagogical activity.

It is here that a special task of design and research activities arises to ensure the transition from traditional education (traditional school, traditional management systems, traditional training and education) to innovative education that implements the general principle of human development.

So, in developmental psychology, special design of age standards (as a specific complex of the child's individual abilities in a specific age interval) and development criteria at different stages of ontogenesis is necessary.

In developmental pedagogy, it is the design of developing educational programs that are adequate to age standards, translated into the language of educational technologies, i.e., through WHAT? And How? this development will continue.

In educational practice, this is the design of child-adult communities in their cultural-activity specificity, that is, the design of an educational space where this development can be carried out.

In other words, the design of a system of developing and developing education is possible if simultaneously carried out: psychological research of age-normative models of personality development, pedagogical design of educational programs and technologies for the implementation of these models, co-organization of all participants in the educational process, design of conditions for achieving new goals of education and means of solving problems development.

There are probably hundreds of examples of design work being carried out in modern domestic education. Let's designate only a few types of such work:

- at the level of an individual teacher - this is the design of educational programs that include educational, educational, pedagogical subprograms;
- at the level of the head of the educational structure - this is the design of the type of education provided by a system of specific educational programs;
- at the level of management in education - this is the design of programs for the development of educational structures of various types, the set of which is adequate to the existing contingent of children, pupils, students;
- at the level of policy in education - this is the design of the educational system as a socio-cultural infrastructure of a particular region or country as a whole.

2. Personally - oriented technologies in teaching a subject

Personality-oriented technologies place the child's personality at the center of the entire school educational system, ensuring comfortable, conflict-free and safe conditions for its development, and realizing its natural potentials. The child's personality in this technology is not only a subject, but also a priority subject; it is the goal of the educational system, and not a means to achieve any abstract goal. It manifests itself in the development of individual educational programs by students in accordance with their capabilities and needs.

3. Information and analytical support of the educational process and management the quality of the student's education

The use of such an innovative technology as an information-analytical methodology for managing the quality of education makes it possible to objectively, impartially trace the development over time of each child individually, class, parallel, school as a whole. With some modification, it can become an indispensable tool in preparing classroom - generalizing control, studying the state of teaching any subject of the curriculum, studying the system of work of an individual teacher.

4. Monitoring intellectual development

Analysis and diagnostics of the quality of learning of each student using testing and graphing the dynamics of progress.

5. Educational technologies as a leading mechanism for the formation of a modern student

It is an integral factor in the modern learning environment. It is implemented in the form of involving students in additional forms of personality development: participation in cultural events according to national traditions, theater, centers of children's creativity, etc.

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