



Aspects of Achieving Efficiency in the Educational Process on the Basis of an Innovative Approach

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ABSTRACT

Before proceeding to the study of the issue of the content and directions of news input in the educational system, let us define the concept of "pedagogical system" and "news input in the pedagogical system". We know that the pedagogical process is established on the basis of the pedagogical system.

Keywords:

Pedagogical system, education, training, technology

Pedagogical system is a unified set of constituents, which remain stable even in changes. If the changes (innovation) exceed some possible limit, the system breaks down, and a new system with a different characteristic is created in its place. Pedagogical system is a very strong combination of elements. The structure of any pedagogical system currently consists of a set of the following elements, which are interrelated: the student; the purpose of education; educational content; educational process; teachers (technical means of education); will consist of organizational forms of educational work. Each of the components of this system can be divided into elements at any level and displayed. We have reasons to believe that the observed system is not a perfect structure. Those who cannot agree with the above can consider that the important components of the pedagogical system also consist of "results", "educational process management", and "technology". They are visible in the model of the pedagogical system in the given drawing. Objectives in accordance with the results, constitutes a continuous process. Full compliance of the goals with the result serves as a measure of reliability of the

pedagogical process. Pedagogical system is a relatively independent part of management, which unites all components, because they have their own goals and structures. Emphasizing that they are a unit of separate factors as a constituent part of the pedagogical system, they are often referred to as the technology of the educational process.

In this approach, the pedagogical system is a solid organizational technological complex that ensures the achievement of the intended goal. It should be noted that the pedagogical system is always a technology. By this sign, it is easy to distinguish the pedagogical system from the arbitrary "set" of components. Technology is an internal quality of a system that determines its capabilities subject to a strict organizational logic. At the same time, at the task evaluation level itself, the technologist relies on certain processes and events. Known processes are used as evidence of success expressions, and the results of extraordinary events are realized as sources of new causes and formulas. The design of educational technologies does not give the conclusion "impossible" different from the methodical "summarization of experiences". For the technologist, it's just a matter of time

conclusion is known: almost 50% depends on the teacher and 50% on the student.

It follows that, for example: the effectiveness of the worst pedagogical system, let's say a teacher, without making any actions at all, but if the system works, will not be less than 50%. It is considered that the efficiency of the traditional pedagogical system does not exceed 60%. This means that only a little more than half of school children can fully master the program. Another important point is that it is known from the general theory of the system that the system cannot be improved by several parameters at once. The right way is to introduce the innovation gradually, making sure of its usefulness, thoroughly checking it and thinking about what to do next. Experiments show that every innovation created is necessarily worse than the previous one. Because this process of learning, adapting, laziness must be overcome. There are two main ways to improve the pedagogical system: intensive and extensive. Intensive development envisages the improvement of the pedagogical system on the basis of internal capabilities, and the extensive way on the basis of attracting additional forces - that is, means, equipment, technologies.

Pedagogical technology's possibilities for intensive development are considered to be over: the existence of the school has tried all the ways for millennia, the current pedagogues return, the content and task of education, logical deep recall, it consists of going deep into its primary foundations. Once again, we say that if the school is not dead yet, if it is living, developing and educating children, it is only because of its conservative nature. Some theorists say that innovation in pedagogy in the near future means only one thing - a return to the past, to a thoughtful and rational education, to a peaceful system without innovations and efforts. Western schools are developing in an extensive way by increasing the pedagogical product due to new information technologies, distribution of time to various educational activities, differentiation and individualization in the classroom. Thus, the quality of the pedagogical product is improving, and this question remains clear: many independent

experts are skeptical about it. The way out of this situation is the development of a pedagogical system called "Interrelated innovation (innovations)", which allows combining intensive and extensive ways. This requires a deep examination of the possibilities of using pedagogy, which is manifested at the point where the organizers of the pedagogical system of different forms meet at different levels. One can try to improve the overall effectiveness of the pedagogical system by strengthening its spaces with new technologies. In this approach, innovation is not seen as a contrived "external" measure, but as a deep-seated requirement and knowledge of the system, is an implied restructuring. If you look at innovative calls from this point of view, it seems that there are almost no new aspects in them. In particular, there are no new "recipes" for solving old problems. In general, we are obliged to include innovative ideas based on new knowledge about the process of human development, theoretical approaches to solving pedagogical problems that have not been used before, and high results obtained from specific practical technologies. The number of general and partial innovative projects on the compatibility aspects of the level of elaboration of the ideas given in the science of pedagogy, as well as the analysis of their use in pedagogical practice allowed to include them in general pedagogical innovations. Forms of supervision: written work on the basic outline, independent work, asking aloud, on the tape recorder, mutual supervision in pairs, mutual supervision in the group and home supervision, self-assessment. Each grade received by the student is placed in a specially opened mirror for knowledge. It acts as a reader-served list. If the ratings are positive, the coded description will gain significance. Publishing such a description would be of great educational value. The most important thing about this description is that it allows the student to change any grade to a relatively high grade at any time. That is the essence of the open opportunity principle. Each assessment, - emphasizes VF Shatalov, should serve as a means of stimulating positive attention in the student. Two grades cause

negative feelings and create conflict with the teacher and the subject. Shatalov eliminates such conflict situations. The educational activity system developed by V. Shatalov is used by school children an experiment was done, but his methodology went beyond the scope of teaching mathematics and became widespread in the teaching of not only natural sciences, but also humanities: language, history. G.Selevko defines pedagogical technology as a controlled system with predictable results. The structure of the technological process is recommended with three main directions of movement of information.

References

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