



## The Concept of Innovation and Its Pedagogical Place

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### ABSTRACT

This article provides information about pedagogy, a brief history of the word. There is also information about innovative pedagogy, with specific facts about the importance of this concept. Adequacy of the level of knowledge about a person's mental development and upbringing is the only requirement of objectivity. It should be noted that well-known names are also given about humanism.

### Keywords:

Pedagogy, innovative pedagogy, traditional pedagogy, world pedagogical theory, humanism, humanistic pedagogy.

**Pedagogy** (/ˈpɛdəɡɒdʒi, -ɡoʊdʒi, -ɡɒɡi/), most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts. The word *pedagogy* is a derivative of the Greek παιδαγωγία (*paidagōgia*), from παιδαγωγός (*paidagōgos*), itself a synthesis of ἄγω (*ágō*), "I lead", and παῖς (*país*, genitive παιδός, *paidos*) "boy, child": hence, "attendance on boys, to lead a child". It is pronounced variously, as /ˈpɛdəɡɒdʒi/, /ˈpɛdəɡoʊdʒi/, or /ˈpɛdəɡɒɡi/.<sup>[8][9]</sup> The related word *pedagogue* has had a negative connotation of pedantry, dating from at least the 1650s;<sup>[10]</sup> a related expression is educational theorist.

Innovative pedagogy is a system of knowledge that is now known as an informal

science, but is gaining more and more attention around the world. Recognizing its educational importance, the pedagogical team, scholars are therefore critical of the existing traditional pedagogy.

There are serious opinions about this new science, which is being formed and developed today, and its main task is to reorganize and master the theory of the entire educational system on the basis of innovation.

Innovative pedagogy is the dominant theory, based on the solution of theoretical and practical problems. According to the innovators, the usual classical pedagogical theories are outdated, and in the new conditions it is impossible to educate the current generation in this way.

This is the general situation in the current pedagogical science. In this case, innovation is very important. It is a pedagogical-knowledge system. Objectivity, expediency, consistency, non-contradiction are its main characteristics. The system of pedagogy, like any scientific theory, is designed, integrated and maintained by the principles that make up the system, that is, the system is based on basic knowledge.

The basic principles of objective theory should be only a scientific principle but not ideological.

Adequacy of the level of knowledge about the mental development and upbringing of a person is the only requirement of objectivity.

Ideology is always a one-sided social interest of one or another social group, which forces it on others as a valuable guide and idea.

World pedagogical theory has already acknowledged that the educational process is not related to what the ideas of the people above relate to the conditions. The upbringing of the rising generation is a very serious matter, and it cannot be attributed to transient things.

During the dictatorship, pedagogical guidelines for educating people in the spirit of (former) communist ideas have long prevailed in our country. The system can only be developed with the help of objective foundations established in science and rules approved in practice.

As it turns out, one of the main shortcomings of our pedagogical theory, which guides us in practice, is to exaggerate (reinforce) the superiority of knowledge and education. It has become commonplace in school life to increase the amount of memorization in knowledge to the detriment of human, spiritual, and labor education, and the present theory of education and the practice it governs are in crisis in all respects. Any attempt to get out of this situation is considered innovative, and in this case they live up to their name. Innovative pedagogy is often referred to as traditional, alternative pedagogy. It is impossible not to agree with this opinion, at least in the simplest terms; neither the classroom nor the teacher and the course content and textbooks will be lost.

If the pedagogical system is preserved, then we can only talk about its perfection. Our hypothetical development strategy is aimed at the formation of well-developed structures from the directions of "developing learning" to the initiation of their aspirations in school, as well as the harmonization and implementation

of processes that are no longer visible for these actions.

For the same reason, the methodological basis is the field of teaching nature in a broad sense and is considered folk pedagogy. How to give birth to children piece by piece, it does not depend on anyone from the parents. But the fact that each person develops sufficiently, reaches an excellent level of personality, finds a favorite occupation and a place in life, spends his life with a decent standard of living - first of all depends on the school. It is necessary to love, respect and create the necessary conditions for the development of each child's personality. If pedagogy that teaches nature does not require adaptation, then humanistic pedagogy should put this issue at the center of relations and make sure that the child can develop at the normative level: ... everyone demands to do their job.

Humanistic pedagogy is often called innovation. But his innovation is connected only with some educational systems. And for the education systems of modern Western countries, it has already begun to acquire a humanitarian direction. Education began to gradually turn into a new relationship. Humanistic pedagogy can be called in the full sense of the word, when it is called innovative pedagogy: it does not require "injections" from the outside, an internal reorganization of the higher education system is achieved, the results of the impact.

Humanism (humanism) is a unique concept of a person as the most valuable spiritual wealth in the world. The main rule of this concept is to protect the dignity of a person, to recognize his right to freedom, happiness, development and manifestation of his abilities, to create the necessary, favorable conditions for this.

Humanism is a set of ideas and values that assert that the importance of humanism for an individual and, in particular, for a particular individual is common. Humanism as a system of valuable instructions and instructions accepts the content of a social idea. Humanistic pedagogy is a scientific and theoretical system that plays an important role in the development of an equal, conscious,

active teacher who develops a participant in the educational process at his discretion. The highest place of human dignity has opened a wide path to the ideas of humanism in our state.

To develop specific forms and methods of innovative activity of the school of humanitarian practice .

Some of them are:

1. Differentiation of educational activities.
2. Educational learning processes are adapted to each individual depending on coordination.
3. Create the necessary conditions for the development of each educator and interest.
4. Organization of classes on gotogen and the like.
5. Convenience of educational activities.
6. Psychological safety, protection of students.
7. Trust the reader, his powers and capabilities.
8. How to accept the reader in this way.
9. Ensure the success of education and training.
10. Changing the direction of the school kindergarten.
11. Each reader is guided by his own level of development.
12. Distance learning (extronate) " there is no spiritual connection with the reader" stops, they become infected due to lack of security.
13. Reorientation of the teacher's personal internal guidance.
14. Introduce humanitarian education.

The statistical evaluation of humanitarian pedagogy is very difficult. But the same thing was found that authentication, empathy and unconditional approval turned out to be a poor adaptation with problems such as student development, attachment and discipline, and a negative attitude towards school.

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