Features of Innovative Organization of Pedagogical Processes

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ABSTRACT

A method is a set of measures and measures used to overcome a certain obstacle in achieving a goal in the pedagogical process.

There are several, sometimes dozens, of methods of overcoming obstacles in achieving a goal that are used in a particular system. The system of methods used to achieve a goal is called a method (path).

In the process of applying the methods in a certain style, the status of each action is subject to certain target indicators. In addition, a person also applies a number of laws as a principle in the process of achieving a goal.

This article discusses the features of the innovative organization of pedagogical processes

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A set of laws that a person must follow during the course of his or her activities with goal indicators that act as a principle for him or her in his or her movement toward the goal is called methodology. Each individual, social group, and society as a whole will have the most general and specific goals, so they have the most general, general, and specific methodological foundations.

Since man is a biosocial being, he has a social need as well as a biological need.

Social needs include needs such as thinking, sharing ideas, learning, working, enjoying, loving and being loved as a result of one's social development.

Once the goal and its indicators are clear, a system of ways to achieve it is sought and action begins. Therefore, the set of laws that reflect their existence in the course of action with the target indicators is the methodological basis of this activity, that is, a set of principles that must be followed [1].

The general methodology of the pedagogical process is the general principles of didactics with the goal indicators set for the field. The general purpose of the field of pedagogy is the most general purpose of society, that is, it is an integral part of it, based on the idea.

The overall goal of education is to educate people who meet the requirements of a democratic state governed by the rule of law and a just civil society.

Research conducted by the authors in Uzbekistan has shown that citizens of a free, enlightened and democratic state should have the following social qualities:

· Intelligent - able to think independently;

· Politeness - has all the qualities of our nation;

· Hardworking - has become a social need of the worker;

· Educated - able to acquire a large and deep knowledge of religious, secular and spatial knowledge and apply them in life;

· *Healthy - physical, mental and social health;*

· *Has a national identity - is proud of the material and spiritual heritage of our ancestors and contributes to their enrichment;*

· *Patriot - a selfless worker for the Motherland, for the people, able to protect them and, if necessary, sacrifice his life for them;*

· *Humanist - one who attains only good to the human race and does good deeds for them;*

· *Brave and courageous - one who bravely enters into any task and completes it with courage* [2].

These ten social qualities are state orders derived from the needs of society, and everyone working in the field of education should use them as a common methodological basis. This is the first part of a comprehensive methodology.

The second part of the general methodology consists of didactic principles that are well known to all teachers.

To them:

- In the educational process, the learner focuses on the knowledge provided and maintains it until the end of the process;

- scientific substantiation of each knowledge;

- based on the student's ability and age in education;

- use as many visual aids as possible in education;

- regular integration in education;

- Ensuring the activity and awareness of students in the process of education and upbringing;

- The principles of systematization, coherence and unity of education [3].

In addition to the most general methodological foundations of each activity, there is also a specific methodology. In our example, these are the five principles of pedagogical technology with specific subject matter, specific subject matter, and expected performance indicators in passing certain lessons.

We have considered three types of methodological bases that must be followed in the pedagogical process. Every teacher (educator), educator and others who are involved in the learning process must follow all three of these methodological principles. Only then can they achieve the expected result [4].

Types of approaches to the pedagogical process.

To better understand the essence and importance of new pedagogical technology, we believe that the pedagogical process should be viewed from a complex perspective, because the pedagogical process is a very complex, multifaceted process, consisting of the process of education and upbringing. "Complex" means that in our case we also include the concepts of "historical", "systemic", "psychological". Now let's look at each one separately [5].

The essence of education - to prepare the younger generation for life in accordance with the requirements of this environment, society - plays an important role in society.

In the early twentieth century, Abdullah Avloni did not say in vain, "Education is for us a matter of life or death, salvation or destruction, happiness or disaster," because the role of education in society, its importance in the past and present [6].

And education is an important element of the educational process - it is the process of forming information in students.

In school, mainly in the teaching process in primary school, education, upbringing and information are interrelated.

Systematic approach to the pedagogical process. As Professor N.V. Kuzmina writes, "The pedagogical system is a set of interconnected components that focus on the educational purpose of students."

This process is a whole process and involves the pedagogical impact of the teacher-educator on the student-learner.

The first - theoretical, methodological block - describes the requirements of our society to the modern educational process as a social order, defines the tasks, shows the principles (rules) of the organization of activities and describes the factors and necessary conditions affecting educational results.

The second is the practical, technological block, which includes methods and tools for the formation of personal qualities and knowledge, forms and associations of organization of

educational work, which are necessary for the successful implementation of the objectives of education. The sum of the elements in this block can be called "pedagogical technology" [7].

Simply put, the first block - the social order, and the second - shows the ways to implement it.

It is impossible to break the interdependence of these two blocks, because if the pedagogical system is broken, its result will not be effective.

Psychological approach to the educational process. From a psychologist's point of view, human activity consists of three types (play, study, and work) and is based on communication. The educator can organize his activity and the activity of teachers only through communication.

Pedagogical communication is the psychological basis of education and requires a clear understanding of the nature and mechanism of the communication process to effectively manage it, because communication management technology is a process with its own characteristics [8].

Thus, we introduce the basic principles of various new pedagogical technologies into the pedagogical process.

In the modernized education system, the end result, whether we like it or not, depends on how the work of the teacher, who directly carries out the educational process, is organized. The enormous tasks of education require a change in the approach to education, "People's Education", Primary Education. A number of goals have been announced in Marifat and other magazines and newspapers about the new pedagogical technology, which should embody this attitude and approach (such as J. Yuldashev, N. Saidakhmedov, K. Abdullayev). However, the pace of current reforms requires that the existing theory be put into practice as soon as possible.

The design of new technologies and their use in the educational process is based on certain laws. These basics express the specific features of pedagogical technology (PT) and show its differences from the methodology. In other words, they can be called PT principles.

Principle - derived from the Greek word "princip", which means such as basis, initial condition, governing idea, generalized requirement.

By the principles of pedagogical technology we mean the general norms, rules and requirements that are followed to achieve high results in the implementation of the projected educational process. So, this or that pedagogical phenomenon can be a principle, when it is necessary to take into account (follow) it in the educational process, that is, to rely on it.

Analytical-synthetic research shows that the principles of PT are radically different from the didactic principles and incorporate important qualitative indicators.

In fact, school (lyceum, university) practice The material means of PT have long been used in books, technical equipment and teaching methods, or the pre-planned educational process is introduced into practice through the activities of the teacher. At the same time, PT is not a rigid, compressed project, but the result of creativity, self-sacrifice, which can assess a number of factors that determine the effectiveness of education and upbringing.

In determining the principles of PT, N. Saidakhmedov took into account the following cases:

1) educational purpose that meets the requirements of the existing society;

2) objective laws of the didactic process;

3) conditions in the educational process.

In this regard, the practical application of new pedagogical technologies can be linked to the following principles.

1 The principle of integrity requires that all elements of the pedagogical system be interdependent and interdependent when creating a technology project;

2. Pedagogical technology involves the preliminary design of the educational process and the subsequent implementation of this project in the classroom;

3. Guaranteing the end result is another important principle of Pt, as well as "At what level should the end result be?" next to the question;

4. A very important principle of Pt: the principle of completeness of teaching is appropriate.

Above, we have tried to shed light on the basic principles of PT. They are, first of all, aimed at seeing the educational process on a scientific basis, and they need to be applied creatively in practice.

In short, there is a need for a new approach and organization of the design of the educational process on the basis of the new education system, content, curriculum, textbooks.

First of all, the idea of expanding and deepening the content of education and its content, in particular, the idea of including in this content not only knowledge, skills and abilities, but also human culture - the experience of creative activity, the environment - was put on the agenda [9].

According to JG Yuldashev, this idea can be realized by the following components of social life:

- types of activities (material-practical, social, spiritual);

-forms of social consciousness (ethics, industry, politics, philosophy, science, etc.);

- system of social relations (material and ideological);

- material, social and natural wealth (wealth to be inherited by future generations).

Thus, it is safe to say that the scientific and theoretical foundations of the new pedagogical technology are being created, and this work is currently underway. The study of the experience of the introduction of pedagogical technology and a creative approach to it will play an important role in humanizing the learning process, transforming the student from a weak object to an active subject, ensuring clear, goal-oriented learning and repetitiveness of the learning process. Teachers also develop and improve the skills of composing and testing various forms of test assignments.

From this point of view, we can conclude that a comprehensive approach to the pedagogical process, starting with the definition of educational goals, ie tasks, using technology, implies the direction of this process as a whole.

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