Implementation of Organizational and Pedagogical Conditions for the Introduction of Innovative Educational Technologies

Kenjayeva Diana Shermatovna
Teacher, Uzbekistan State University of World Languages

Abstract: The article describes issues based on implementation of organizational and pedagogical conditions for the introduction of innovative educational technologies. Considering the transition to a global information society and the development of knowledge, one can speak about the adequacy of education to the socio-economic needs of the present and future only if its modernization is based not only and not so much on organizational innovations, but on changes in essence - in the content and technologies of personnel training and preparation of scientific research. As a social institution that reproduces the intellectual potential of the country, education must have the ability to advance development, meet the interests of society, a particular individual and a potential employer.

Keywords: education, innovative educational technologies, innovation, modernization, pedagogical condition.

Introduction

The current stage of development of society carries a number of issues for the modern education system due to political, socio-economic, worldview and other factors, among which the need to improve the quality and accessibility of education should be highlighted. Development is an integral part of any human activity. Accumulating experience, improving methods, methods of action, expanding their mental capabilities, a person thereby constantly develops. The goal of modern education is the achievable development of those abilities of the individual that she and society need to involve her in a socially active life. To ensure effective self-education and self-expression, modern pedagogical theory recognizes the expediency of developing and introducing innovative pedagogical learning technologies into practice.

The same process is applicable to any human activity, including pedagogical. At different stages of its development, society presented more and more new standards, requirements for the labor force. This required the development of the education system. One of the means of such development is innovative technologies, i.e. these are fundamentally new ways, methods of interaction between teachers and students, ensuring the effective achievement of the result of pedagogical activity. The use of computer technologies makes it possible to modify the entire teaching process, implement a model of student-centered learning, intensify classes, and most importantly, improve students' self-training.

Discussions

The main task of modern information technologies of education is the development of interactive environments for managing the process of cognitive activity, access to modern information and educational resources (multimedia textbooks, various databases, training sites and other sources).

Information technologies most often used in the educational process can be divided into two groups:
1) network technologies using local networks and the global Internet (electronic version of methodological recommendations, manuals, distance learning servers that provide interactive communication with students via the Internet, including in real time),

2) technologies focused on local computers (training programs, computer models of real processes, demonstration programs, electronic task books, control programs, didactic materials) [9].

The term "innovation" comes from the Latin innovatio - innovation. There are two approaches to the concept of "innovation": innovation as a process (A.V. Lawrence, M.M. Potashnik, V.A. Slazetin, O.G. Khomeriki) and innovation as innovation itself (K. Angelovski, A.F., Balakirev, S. D. Ilenkova) [1].

Innovative processes in education are considered in three main aspects: socio-economic, psychological-pedagogical and organizational-managerial. The general climate and conditions in which innovation processes take place depend on these aspects. The existing conditions can either promote or hinder the innovation process [1].

Pedagogical innovation is innovation in pedagogical activity, changes in the content and technology of education and upbringing. Pedagogical innovations are aimed at increasing the effectiveness of upbringing and education: an introduction to the goals, content, organization of joint activities of the teacher and the student.

The content of innovation can be: scientific and theoretical knowledge in a certain novelty, new effective educational technologies, a completed project, effective and pedagogical experience ready for implementation.

The relevance of innovative learning is as follows:
- compliance with the concept of humanization of education;
- overcoming formalism, authoritarian style in the teaching system;
- use of student-centered learning;
- search for conditions for the disclosure of the creative potential of the student;
- compliance with the socio-cultural needs of modern society for independent creative activity.

The main goals of innovative learning are:
- development of intellectual, communicative, linguistic and creative abilities of students;
- formation of personal qualities of students;
- development of skills that affect educational and cognitive activity and the transition to the level of productive creativity;
- development of different types of thinking;
- formation of high-quality knowledge, skills and abilities.

These goals also define the tasks of innovative learning:
- optimization of the educational process;
- creating an atmosphere of cooperation between the student and the teacher;
- development of long-term positive motivation for learning;
- the inclusion of students in creative activities;
- Careful selection of material and methods of its presentation.

Each pedagogical era has generated its own generation of technologies. The first generation of educational technologies were traditional methods; technologies of the second and third
generations were modular-block and whole-block learning systems; the fourth generation of educational technologies includes integral technology.

Innovative learning is based on the following technologies:

1. Developmental learning technology

The theory of developmental learning originates in the works of I.G. Pestalozzi, A. Diesterwega, K.D. Ushinsky, L.S. Vygotsky, L.V. Zankova, V.V. Davydova and others.

Developing education is the orientation of the educational process to the potential capabilities of a person and their reaction. The purpose of this type of education is to prepare students for the independent development of knowledge, the search for truth, as well as for independence in everyday life. That is, it is based on the formation of the mechanisms of thinking, and not on the exploitation of memory. Students must master those mental operations with the help of which knowledge is acquired and operated on. Developmental education is education, the content, methods and forms of organization of which are based on the patterns of child development.

2. Person-centered technologies

The scientific concept of personality-oriented learning was developed by Doctor of Psychology I. S. Yakimanskaya, who determined the personality of the student at the center of the entire educational system, ensuring conflict-free and safe conditions for its development, the realization of natural potentials.

Offering her concept, Yakimanskaya proceeds from the following provisions:

- The educational process at all levels (primary, middle, senior classes) is built on the basis of common principles, goals and values
- The value of the school: the creation of the most favorable conditions for the development of the student's personality as an individual.
- School is the social institution where each child must reveal himself as a unique individuality.
- The purpose of learning in student-centered education is to create a system of psychological and pedagogical conditions that allow working in a single class team with a focus not on the "average" student, but with each individual, taking into account individual cognitive abilities, needs and interests [5].

3. Problem based learning

The purpose of problem-based learning: development of intelligence and creative abilities of students; formation of solid knowledge; increasing motivation through the emotional coloring of the lesson; upbringing of an active personality.

Thus, it can be noted that problem-based learning is learning in which the teacher, creating problem situations and organizing the activities of students to solve educational problems, ensures the optimal combination of their independent search activity with the assimilation of ready-made conclusions of science.

I. Ya. Lerner sees the essence of problem-based learning in the fact that “a student, under the guidance of a teacher, takes part in solving new cognitive and practical problems for him in a definitely system that corresponds to the educational goals of the school” [8].

T. V. Kudryavtsev sees the essence of the process of problem-based learning in the advancement of didactic problems for students, in their solution and in the mastery of generalized knowledge and principles of problem tasks by students. Such an understanding is also found in the works of Yu. K. Babansky [6].

4. Technology for the development of critical thinking
Critical thinking is a type of thinking that helps to take any statements outside the box, helps to cope with the constantly changing information flow. In other words, this type of thinking allows students to process information, organize, express their thoughts quickly and clearly, and also develops the ability to independently engage in their own learning and interact constructively with other people. This is one of the new educational technologies that appeared in the mid-90s of the 20th century, it was developed by American scientists C. Temple, Kurt Meredith and Jeannie Steele.

In English, this term means the ability to reflect on how a person acquires knowledge. Critical thinking allows you to work effectively with information, which means that it is important to first teach how to work with it. In the modern period of expanding the information space, the formation of critical thinking is especially important [6].

5. ICT technologies

Computer learning technologies - a set of methods, techniques, methods, means of creating pedagogical conditions based on computer technology, telecommunications and interactive software products that model part of the functions of a teacher in presenting, transmitting and collecting information, organizing control and management - leni cognitive activity.

The advantages of computer technology are considered in works on the intensification and activation of learning (I.V. Alekhina, G.V. Rubina), individualization (V.F. Gorchenvskaya and humanization of the educational process (T. V. Gabai, M.E. Kalashnikov, L.F. Pleukhova, V.K. Tsoneva), the implementation of the creative, developmental nature of education (V.A. Andreev, V.G. Afanasiev, G.M. Kleiman, T.A. Sergeeva and others).

Innovations are characteristic of any professional activity of a person and therefore naturally become the subject of study of analysis and implementation. Innovations do not arise by themselves; they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

Thus, the innovation process consists in the formation and development of the content and organization of the new. It is a set of procedures and means by which a scientific discovery or idea is transformed into a social, including educational, innovation. Innovation in this consideration is understood as the result of innovation, and the innovation process, in its most general form, is considered as the development of three main stages: generating an idea (in a certain case, a scientific discovery), developing an idea in an applied aspect, and implementing an innovation in practice. In this regard, the innovation process can be viewed as the process of bringing a scientific idea to the stage of practical use and the implementation of the associated changes in the socio-pedagogical environment. An activity that ensures the transformation of ideas into innovation and forms a management system for this process is an innovative activity [9].

Conclusions

Summarizing the results of the study, there is reason to conclude that it basically confirmed the assumption put forward as a hypothesis and leads to the conclusion that the innovative educational process is an open self-organizing dynamic system of education, upbringing and personal development.

As a result of solving the first task, we have identified the features of innovative processes in school education. The innovation process consists in the formation and development of the content and organization of the new. It is a set of procedures and means by which a scientific discovery or idea is transformed into a social, including educational, innovation. Innovation in this consideration is understood as the result of innovation, and the innovation process, in its most general form, is considered as the development of three main stages: generating an idea (in a certain case, a scientific discovery), developing an idea in an applied aspect, and implementing
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