Asian Journal of Multidimensional Research
ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179
A peer reviewed journal

THE DESIGNING OF THE EDUCATIONAL PROCESS ON THE BASE OF INNOVATIVE TECHNOLOGIES

Janzakov Anvar Botirovich*; Karakulov Nurbol Maidanovich; Abdullayeva Ozoda Izzatullo*****

*Associate Professor,
Department of Geography,
Tashkent State Pedagogical University named after Nizami,
Tashkent, UZBEKISTAN

**Senior Lecturer,
Department of Geography,
Tashkent State Pedagogical University named after Nizami,
Tashkent, UZBEKISTAN

***Master,
Department of Geography,
Tashkent State Pedagogical University named after Nizami,
Tashkent, UZBEKISTAN
Email id: anvar831@mail.ru

DOI: 10.5958/2278-4853.2022.00350.0

ABSTRACT

In this article, today innovative technologies have entered the field of education as well as other fields, and this plays an important role in increasing the efficiency of the educational process and increasing intellectual potential in every way. The reform of the education system in the conditions of Uzbekistan's independence is primarily related to the implementation of advanced innovative technologies in the education and training system.

KEYWORDS: *Innovative Technologies, Microelectronics, Laptops, Pedagogical Technologies, Skills, Electronic Libraries, Sites, Educational System, Electronic Networks, Innovations, Traditional Methods.*

INTRODUCTION

The pedagogical tools of innovative technologies consist of a set of pedagogical interaction forms, methods, methods and tools of educational objects and subjects. They consist of unique pedagogical tools for the formation of the necessary personal characteristics and qualities of the student, as well as the determination of the level of their formation at a certain time.

According to many pedagogues, teaching forms mean the organizational side of this type of pedagogical activity, which reveals a specific composition and group of students, the structure of educational measures, their place and duration. In other words, it is an external expression of the educational process that has different perspectives of appearance. As a result, the classification

of teaching forms is quite complicated. However, they can be grouped by quantitative criteria into three groups: public, group (collective) and individual forms of education.

Each of the highlighted groups includes forms that have both advantages and disadvantages over the others. For example, television and radio broadcasts as mass forms of teaching allow for a sufficiently large educational field of influence. But the presence of age, professional, personal and other characteristics that reduce their pedagogical efficiency is not taken into account. At the same time, this deficiency is completely eliminated in the individual conversation, but insufficient involvement of students through pedagogical interaction is manifested. However, their right to exist is ensured by the goals set in one or another teaching technology.

The forms used in teaching in information technology (for example, lecture, story, explanation, etc.) are often implemented. Their difference can be seen only in the meaningful component - in education, they are aimed at forming or developing personal spheres of a person, and in teaching, they are mainly focused on the formation of knowledge, intelligence and skills.

The teaching methods reveal the technological side, as opposed to forms, and consist of a set of more general methods (methods and related tools) of educational interaction.

The teaching methods (sometimes - educational methods) are considered as concrete actions of teacher-student interaction and are explained by the purpose of their use. In pedagogical literature, they are often interpreted as the smallest structural unit of educational interaction, a period of actions aimed at solving simple pedagogical issues. In this case, the same methods can be implemented in different teaching methods.

The teaching tools are a pedagogical method; they are relatively independent sources of formation and development of personal qualities of the student, which ensure implementation within the framework of a specific teaching method. They include various subjects (textbooks, computers), works and phenomena of spiritual and material culture (art, social life) and others.

Each of the considered pedagogical tools of innovative technologies reflects a specific aspect of them. At the same time, pedagogical theory and teaching methods in practice are given more importance. A teacher may not even think about what style he uses in his daily teaching activities. However, facing the problem of choosing a reasonable direction of teaching in a complex situation, he feels the need to know the set sum of possible decisions of this educational issue. This is why existing ideas about the systematization of teaching methods to one or another level arise from the conditions of direct interaction of the pedagogue with the student. As a result, two types of teaching methods can be distinguished: pedagogical and psychological.

The pedagogical (sometimes traditional) methods of teaching aim to influence the student's mind. According to their classification, teaching methods are divided into three groups depending on their place in the educational process: methods of forming the consciousness of a person, methods of organizing activities, and methods of stimulating activities.

The innovative technology in education is a set of forms, methods, methods and means of implementing the theoretically based educational process, which allows to achieve educational goals. In this, it relies on appropriate scientific modeling (projecting), in this process, these goals are given in the same sense, and the possibility of objectively step-by-step measurement and

assessment of the student's personal characteristics and qualities at a certain stage of his development is preserved.

The innovative technology is a concept that interacts with scientific issues in any pedagogical system. However, if the scientific problem represents the goals of education and training, then innovative technology represents the ways of education and training and means of achieving them. In this process, in the structure of a scientific problem, the defined qualities of students that need to be formed and developed in certain conditions participate as educational goals, which in general determines the specific nature of the educational content.

In order to organize and implement innovative technology in education, it is possible to use a generalized drawing of the algorithm of operation. It includes several stages of teaching and training: goal setting (formation of ideas about educational goals); implementation (implementation of teaching-education methods, methods and tools in the intended sequence); control and correction [3].

Each innovative technology also uses a control algorithm, which consists of a system of rules for monitoring, controlling and correcting its operation in order to achieve the set goal. In order to achieve each of the specified teaching and training goals, a strictly defined educational and educational activity management algorithm of pedagogues is used. This allows not only to evaluate the success of the educational process, but also to design the processes with the specified efficiency in advance.

The sorting and rational selection of methods, methods and means of educational interaction participates as a specific task of innovative technology. It is necessary to define the unique characteristics of each of them and to reflect the existing conditions of pedagogical activity, personal characteristics of the pedagogue and his pedagogical experience.

The issue of clarifying and identifying (diagnosing) the student's personal characteristics is a more responsible task of innovative technology. For these purposes, it is possible to use the selected concept for the mental (psychological) structure of the person (for example, mental processes, learning and characteristics) at all stages of the educational process. However, it is necessary to explain (interpret) the qualities themselves in the concepts of appropriate determination (diagnosis), which must comply with a number of conditions. The most important of them are:

- Unequivocal accuracy that ensures a clear distinction of a certain quality from others;

- Availability of appropriate tools to determine the quality assessed in the process of identification (diagnosis);

- Opportunities to determine different levels of formation and qualities on a reliable scale of personal quality measurements.

The described general approach to understanding the essence of innovative technology in education allows us to draw a conclusion about its sufficient complexity. It will have such unexpected results in pedagogical practice that it will give an opportunity to speak about giving new qualities to the whole educational process.

1. Teaching and training in education will have a holistic character in the conditions of implementation of a certain technology. It is difficult to divide it into separate educational or educational departments, to implement it in the form of a set of separate methods or the sequential formation of personal characteristics and qualities that are not related to each other. Education within a certain technology has complex features.

2. Taking into account the first, the introduction of only special technological approaches to educational activities should be decided after careful consideration.

3. There are common stages that all users must go through in order to form a comprehensive and harmoniously developed personality in a certain innovative technology.

The idea of technological pedagogical processes, introduction of modern information technologies into them means to make them manageable: to achieve guaranteed success, not by "something and somehow" [4]. According to the main idea, a teacher of any level achieves the given results based on the technological processing of educational materials, which determines his actions from the goal to the evaluation of results. On the other hand, the presence of the human factor in the pedagogical process complicates the technological calculation. According to the authors of technology, teaching and education cannot be done without personality, relationships, and emotions [5].

Naturally, science is looking for ways to resolve the conflict between technology and personality in the educational process. The concept of the educational process, along with the concepts of teaching and educational technologies, is part of methodological knowledge, or in its scientific analysis and practical organization, knowledge of educational systems, legality, systematic and technological approaches in pedagogy is combined. In the general language, the process represents the successive exchange of some situations, the development of something, and in another case, it means the sum of successive actions aimed at achieving a certain result.

Both meanings provide a basis for understanding the educational process as an organizational interaction of pedagogues and students directed to achieve educational goals in the organizational-pedagogical conditions of certain innovative technologies. As it can be seen here, teaching is considered as a set of successive pedagogical actions, carried out within the framework of pedagogical technology, and consists of organizational activities aimed at forming and developing the positive qualities of the student.

The main characteristics of the educational process are its integrity, systematicity, periodicity and technology. Integrity means the inseparable unity of the processes of education and training, as well as the processes of development and formation of a person. Education and training, although science distinguishes them are related to each other and have a lot in common. The content of teaching mainly consists of scientific knowledge about the world. Norms, rules, and values prevail in the content of education. Teaching mainly affects intelligence, education has become primarily a consumer-evidence area of the individual. Both processes affect the mind and behavior of a person and lead to its development. Despite how close they are, these are unique processes, and science considers them separately in the theory of education and didactics. In this way, the integrity of the methodological principle and the whole pedagogical process, which is considered especially relevant in modern conditions, is ensured.

The educational process and the educational system are common, because the processes consist of the characteristics of the systems. It can be stated that educational processes are a series of changes in the state of the educational system. A systematic review of the educational process represents the identification of the structure of the system and the process, as well as the relationships between them. This helps to understand the unique characteristics and essence of each of them, and how they change as a result of the influence of one on another. For example, the purpose of teaching determines its content, and the level of mastery affects the choice of teaching methods, etc.

The structure of the pedagogical process is the sum of its components that correspond to the main goals of the pedagogical technology. As a result, its structure includes:

- Purposeful- setting educational goals;
- Meaningful- development of teaching-education content;
- Active- procedures for teaching and educating process participants and interaction;
- Evaluating and analyzing the effectiveness of assessment-resultative, teaching-education.

The pedagogical activity is also built according to the structure of the educational process: the goals, content, methods and types of activity are developed and the results are analyzed. Determination of educational goals requires pedagogical determination (diagnosis) - study of the state of the educational process, first of all, students' learning, as well as other conditions of the process. It gives an opportunity to draw a conclusion about the interaction and sequence of the stages of the educational process: identification (diagnosis) — design — implementation — identification (diagnosis) of a new level of educational interaction.

In conclusion, it should be said that the relevance of innovative technology is explained by several factors. If we look at the principles of processing, transformation, distribution and use of innovative technology from the point of view of science - informatics, which studies its laws, we can compare voluntary pedagogic technology to innovative technologies, because in it the source (pedagogue) and information there is a receiver (learner). The use of new innovative technologies in the educational process has fundamentally changed the evaluation system, which until recently was measured only by the ability of teachers to deliver information to students.

Today, the knowledge of a teacher is determined not only by his communication skills, but also by his ability to use the computer as a source of information. From this point of view, the formation of analytical, projective and prognostic abilities of the teacher aimed at evaluating the effectiveness of the application in the educational process is very important. The use of modern innovative technology and pedagogical technologies in education develops independent thinking, curiosity, manners, creativity, communication and aesthetic abilities.

In our opinion, the effectiveness of the management of innovative processes in the educational system and the quality of training of specialists in educational institutions depends on the conditions for the development and implementation of pedagogical innovations, and their consistent application with traditional methods of education.

REFERENCES

1. Tolipov U., Usmonboeva M. Pedagogical technology theory and practiceT. Science, 2005. 205 p.
2. Аниськин В.Н., Замара Е.В. Организационно-педагогические условия формирования информационной компетентности сервис менеджеров туризма в системе среднего профессионального образования // Самарский научный вестник. 2013. N1
3. Usmonov A.I. Basics of modern information technologies.,T., 2007
4. Azizxo`jaeva N.N. Pedagogical technologies and pedagogical skills. T., – 2006
5. National encyclopedia of Uzbekistan T. 2005
6. 6.http://uz.infocom.uz/2006/10/04/axborot-texnologiyalarining-talimdagi-orni/