International Journal of Research
Available at https://edupediapublications.org/journals
e-ISSN: 2348-6848
p-ISSN: 2348-795X
Volume 07 Issue 09
September 2020

The Efficacy of Innovative Technologies in Teaching Process

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Abstract: *The article discusses the issues of organizing innovative teaching, ensuring the implementation of an individual personal and professional trajectory of development of a future specialist. Practice shows that the most pressing issues are related to an attempt to explain what higher education should be like in the 21st century, how to prepare specialist in accordance with generation III standards, which will maximize implementation of a competence-based approach in the training of future specialists*

Key words: *innovative educational technologies, interactive learning, competencies, case technologies, portfolio.*

The development of science, technology has opened new perspectives for the development of society in all areas of life. Human experience of state and social construction has led to the formation of advanced approaches to regulating social relations based on new approaches. The essence of these approaches has been expressed in recent years through the concept of modernization. Innovative activity appears from the teacher's dissatisfaction with his or her own activities. It is based on the fact that the teacher encounters some obstacles to solving a particular pedagogical task and successfully solves it." Innovation is an activity aimed at changing the internal structure of a particular system. Innovative activity begins with the search for a new idea. The transition to a new socio-economic way of life, the strengthening of the processes of democratization and humanization, the transition to a personality-oriented paradigm of education and upbringing, which opened the door for the teacher to the world of innovations and new educational technologies and paradigms, at the same time actualized many problems and issues

that have been addressed up to now. time not received clear answers. Practice shows that the most pressing issues are related to an attempt to explain what higher education should be like in the 21st century, how to prepare specialist in accordance with generation III standards, which will maximize implementation of a competence-based approach in the training of future specialists, what innovative educational technologies will become fundamental in the organization of independent work of students.

The aim of the investigation was to study the attitude of students to the transformations taking place in the higher education system. Certain issues were directly related to the use of new educational technologies, their place and role in solving problems of improving the quality of higher education, fulfilling the social order of society associated with the preparation of a competitive future specialist and meeting the needs of employers.

This approach to the analysis and assessment of the used innovative technologies is due to the need to reorient the processes and results of education towards the formation of those competencies that are primarily demanded by employers. Of course, when resolving the stated problem, it is necessary to take into account the opinion of students as subjects of the educational process, called upon in the future to implement the competencies necessary for successful professional activity. Therefore, students were asked to mark the most important competencies for future professional activities, as well as indicate those competencies to which the university does not pay due attention. The analysis of the obtained data showed that students as the most significant are the social competences associated with the implementation of the need to achieve success, the formation of the abilities necessary for teamwork, the establishment of positive interpersonal relationships, the organization and planning of their own activities,

making adequate decisions in accordance with the emerging situations. In addition, such competences were named as the ability to "generate" new ideas (creativity), knowledge of foreign languages; leadership, ability to adapt to new situations, as well as information management skills [1].

In order to update the stated topic and optimize the educational process, similar studies were carried out among students. Based on the survey results, competencies were identified as priorities for students, which we divided into two groups: professional and social. Professional competence associated with the performance of functions prescribed to representatives of the practical health care system, which seems to be in demand for students in the future. Most significant in this stage that the following social competencies have become for them: the ability to criticize and self-criticism, competence in the field of interpersonal relations and constructive resolution of conflict situations, the ability to work in an interdisciplinary environment and generate new ideas (creativity), ability to work in a team, possession of organizational and managerial competencies, striving for success [4]. It should be noted that the formation of the listed competencies has a fairly strong impact not only on the development of professional competencies, but also on the professionalism of the activity in general.

Taking into account the opinion of students and employers regarding the training of future specialists, we believe that purposeful work is needed at the university to create conditions that provide improving the quality of the educational process. Among these conditions, we consider the introduction of innovative educational technologies in the educational process and training university teachers to their widespread use. And, if in professional activity of modern higher education teacher, along with the traditional ones, will be widely

used innovative educational technologies, this will be effectively implement competence-based, practice-oriented and professional-personal approaches.

It is known that in the standards of the third generation, students' independent work is given special value, it is seen as an important component of the educational process. Strengthening the role independent work in the training of future specialists means a fundamental revision organization of the educational process at the university. Today the educational process must be built so that students, as interconnected, develop, on the one hand, abilities to self-educational activity (the ability to study independently), on the other hand, the ability for self-development, self-realization, successful socialization, which ensure successful adaptation not only in the profession, but also in other areas of activity [5].

The tasks can be solved quite productively if the teacher, when developing materials for independent work of students (IWS), uses tasks of a multi-level plan. In particular, tasks that are reproductive, reconstructive, heuristic and creative in nature are quite popular today. Let's conduct a detailed analysis characteristics of the main types and forms of reporting independent work with different levels difficulties.

So, tasks for the IWS of the reproductive level (work according to the model) involve solving problems for the reproduction of knowledge and skills. All the data for finding what you are looking for, as well as the method itself, tasks are presented explicitly in the task itself or in the corresponding solution algorithm (instructions). These include the performance of test tasks (open, closed, logical sequence, compliance), computer testing, performance of training exercises according to a given algorithm, drawing up methodological developments according to the model; performing tasks on computer simulator programs, compiling a dictionary of basic terms, compilation of a bibliography and review of

the main primary sources. Completed test tasks, methodological development, glossary of terms, bibliographic index, etc. act as reporting forms. [2].

A characteristic feature of the reconstructive level of CDS is that the task itself communicates the general idea of the solution, and the student needs to develop it in a specific way or ways in relation to the conditions of the problem. The student correlates the task with others already known to him. When the main thing here is the actualization of existing knowledge, the ability to select and attract the necessary knowledge to solve the problem. The main types of tasks in this type of work are writing summary of the lecture read (article, book, methodological development, etc.), abstract to the article, event scenario, educational and methodological material; drawing up a logic reference summaries, reports, chronological tables, addresses of best practices (innovations), classifiers, choice from the proposed or independent development of algorithms, ways to solve the problem, etc. Forms of reporting can be a summary, review, abstract, logical diagram, synopsis, report, pivot table, directory of best practices addresses, abstract, analytical report.

Independent work of students of a heuristic level involves the creation of non-standard situations, the solution of atypical problems. It is based on the search, guessing, formulation and implementation idea of a solution. However, the search has a partial character, which is necessary only to perform any fragment of the general task. These can be tasks such as drawing up an analytical report, developing computer models, analyzing and solving problem situations, tasks, selection of diagnostic tools, their approbation and development of the obtained data, solution of the proposed cases, compilation of models of the correlation of "dominant" concepts to the topic of the course, development plans, summaries, scenarios for the proposed topic of the corresponding event, implementation

assignments using art technologies (biblio-, iso-, music-, drama-, fairytale therapy), analysis of video materials and the formation of methodological recommendations, etc. Reporting forms can be analytical reference, computer model, report in a given form, model of the relationship of concepts with a commentary, plan, synopsis, scenario, product of the creative activity of artechnologies (drawing, collage, syncwine, composition), analytical report in a given form, etc.

When performing the research (creative), the highest the level of independence and cognitive activity of the student. Creative work requires deep penetration into the essence of the studied phenomenon, the search for new ideas in solving problems. In the course of completing a creative assignment, the student develops qualities such as a new vision problem in a familiar situation, the ability to discover new functions of an object, the ability, based on several known ones, to find a new way to solve a problem, flexibility of thinking, a willingness to abandon an erroneous decision. In this case, the following types of tasks can be used: writing abstracts, articles, essays, the development of collective, creative affairs, the production and development of didactic tools, the development of questionnaires for research, the independent compilation of problematic tasks, situations, modeling of production situations, professional and personal cards, self-development of a specialist, collection of empirical material for coursework, reports conducted research, development and protection of projects, preparation of advertising for innovative experience, independent compilation and design of cases on topical problems of science and practice, inventing and playing business situations, etc. As reporting forms, students prepare articles, theses, essays, didactic material, including their own developments, model of professional and personal card, report on the results of research, project, advertising, decorated case, etc.

This raises the question: what specific methods of influence and teaching can ensure the effectiveness of the organization of students' independent work? In our opinion, interactive teaching methods are most effective in practice:

- methods of creating positive motivation (building a system of professional prospects, emotional stimulation, taking into account personal achievements);
- methods of organizing interactive cognitive activity (discussion, decision tasks, situation analysis, educational research);
- methods of generating creative ideas (methods of synectics, associations, inversion, empathy, fantasy);
- reflexive-evaluative methods (analysis of the results of control and self-control, diagnosis of learning difficulties, assessment of the significance of acquired knowledge, skills and abilities);
- methods of developing a personal educational learning environment (updating personal experience, student, practical orientation, open planning for self-study and self-development).

Another, no less important is the question of choosing a form of organization and checking independent work. It seems that control over the independent work of students can be carried out both individually and through work with a group.

One of the innovative ways of organizing students' independent work, allowing them to implement an individual trajectory of the professional and personal development of a specialist, is a portfolio. This form of work allows students to develop the ability to analyze and evaluate the process of their own development, general cultural and professional competencies. A portfolio, representing a set of works of students (bachelor students, master students, undergraduates, interns, graduate students), their achievements, recorded in the

idea of certificates, certificates, diplomas, etc., allows you to combine certain aspects of their activities into a more complete picture. In general, a portfolio is a pre-planned individual selection of achievements.

According to A.I. Prigozhin, innovation needs to be understood as a new approach to a particular social unit - organization, population, society, group, enriching this relationship with some of the more stable elements. It is understood that the author's views directly reflect the essence of social relationships and innovative approaches to them. In this regard, each person creates a unique innovative activity as a citizen, specialist, manager, employee, as well as a participant in various social relationships (Slobadchikov V. 2004).

In his research, American psychologist E. Rogers explores the socio-psychological aspects of innovative social relations, the innovation of social relations, the categories of individuals involved in the process, their relationship to the novel, the level of readiness to perceive the essence, and the innovative character between certain categories of individuals.

Innovative learning - education that enables the learner to create new ideas, norms, rules, the qualities, skills, and natural abilities of other people to develop ideas, norms, and rules.

The concept of 'innovative education' was first used in 1979 at the Roman Club.

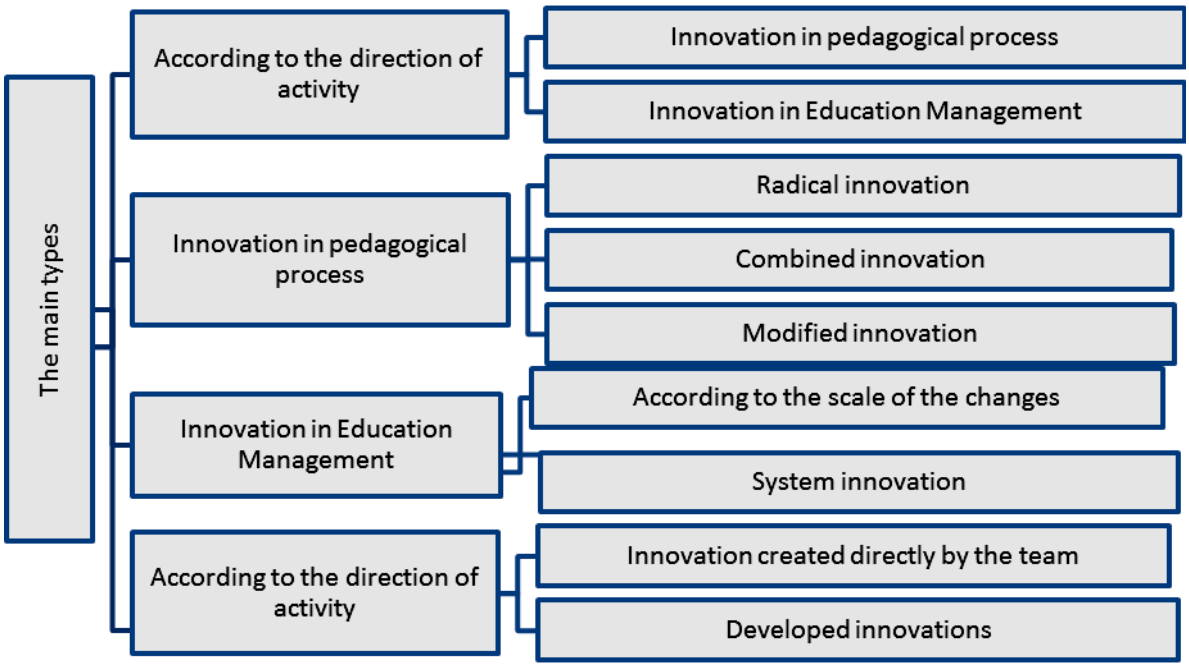
The technologies used in the innovation education process are called innovative educational technologies or educational innovations. Innovations have a different look.

The goal is to get the maximum possible out of the money and effort invested in innovation in the education system or educational activities. Innovation is different from any novelty, and it needs to have a flexible mechanism for

managing and controlling it. In essence, innovation is a dynamic system for bringing innovation to a relationship or process. The introduction of innovation as a system by itself represents the attitude and process, first of all, the internal logic of the process, and, secondly, the gradual development and interaction of the innovations within a given timeframe.

Table 1

Educational innovation is divided into several types. They are:



Innovative activity of the teacher

The essence of pedagogical innovation process is one of the most important aspects of modern education is the achievement of the innovative character of pedagogical activity. The problem of the innovation in pedagogical activity in developed countries began to be seriously studied since the 60s of the last century. Specifically, H. Barnet, J. Baset, D. Hamilton, N. Gross, R. Carlson, M. Miles, A.

Hevlok, D. Chen, R. Edem, F.N. Gonobolin, S.M. Innovative activity, innovative approach to pedagogical activity, justification of innovative ideas and their effective introduction into practice , informing the innovations of foreign countries and republics about the practical activities of their active use in pedagogical activity.

The concept of "new" is important in any innovation. The innovations introduced in different approaches and processes are manifested in the form of personal, subjective, local and contingent ideas.

Proprietary news refers to modifying or updating one of the elements of a relationship, object or process.

Subjective innovation means the need to update a particular object itself.

Local news is used to describe the practical significance of the innovation for a particular object.

Conditional innovation serves to illuminate a set of elements that provide a complex, progressive update in a relationship, object, or process.

R.N., Yusufbekova focuses on the consideration of innovation from the pedagogical point of view. In particular, it is argued that pedagogical innovation is a contingent context of the pedagogical phenomenon that the author has not previously known in the course of education and training, but which has not been recorded or results.

Russian scientists Prigozhin A.I., Sazonov, V.S., Tolstoy, N.P. Stepanov and others while focusing on learning the innovation process and its components recognized that there are two approaches to the creation of an innovation process:

1) individual micro level of innovation (according to which some new ideas are put into practice);

2) a macro level that reflects the interactions of the innovations individually (in this case, the interactions, cohesion, competition, and interchangeability of the innovations individually).

A.I. Prigozhin, B.V. Sazonov and V.S. Tolstoy tried to substantiate the systematic concept of innovation in their research. The authors highlight the following two important stages of the innovation process:

1. Development of ideas that appear as novelty (e.g.: development of a particular product by an enterprise, organization).

2. Extensive development of new products (specific products).

In higher education, there are specific approaches to the organization of innovation processes. They are:

1. Gnostic-dynamic approach (according to which pedagogues are pedagogical innovations, their types, creation, implementation, advanced pedagogical (educational) innovations in foreign countries and their study, knowledge and skills for their use in practice, taking into account local conditions, consistently acquire skills, experience in active use of pedagogical innovations in their activity).

2. Individualized Approach (in which teachers achieve certain consistency in the application of pedagogical innovations in practical work based on their individual capabilities, abilities and experience).

3. A multi-subject (dialog) approach (this approach represents innovation in the pedagogical process with colleagues, including, with many years of work experience, teachers' professional skills and experience, using their recommendations and instructions for effective, targeted and continuous use of educational innovation). .

4. Humanistic approach (this approach helps to highlight the relevance of learners' capabilities, aspirations, interests, knowledge, skills and abilities when applying innovation in the pedagogical process).

5. Individual-creative approach (according to which each teacher's activity is based on creative developments in the educational and upbringing process based on the subject matter, the nature of the study material, as well as its own capabilities, potential, skill, and work experience).

According to Skinner's idea, in today's social, interdisciplinary nature, it is important to draw attention to the need for students to learn through experience rather than acceptance.

As well as, great attention is being paid to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. One of the reasons is that so far in traditional education, students have only been able to acquire ready-made knowledge, while modern technology teaches them to search for, learn, analyze and even draw their own conclusions. The teacher facilitates the development, formation and education of the individual through this process and at the same time serves as a manager and a guide.

The core of innovative technologies is the design of the pre-learning process so that the teacher and the learner can collaborate to achieve a guaranteed result. So, innovation is about bringing innovation to the learning process, not just adapting the learning process to the needs, wishes and aspirations of the student, teaching the reader to read independently, and trying to build students' learning skills.

It is developed through the integration of reproductive, reconstructive, heuristic and creative levels of tasks in the process of interaction between teacher

and students. This approach to teaching allows you to bring a personality to a new level of development, increase its competitiveness, form the ability for independent creative activity, ensure the formation of a positive verbal and visual image, teach a future specialist to conduct constructive negotiations, to assist him in mastering the techniques of "heuristic optimism" (orientation success) and technologies for managing your reputation, gain self-confidence, overcome complexes, to form internal motivation for professional and personal self-improvement and self-development.

Pedagogical innovations characterize the consistent introduction of innovations into pedagogical activity. The educational system and process are evolving according to the didactic possibilities of pedagogical innovation. The teacher's innovative activity is a driving force for the teaching team, motivating and encouraging the creativity and guaranteeing the quality of the educational process. Therefore, every teacher needs to be able to fully implement the innovations in their work, fully understanding the nature of innovation.

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