

Using Innovative Educational Technologies Pedagogical Effectiveness of Using Foreign Experiences

Rashidova Nodira Abdullo qizi
Master's student, Termiz State Pedagogical Institute

Olloqulova Farzona Umedillayevna
Teacher of Termiz State Pedagogical Institute

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ABSTRACT

In this article, normative documents on improving the education system in the Republic of Uzbekistan, innovative educational environment, its importance and effectiveness, didactic and innovative technologies, the importance of IT use in improving the quality of professional training of future teachers are analyzed. done.

In the world experience, innovative educational technologies are manifested as an integral part of the educational system and human lifestyle. The use of modern innovative educational technologies is one of the necessary factors in terms of its convenience, transparency, speed, impartiality. In this regard, the wide promotion of innovative technologies through the extensive use of pedagogical technologies is an important and noteworthy issue. In the countries of the world, the wide use of modern educational technologies has been launched to improve the quality and efficiency of education.

Recently, issues related to the rapid development of innovative educational technologies in our republic have brought to light new modern methods of organizing activities related to the education of young people. In order to further increase the quality and efficiency of education, the application of innovative educational technologies to the teaching process and the use of technical tools based on them are of great practical importance from a psychological and pedagogical point of view, which serves to increase the quality and efficiency of education. There is a need to organize training using innovative educational technologies while using foreign experiences.

Today, the problem of forming a free personality is becoming more and more important. This process is not easy, because the voluntarily built and introduced educational system must be turned into a scientifically based pedagogical system. V.P. According to Bepalko's definition, "pedagogical system is an interrelated tool, method, and the sum of processes" [8: 35]. Any management process, first of all, begins with setting the goal, that is, knowing how to set the goal correctly. It begins with the analysis of the current state of the management object and the study of its development

opportunities. The brain of future teachers has the ability to receive different information at different levels, which requires easy, free and interesting transfer of information. Achieving high efficiency during training using IT tools is considered a didactic problem, and active action to ensure the principle of instruction is considered a method.

Currently, innovative educational technologies are one of the important factors affecting the development of our foreign technology society. IT exists at various stages of human development, and a characteristic feature of the modern information society is that IT occupies a leading position among all existing technologies, in particular, modern technologies. The use of vocational training in combination with modern pedagogical technologies serves to improve the quality of professional training of future teachers, increases the effectiveness of training sessions and the useful work coefficient of teachers' work. Dividing didactic game activities into the following types of didactic games based on the combination of learning and game activities of future teachers: plot-role games, creative games, businessmen's games, conferences, games-exercises possible The teacher, first of all, should prepare students for individual and then group games and conduct them, and after the successful release of the game, prepare them for public games. Because future teachers should have the necessary skills to actively participate in didactic games, and cooperation and mutual support should be established among the group.

Didactic game technologies are used in the lesson in the form of a didactic game lesson. In these lessons, the learning process of future teachers is coordinated through game activities. For this reason, lessons in which the educational activities of future teachers are combined with game activities are called didactic game lessons. The teacher is required to prepare intensively for conducting didactic games and to comply with the following didactic requirements when conducting them: 1. Didactic games should be aimed at solving the educational, educational and developmental goals and tasks of the topics mentioned in the program; 2. Focusing on important problems of society and everyday life and solving them during the game; 3. Conformity to the principles of education of healthy future teachers and the norms of Eastern ethics; 4. The game should be in a logical sequence and consistency in terms of structure; 5. The didactic principles should be followed during the training and less time should be spent.

Interactive methods are a set of actions aimed at exchanging ideas, complementing each other's ideas, sometimes non-verbally, sometimes verbally. In the application of interactive methods, intellectual actions based on interaction are not limited to performing the function of influence or motivation. It can also perform the functions of directing the subjects of cooperation to creative research, creating theoretical and mental considerations that help to open (discover) unknown information technologies. The following interactive methods are used in the mastering of educational content in accordance with the level of knowledge of future teachers, levels of mastery, source of education, didactic tasks: demonstration of teaching; independent works; problem-heuristic, modeling; scientific research; problem-searching and reproductive teaching; inductive and deductive teaching; control and self-control methods of teaching are included.

Taking into account the development of the individual in the non-traditional methodology, it is clear that no importance is attached to his BKM, and from there to the qualification. The teacher tries to give BO as much information as possible about the studied topic. The teacher does not always adhere to the three-stage model of knowledge: gathering information, selecting and processing it, and applying the learned information. Various strategies are used in lesson systems based on interactive methods. In this case, future teachers are not prohibited from using hidden methods (books, notes, etc.), on the contrary, they are encouraged to use such methods. Distance education is a new and more advanced form of education. The application of this method to various higher education institutions, in particular, to social, economic, and legal fields, provides teachers with high-quality educational and methodological developments of advanced higher educational institutions of the world, modern and latest information, regardless of where they are. allows direct access. Taking into account all this, the Ministry of Higher and Secondary Special Education signed an agreement with

world institutions in the form of the "Ustoz" fund on the implementation of components of the distance education method in higher education.

Summary 1. Organization and management of the lesson, the conscious selection and practical application of modern pedagogical and information technologies that allow independent learning and independent thinking in future teachers, to achieve mastery of BKM. 2. To prepare the ground for future teachers to continuously, consistently and regularly improve their level and conduct active scientific and research work by devoting the topics of their graduation work to the actual problems of the lesson. 3. In the lesson, the main directions and principles of the implementation of state and social orders, the reform of the education system, and the requirements of secondary special, professional education and higher education institutions were determined. To improve the quality and efficiency of the lesson, to develop modern scientific and methodological bases in the lesson. 4. Humanization and democratization of lessons and pedagogical relations, based on cooperative pedagogy. organizing independent and creative work of future teachers individually and in small groups by using didactic games, problem-based, modular education, designing and collaborative teaching technologies in the lesson, and making them part of their learning activities convert to 'ect. Organization of independent work and education of future teachers in a planned, step-by-step, calendar manner.

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