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Yulduz Malikovna Qosimova
Namangan State University
Teacher of interfaculty Foreign Languages Department

Aribjon Baxodirov
Namangan State University
Teacher of interfaculty Foreign Languages Department

Jobir Zokirovich Najmitdinov
Namangan State University
Teacher of interfaculty Foreign Languages Department
Namangan, Uzbekistan

TOPICAL ISSUES OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES

Abstract: *This article describes the content of innovative pedagogical technologies. The environment needed to implement these technologies has been discussed. The role of pedagogy in this process is analyzed.*

Key words: *pedagogy, innovation, technology, methods, techniques, didactic means, environment, audience.*

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Introduction

Pedagogical technology is a scientifically substantiated choice of the nature of the impact in the process of interaction with children organized by the teacher, made in order to maximize the development of the personality as a subject of the surrounding reality. Pedagogical technology is a certain projection of the theory and methods of education on the practice of education, focused at one point, short in time, barely perceptible in ways, individualized due to the wide variety of personal characteristics of the personality of the teacher and student. The word "technology" as applied to education entered the vocabulary of pedagogical science when the attention of specialists turned to the art of influencing the personality of the child. The encyclopedic dictionary provides the following definition of technology: "... The task of technology as a science is the fulfillment of physical, chemical, mechanical, and other laws in order to determine and use in practice the most effective and economic production processes." Meanwhile, this word, which came to us from the Greeks, judging by its roots, was designed for a more universal use of techno - art, craftsmanship, logos - teaching. Pedagogical technology reveals a system of professionally significant skills of teachers in organizing the impact on the pupil, offers a way to comprehend the technological effectiveness of pedagogical activity. When a teacher builds an impact on a child, he must take into account many parameters: the emotional and psychological state, the general level of cultural and age development, the formation of relationships, spiritual and intellectual development, etc. As a result, based on external manifestations, an initial idea of the child's personality is formed, which largely determines the nature of the pedagogical impact. External expressiveness as a source of cognition of personality has interested scientists and philosophers since ancient times. Such as Hippocrates (1st century BC), Aristotle (1st century BC) suggested using facial expressions and plastic to determine temperament. The dialogues of the great philosopher Socrates with his students contain many examples of skillful touching of the person when he succeeds not only in influencing the relations of his interlocutors, but also

in stimulating the work of thought, including them in the discussion, and in teaching to make self-correction.

The Czech thinker and humanist J. Komensky also dealt with the problem of touching the student's personality: "You can and should teach every teacher to use pedagogical tools, only then his work will be highly effective, and the teacher's place is the best place in the sun." The ideas of upbringing expressed in antiquity in the Middle Ages were further developed in the writings of teachers of a later period. The founder of pedagogy in Russia K.D. Ushinsky developed the theory of pedagogy, used the laws of philosophy, history, anatomy, physiology, and other sciences. Shatsky S.T., Using the influence of the environment on the pupil, expanded the horizons of pedagogical technology, although he did not use this term. Talking about the specifics of schoolwork, Shatsky S.T. He noted the need to improve and increase their educational value by "filling in the value" of any activity organized in the lesson.

A.S. Makarenko in his works already freely used the term "pedagogical technology" and used the concept of "pedagogical technology". In the matter of upbringing, as he noted, there remains a period in which success depends only on the skill and enthusiasm of the teacher: "An upbringing is an artisanal affair, and from artisanal productions it is the most backward" ("Pedagogical Works", vol. 3).V.A. Sukhomlinsky relied on the "individual identity of each individual." Any influence on the personality should develop it, therefore, the teacher should avoid punishing children, school and child humiliation are incompatible. In the 60s, pedagogical technology gains the status of official existence. Korotkov V.M., Likhachev B.T. made a special contribution to the study of pedagogical technology. From the point of view of pedagogical technology, these scientists formed the fundamental principles in the general rules for the application of the method of pedagogical influence: 1) a combination of requirements with respect for children; 2) the rationality and preparedness of any pedagogical impact; 3) bringing this effect to the end. Further development of pedagogical technology is associated with the definition of the components of pedagogical skill. The textbook on the theory and methodology of communist education points to the components of pedagogical skill: 1) psychological and pedagogical erudition; 2) professional abilities; 3) pedagogical technique.The pedagogical technique is understood here as "a variety of techniques for the teacher's personal impact on schoolchildren". Education as a phenomenon can be considered from different points of view: social, professional, methodological, etc. Social position sets a set of values that must be passed on to the child. This requires special training of the teacher, so that he can operate on these values, so that he himself will be their carrier.

Methodological view on education - the introduction of the pupil to the culture. A professional approach to addressing this problem speaks of a theoretically possible model of a teacher based on his personal qualities, as well as knowledge, skills. Using the term "technology", almost all educators note the complexity of the pedagogical order. Today in pedagogy and pedagogical literature the terms "pedagogical technique" and "pedagogical technology" are widely used. Pedagogical technology as a system of scientific knowledge should optimize and ensure the educational process. Education is an objective process that takes place in society regardless of the will and desire of the teacher. Personal development does not stop for a minute. The teacher's task is to direct the educational process towards the "ascent" of the child to human culture, to contribute to the independent development of the experience and culture developed by mankind over many millennia. "If upbringing is a constant ascent to culture and daily recreation of culture in all life acts, then the purpose of upbringing is to create a personality who, in the process of development, acquires the ability to independently build his own life worthy of Man. Obviously, getting acquainted with the various options for a living device does not exhaust the problem of education. Thus:- the development of the child occurs when he, being active, interacts with the world;- the nature of this activity is determined by a subjectively free personality relationship;- pedagogical influence should orient the pupil to a certain attitude to social values;- The interaction of the teacher and the entire process of interaction with the child should be carried out at the level of modern culture and in accordance with the purpose of education. The interaction of the teacher and students in the high meaning of this word implies something more than mutual influence on each other. For the implementation of interaction, it is necessary for the interlocutors to accept each other as equal subjects of this communication, which is not so common in practice in the "teacher-student" system. The pedagogical impact, acting as a short moment of communication or a lasting influence, ensures the implementation of functions in accordance with the educational goal. When analyzing the pedagogical impact, one should proceed from its purpose as the initial moment of interaction between the teacher and the student. In other words, the main purpose of the pedagogical impact is to transfer the student to the position of a subject who is aware of his own life.

The implementation of these functions of pedagogical impact is provided by pedagogical technology, which scientifically substantiates the professional choice of the teacher's impact on the child in his interaction with the world, and forms his attitude to this world. The essence of pedagogical technology is revealed through a system of necessary

and sufficient elements, interconnected and having internal logic.

To determine the components of pedagogical technology, it is necessary to answer a number of questions:- what elements make up pedagogical technology;- what is their necessary and sufficient presence;- in what relationship are they located;- What are the general and specific functions of each element. Pedagogical communication, aimed at "opening the student in communication" through the creation of psychologically comfortable conditions for revealing him as a person. A pedagogical assessment that provides the functions of "introducing an image" at the level of a social norm, stimulating activity and correcting deviations is possible against the background of the embodiment of the assessment, not perceived by the student as an assessment, but carried out in a hidden order. The pedagogical requirement is another technological element. Through it, the subject ascends to the level of modern culture. Getting the result of accustoming to a social norm is its individuality in behavior. The next technological element is conflict. Conflict as any kind of contradiction between subjects requires the designation of these opposing views. At the same time, the teacher does not insist, but only offers a variant of attitude and behavior and poses the problem of choosing what to do in this situation. Pedagogical conflict is resolved in the implementation of the functions of "relieving mental stress." In this system of terms of educational technology, a special place is occupied by such an element as educational technology. The pedagogical technique refracts the realization of all other elements, distorting or straightening, strengthening or weakening their influence. To implement each of these elements of pedagogical influence, which has its own specific functions, in practice, not all the possible set is used, but individual operations are selected that are specific to this teacher. Thus, the formation of the child as a subject occurs with positive reinforcement in his address, the expression of a hidden assessment, with the unconditionalness of the required norm. Identified elements, with designated functions and certain operations, make up the essence of pedagogical technology. However, the content of pedagogical technology is not limited to this: additional elements, such as psychological climate, group activity, pedagogical reaction to an act, are generalizing or private.

The main elements of pedagogical technology are pedagogical communication, assessment, demand, conflict and informative impact. In accordance with the central purpose of the pedagogical impact, communication has three functions. 1) "opening" the child to communication - is intended, on the one hand, to create comfortable conditions for him in the classroom, in the lesson, at school; 2) "complicity" in the child's pedagogical communication - is achieved by analyzing the interaction of the teacher with the children; 3) the "exaltation" of the child in pedagogical communication is not an overestimation, but as a stimulant. A pedagogical assessment involves evaluating the quality shown, but not the personality of the child as a whole. To evaluate means "to establish the degree, level, quality of something". Given this approach to pedagogical assessment and skillfully using it in his work, the teacher shapes and adjusts the value relationships of his students. Sometimes a teacher's attitude has a stronger effect on a child than a conversation or lesson.

The functions of a pedagogical assessment are: introducing an image at the level of a value attitude to the world, stimulating the child's activity in mastering this relationship, correcting his possible relationships in the process of developing relationships independently. Given the uniqueness and uniqueness of the personality of each child, it is necessary to tactfully and carefully treat him and take into account the importance of pedagogical assessment for its development. A pedagogical requirement is a presentation to a child in the process education of socio-cultural norms of attitude and behavior. Human relations are subjectively free in nature and are developed by him independently in the process of accumulating life experience. The task of the teacher is to influence the formation of the value relationships of the positions of the child. To do this, you need to imagine the relationship between the unconditional norms and rules. The implementation of the requirements available at the moment of the child's development also involves taking into account his mental state. The psyche of the student is very mobile: the mood in children can change very often. The effectiveness of the pedagogical requirement increases if the teacher constantly emphasizes his respect for children, and for this the forms of his treatment and behavior must comply with ethical standards that allow the teacher to remain at a high level of culture in any situation. Do not neglect the appeals to students "You", "Please", etc. The informative speech and demonstration effect has its own laws, the registration of which provides the teacher with the opportunity for a more subtle touch in working with children. Considering this issue, first of all, it is necessary to define two concepts - "visual" and "demonstration" material. Demonstration material can be everything that is sensually perceived by a person. Visual material should have such characteristics as accessibility, credibility, comprehensibility. The principle of visualization, as the main principle of didactics was introduced by Y. Komensky, KD assigned a large role in the educational process Ushinsky. Thus, the identified patterns in this area provide a set of technological rules for informative demonstrational impact. 1) Visual material offered to children should be accessible, simple and understandable. 2) It should

strive to ensure that the material used (visual or demonstration) has an effect on the maximum possible number of sensory organs. 3) Mandatory reinforcement of the demonstration with a speech. Speech explanation in combination with visualization deepens the comprehension and comprehension of the subject of explanation 4) The board, tab le, screen should have a horizontal arrangement with a ratio of 3: 4, and rounded corners increase the information capacity. The most important information is recommended to be located in the upper right half of the form. 5) The teacher, making notes on the board should highlight conclusions with a rectangle, an oval. 6) The size of the letters on the board should be at least 1/3 of the face, so that the recording is easy to read from any desk. Increasing letters increases credibility. 7) The use of a color image (colored crayons, markers) facilitates perception, because color is recognized easier and faster.

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