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NEW TECHNOLOGY-NEW APPROACHES

Abstract: *The article describes new approaches to new pedagogical and innovative technologies implemented in the education system.*

Key words: *innovation, technological approach, problem, exploratory, diagnostic analysis, correction.*

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Introduction

It is known that today the role and place of modern teaching methods, interactive methods, innovative technologies in the training of qualified professionals in higher educational institutions and faculties of the Republic is enormous. New technologies and new approaches to modern education, knowledge, experience and interactive methods of pedagogical skills ensure that students have knowledgeable, mature skills.

Innovative technologies are innovations and changes in the pedagogical process and the activities of teachers and students, the implementation of which is based on the full use of interactive methods. Interactive methods are called collective thinking, that is, methods of pedagogical influence are an integral part of the content of education. The peculiarity of these methods is that they are carried out only through the joint work of educators and students [1].

In his speech at the joint session of the Legislative Chamber and the Senate of the Oliy Majlis of the Republic of Uzbekistan on September 8, 2016, President Sh.M.Mirziyoev said: Ensuring the mastery of foreign languages and modern information and communication technologies will remain our top priority[2]. ”

Therefore, we can say that the leadership of our country has paid great attention to the educational process. A number of laws have been passed. The adoption of a national program on education and training is also of great importance.

The need to introduce and master advanced pedagogical technologies is repeatedly emphasized in the national training program. What is pedagogical technology itself and how does it differ from traditional teaching methods?

There are different definitions of pedagogical technology. But more noteworthy than the definition of "pedagogical technology" is the definition of UNESCO.

"Pedagogical technology is a systematic method of creating, applying and defining knowledge, taking into account the technical and personal resources and their interaction, which sets the task of streamlining the forms of education in the whole process of teaching and learning."

In fact, pedagogical technology is a new (innovative) approach to teaching. It is an expression of social engineering thinking in pedagogy.

Initially, in the early 70's, developed countries began to publish journals on pedagogical technology in the United States and Japan, and later specialized institutions began to work on this issue.

In 1996, an international conference on pedagogical technology was held at the University of Egypt under the auspices of UNESCO. In many countries, using a technological approach to teaching, students have made significant progress in increasing mastery. In South Korea, for example, 75% of the 50,000 children studying at a pedagogical technology testing center have achieved results that only the best students achieve in traditional teaching. Experiments in a number of other countries have shown that the

application of this system of teaching allows the average student to achieve a result higher than that achieved by 80-85% of students in traditional teaching. Mastering pedagogical technology has enabled Singapore, Korea and Japan to rank in the top 3 in math among 9, 13 year old and graduating class students. The technological approach to increasing the effectiveness of education was maintained in the United States thirty years ago.

Pedagogical technology (in the primary sense of the term) is based on the ideas of behaviorism. The most important rule of this direction in psychology is the unconditional recognition of the uniqueness of the relationship between the indicator of the organism (stimulation) and its response to it. This is equally relevant to the experimental study of the educational process.

American pedagogy has adopted a theory of behavioral stimulation and support. He brought to the forefront the demonstration of a set of behaviors such as knowledge, skills, way of thinking, evaluation, behavior acquired in the learning process. For example:

- read a deliberate error in the text and find it with at least 90% accuracy;
- Students demonstrate the correct operation of 10 three-digit numbers;
- Read "Hamlet" and express its summary in writing;
- The student describes how animals adapt to the environment;
- Independent student in the library can give a lecture on a specific topic in his group;

It is known that in pedagogy, several teaching methods have been developed to increase the activity of students in the educational process: problem-based learning, performance games, role-playing, thematic teaching and so on. However, this does not mean that they are widely used in the higher education system. In our opinion, the reason for this is that the preparation for each lesson requires a teacher's research, high professionalism, creative approach and a lot of time. Let us now consider the radically different types of education: verbal-visual, technological, and exploratory-creative.

1) Oral-illustrative approach. It is traditional and is largely defined by the teacher's transmission of information, the reception, collection, and memorization of students 'knowledge. However, the essence of the concept of cognition is considered as information stored in memory. Such knowledge is tested by the ability to apply them (in exams), that is, to express the knowledge in memory in response to direct questions, without any manuals. The knowledge in this system is the result of memorization, often official information. They are formed radically in memory. knowledge at the level of recollection is not stored in memory for a long time. Accordingly, the main task of the teacher is to inform the necessary information and work on consolidating it in memory. In such a learning process, the number of questions on the subject, the distribution of hours between sermons, laboratory and practical classes, the place of classes are strictly determined [3].

2) Pedagogical technology. As I.P. Podlasi points out: until technology is created, personal skill reigns. It is well known that productive learning allows students to master pattern-based behaviors based on memorized rules.

"... Instead of the previously used and developed teacher-to-teacher development, pedagogical technology is proposed as a project of the learning process that defines the structure and content of the student's learning process," wrote VP Bespalko.

Within the framework of pedagogical technology, productive level education is seen as a conveyor process that needs to be clearly recorded and the parts described and returned to their original state with the expected results [4].

Of course, in pedagogical technology, learning materials are clearly marked, designed in accordance with the purpose of the lesson, provide alternative ways of recommending learning topics, each part is synchronized with the introduction of tests and additional corrections. The training is aimed at achieving high results. Such focus is not free from the concepts of engagement, competition, and mutual assistance. At the same time it gives a productive look to the whole educational process. It should be noted that in certain conditions, one subject serves as a solid basis for the transition to pedagogical technology in a productive way and the other in a research way.

3) Exploratory approach. The goal is for students to solve a problem, to independently master a new, unfinished experience. It consists of developing the ability to create new ways of influencing, personal perception. As a result of the interaction of the educational content of the exploratory educational model with nature and society, the individual begins a path of research and intensive creative activity [6]. At the same time, pedagogical learners take a democratic, motivating approach to managing learning activities, support their personal initiatives, encourage collaboration, and prioritize its importance and incentives until students master the operational technical aspects of learning activities. As noted earlier, so far pedagogical approaches have been developed that incorporate an exploratory approach to teaching.

The model of the technological form of the educational process and its practical application is innovative and reshapes traditional education. It should be noted that pedagogy requires both technological and exploratory approaches. Each is applicable, has a place, and it is advisable to combine them optimally together [8].

Advanced creative educators, as a result of finding answers to the shortcomings of traditional

educational technology, the search for ways to implement the intellectual labor of students, created unique teaching methods, which led to a new way of thinking. systematization of applied pedagogical technologies, giving it a targeted direction determines the achievement of the expected result, ensuring the integrity of the form and content in the implementation of education. The introduction of tests, diagnostics and diagnostic analysis, the transition to a multi-point assessment system, modeling the content of the chapter, the content of the chapter as a whole, the emergence of systematic types of control, student performance and, finally, non-traditional forms of education. instead, new pedagogical technologies have emerged that require a transition to education in a new thinking system [5].

Nowadays, educational work, like other types of work, requires the formation of specific knowledge, skills and abilities in the individual, which requires the development of personal qualities such as will, attention, observation, thinking, imagination.

Continuous analysis of the factors that increase the effectiveness of education and the correct assessment of the appropriateness of the methods is a way to determine the principles and show that we can express the desired outcome of education. Based on these principles, the technology that ensures the effectiveness of the educational process is a new pedagogical technology.

The introduction of new pedagogical technologies in the process of education is based on:

- Ensuring the priority of the individual student participating in the educational process[7];
- Realization of the achievement of the educational goal (guaranteed);
- Achieving targeted management of the educational process, as it is a manageable process;
- Unification of the technology of the forms of tools, methods that provide the content of education into a single system.

At present, the main principles of the new pedagogical technology are:

• Regular analysis;
• Selection of the most necessary design tools;
• Be able to determine the appropriateness of methods (teaching methods);
• Predicting the outcome to be achieved (achieving goals);
• Ensuring the integrity of the educational process.

The introduction of new pedagogical technologies in the educational process requires the introduction of a number of new elements into the educational process. These are:

• Diagnosis;
• Definition of educational units (criteria);
• Diagnostic analysis;
• Correction;
• repayment (loss of defects);
• Get the expected result;
• Rating.

Based on the above principles and elements and the introduction of new pedagogical technologies in education, especially the creation of our own new system of pedagogical technologies using pedagogical technologies in foreign and Commonwealth countries, it is especially important to generalize and apply in practice [5].

The technologies used should make life easier for the teacher and the student, allow the student to be motivated and interested, and ensure that it has a positive impact on the development of the community. Before using modern pedagogical technologies in teaching, it is necessary to take into account the pedagogical conditions, material and technical base of adaptation. As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted, “We all understand that today we have more important and urgent tasks ahead of us. In this regard, further strengthening the material and technical base of science and education, ensuring that it is not only in line with the times, but also ahead of time, the widespread use of advanced methods of training and retraining of teachers, this work in cooperation with authoritative centers abroad , the state will mobilize all its resources for the introduction of modern technologies in the field, the implementation of tasks related to the full encouragement of hard and responsible work of teachers and educators, in short, the development of our new generation, which is becoming a great force in our lives.

In general, today there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process, one of the reasons for which is that in traditional education technology teaches them to search for the knowledge they possess, to study and analyze it independently, and even to draw their own conclusions.

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