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Based on Modern Innovative Technologies Directions for Improving Educational Efficiency

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ANNOTATION

This article defines organizational and pedagogical conditions for improving effectiveness of education based on innovation technologies. Furthermore, it reviews trends of education process development at higher education by means of methodological, organizational and pedagogic provisions in the educational organizations.

KEYWORDS: pedagogic innovation, education, curriculum, information, education quality and productivity, education process, educator, student, levels, methods, algorithmic level, world education.

It is known that one of the modern requirements for the education system today is the preparation of graduates of higher educational institutions with professional, moral maturity and intellectual potential. For this, it is important to form students' ability to sense newness, develop their intellectual potential, and improve their creativity.

Future professionals cannot be trained in modern professional activities without innovative educational technologies, especially information and communication technologies, as well as intellectualized training systems. That is why future primary school teachers need modern approaches to develop their knowledge of educational programs and laws, educational informatization, and directions for improving the quality and efficiency of education and raising them to a new level of quality. is the basis of organization.

The future teacher regularly works to create new approaches that are compatible with the development of society. In this case, it is advisable to implement the following directions:

- creation and mastering of advanced pedagogical technologies, formation and implementation of targeted innovative projects, development of measures to ensure integration of education with practice;
- creation of experimental sites for the introduction of advanced pedagogical and information technologies, implementation of the mechanism of timely introduction of research results into the educational process;
- wide use of tools and methods of optimal management of education in improving the quality of training of modern qualified personnel;

- activation of the integration of the country's science in the international community (strengthening, further enrichment of the content), strengthening of scientific achievements and exchange process with scientists to improve the field of education and personnel training, etc.

These are related to the development of innovative educational technologies and their widespread use in practice, in acquiring theoretical and practical knowledge about concepts, laws, rules, models, material learning algorithms, and filling in vocabulary information. It is propaedeutic information and foundation in the cloak.

Based on the results of our research in this field, we have expressed the organizational foundations of increasing the effectiveness of education with the help of innovative educational technologies in the following sequence:

I. Educational process. This is the process of formation of knowledge, skills, and abilities that the learner should acquire through education.

Educational process - including the components of the educational process, including teaching and the tools used in it, methods of education to solve certain goals and tasks, the learner working independently in this process, and demonstrative and technical participation of means is ensured.

II. Educator (Teacher).

A teacher is a person who is responsible to the people, the state, and society for preparing the learner for life and conscious work, who has special training to educate them, and is professionally engaged in pedagogical activities.

III. Learner (pupil or student).

The learner is the future of our society, the successor of our future work. he obeys and adheres to the specific rules and internal procedures of the educational institution and actively participates in their implementation.

IV. Innovative process. The development and future of our country depend on quality changes and high efficiency in the field of education, their compatibility with the requirements of world education, and to what extent they find their place in practical terms.

Quality changes and high efficiency in education are determined by introducing positive innovations in this field. The process of introducing such an innovation is an innovative process, which involves the introduction of advanced pedagogical technology and the achievement of quality and efficiency in education.

Pedagogical innovation is a process that prepares future specialists to work in new conditions, it consists in making qualitative changes in education based on previous knowledge and making a new approach to achieving high efficiency.

V. The general goal of pedagogical innovation: "Introduction of innovations that have significant effects on the educational system: new concepts, state educational standards, alternative curricula and programs, state programs for the introduction of educational information technologies, the Internet network the state plan and program for the introduction of e-learning and distance education, as well as new educational institutions based on the requirements of the present time and further revitalization of similar directions.

VI. Organization of pedagogical innovation. It is known that the organization of pedagogical innovation depends on the didactic foundations and materials related to the general goals and tasks of education and the

content, important features, and possibilities of the innovative process related to them. Because only through them it is possible to move to the stage of development of pedagogical innovation.

VII. Stages of development of pedagogical innovation. The stages of development of pedagogical innovation are carried out based on the following sequence:

- "The emergence of an understanding of the need for further development and improvement of education and the development and design of solutions to educational problems based on the ideas that have arisen, as well as the creation of models of experimental work;
- accurate modeling of emerging ideas and design-development work based on them according to the set goals, acceptance, and support of new thinking and experimental plans. As a result, a clear new idea will emerge, and an information environment will be created based on the results of the work at the test-experiment sites, which is important for its development, and the scope of its implementation will be determined;
- the normative documents of the pedagogical innovation to be used are prepared and amendments are made to the requirements of the state education standards, the national personnel training program, and the professional program of the specialty, and recommendations are made for wide implementation.

This process is based on its general purpose, the levels of learning of learners and the methods used, as well as the principles of pedagogical innovation and the mechanisms that develop it.

VIII. Collection, selection, and application of pedagogical innovation methods.

1. Collection of pedagogical innovation methods. It is necessary to pay attention to the process of educational technology.

2. Selection of pedagogical innovation methods. In this case, based on the fact that the teacher has information about the existence of various developments on the lesson plan and topic, the availability of various didactic materials, and visual aids, the following sequence is used when choosing educational technologies. - The sequence is as follows:

- Classification of the applied pedagogical innovation;
- the goal of pedagogical innovation;
- tasks of pedagogical innovation;
- areas of application of pedagogical innovation;
- tools used in training;
- technological map of training;
- training organization algorithm.

3. To recommend the use of pedagogical innovation. The method used in this should be designed to determine the level of mastery of the subject covered in the training sessions, and it should be organized in the form of individuals, small groups, and teams in the training process or a part of the training. can be achieved. Homework is also one component of this method.

IX. Algorithmic stages of training.

Since the educational process is a dynamic system that moves regularly, it is necessary to develop and implement an algorithmic system for all its stages.

X. Organizational basis of implementation of pedagogical innovation.

The organizational form of education is a shell for the existence of the educational process, its inner essence, logic, and content. It is an external expression of the specially organized activities of teachers and learners, which take place in a specified order and a specific mode.

Forms of educational organization are expressed in the following:

- frontal work: simultaneous work with all learners;
- Work in groups: work in pairs; work in a group;
- intergroup work;
- individual work.

each of these organizational forms is characterized by different ways of conducting collective and individual education together, different levels of independence of learners, different ways of managing the teaching process, etc.

XI. Methodological recommendations for the use of pedagogical innovation in practical activities:

- to have information about innovative methods, fully understand their content, and apply them to the educational process;
- application of innovative methods based on the characteristics of each subject and each subject in it;
- achieving coherence of didactic principles of education in the use of innovative methods in the educational process;
- taking into account the unique characteristics of learners when introducing innovative methods into the educational process.

Therefore, the innovation of the educational process based on innovative educational technologies means the effectiveness of the communication process that occurs between the teacher and the learner during the educational process, and the acquisition of the innovative content of this process. On this basis, it is possible to achieve optimal management of education.

In conclusion, it can be noted that in the future, not only the bank of knowledge but also the knowledge, skills, and qualifications acquired by our educational system must meet the requirements of world education standards.

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