

Educational Process in Primary Classes Innovative Approaches

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Abstract:

In the article, the different aspects of innovative education from the traditional educational process, its specific features and various forms, the impact of education on the goal, content, method and technology are justified. The form of its organization and management system, the originality in the organization of pedagogical activities and the educational process, the system of monitoring and evaluating educational levels, educational and methodological support, the system of educational work and their impact on the plan and educational programs, student and teacher activities are clearly shown.

Keywords: educational system, pedagogical system, types of innovation, educational control and evaluation system, system of educational work, guaranteed result.

In our country, instead of traditional and mass educational processes, innovative pedagogical technologies are introduced into all types of continuous education. Types of news are grouped on different grounds in the school and higher education system: The first group is based on the introduction of news, its relevance to the pedagogical process that takes place in the school and higher education system. Based on the understanding of this process, it is possible to distinguish the following types of innovation:

- the purpose and content of education;
- pedagogical process methodology, tasks, methods, technologies;
- forms and means of organizing education and training;
- management, pedagogue and students.

The second group is based on the indicator of the volume of innovation in the educational system. The following changes can be distinguished here:

- local and separate, unrelated to each other (one-sidedness);
- complex, interrelated;
- systematic, covering the entire school and higher education system.

The third group is based on innovative opportunities. In this case, the following are taken into account:

- modification of the known and accepted related to educational programs, curricula, improvement of structures, inventiveness, change of appearances;
- introducing new features to combinatorics (changes);
- radical changes.

This pedagogical system cannot be considered to have a perfect structural structure. Those who cannot agree with the above may consider that the pedagogical system consists of "results", "educational process management", and "technology" as important components. Emphasizing that it is a unit of separate factors as a constituent part of the pedagogical system, they are often referred to as the technology of the educational process. In such an approach, the pedagogical system is a solid organizational technological complex that ensures the achievement of the intended goal. It should be noted that the pedagogical system is always a technology. By this sign, it is easy to distinguish the pedagogical system from the arbitrary "set" of components. Technology is the internal quality of the system that determines its capabilities subject to strict organizational logic.

At the same time, at the level of task evaluation itself, the technologist relies on certain processes and events. Known processes are used as evidence of success expressions, and the results of extraordinary events are realized as sources of new causes and formulas. The design of educational technologies does not give the conclusion "impossible" different from the methodological "generalization of experiences". For the technologist, it's just a matter of time and cost. The technologist is based only on well-known, tested, substantiated, unquestionable opinions. The technologist does not conduct experiments, but works with specific intended results. Technology does not allow for variations, its main task is to get a guaranteed result, it is always simple in its main solution. Understanding the basic solution reveals everything else, the system of mutually necessary elements, the meaning of the order. No part of the technology can be removed, there is no excess, there cannot be. This is a very complicated situation, every second teacher works in the search-research mode, thereby increasing the uncertainty of the result of the child's life at school.

Let's look at other types of pedagogical system structure, it is the same for "bad" and "good" pedagogical system. The teacher is the same for him. We will simplify it to the relationship between the teacher and the students. This relationship has been studied before and the general conclusion is known: almost 50% depends on the teacher and 50% on the student. It follows that, for example: the effectiveness of the worst pedagogical system, let's say a teacher, without making any actions at all, but the system works, will not be less than 50%. It is considered that the efficiency of the traditional pedagogical system does not exceed 60%. This means that only a little more than half of school children can fully master the program.

There are two main ways to improve the pedagogical approach system: intensive and extensive. Intensive development envisages the improvement of the pedagogical system in terms of internal capabilities, and the extensive way in terms of attracting additional forces - that is, means, equipment, technologies. Pedagogical technology's potential for intensive development is considered to have ended: the school's existence has tried all the ways for thousands of years, and today's pedagogues are to return to their fate, to recall the task of education, to deeply remember its logic, to go deep into its primary foundations.

The number of general and partial innovative projects on the compatibility aspects of the level of processing of the ideas given in the science of pedagogy, as well as the analysis of their use in pedagogical practice allowed to include them in general pedagogical innovations.

- 1) It incorporates the general ideas and practical technologies of pedagogical science system and pedagogical practice, which are not new, but constantly relevant and self-consolidating the educational process.
- 2) All theoretical rules and practical technologies of humanitarian pedagogy are summarized.
- 3) The organization and management of pedagogical processes is based on a new ideological approach.
- 4) Technologies based on the application of new ideas and means of information and mass communication are considered innovative technologies.

The main direction of innovative structures in the pedagogical system: integrated pedagogical system; educational institution; pedagogical theory; teacher; students; pedagogical technology; content; form, methods, tools; management; goals and outcomes.

It is possible to conclude about the essence, quality and expediency of innovative innovations based on the depth of the sub-system structures.

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