Methods of Using Innovative Education in Developing Logical Thinking of Students

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Abstract

This article scientifically reveals the methods of developing logical thinking of students with the help of modern technologies in education. In addition, the development of education in developed foreign countries is defined as the main task, the role of pedagogical technologies in the organization of the educational process, increasing the interest and aspirations of students to master subjects with the help of pedagogical influence, the main tasks of pedagogical technology , by means of which issues such as the development of students' thinking, logical thinking abilities, aspects of pedagogical technologies, components of pedagogical technology are analyzed and scientifically based.

Keywords: Modern society, logical thinking, pedagogical methods, advanced technologies, traditional lesson technology, designed education, personality development, educational technology, technological approach to education.

INTRODUCTION. The period of modern development of society is characterized by the strong influence of computer technologies, which penetrate into all spheres of human activity, ensure the spread of information flow in society, and shape the global information space. An integral and important part of these processes is the computerization of education. Today, in the Republic of Uzbekistan, in order to determine the priority directions of the reform of the education system, to raise the process of training independent thinking highly qualified personnel to a new level in terms of quality, to develop the social sphere and economic sectors based on advanced educational technologies. a number of practical activities are being carried out. President of the Republic of Uzbekistan Sh.M. Mirziyoyev's decision PQ-3151 of July 27, 2017 "On measures to further expand the participation of economic sectors and branches in improving the quality of training of highly educated specialists" it was emphasized that research should be carried out based on the real needs of economic sectors. One of the most important factors of accelerating the development of society and socio-economic development is the implementation of an effective innovation policy, the introduction of new, advanced technologies based on the achievements of scientific and technical development, and new forms of management, as well as the results of major inventions.

Based on the priority tasks of socio-economic development of your country, improvement of the content of personnel training, preparation of highly educated specialists at the level of international standards requires a technological approach to education. In this, it is important to directly introduce educational process, curriculum and programs of higher education, new pedagogical technologies and teaching methods, qualitatively update scientific-educational process and introduce modern organizational forms. Taking into account the long-term scenarios of the country's development, there is a need to develop innovations and introduce them to the construction of the state and society, as well as to develop priority and promising directions of

scientific research and advanced technologies that ensure the development of society and the state. Currently, teaching methods in modern educational conditions are experiencing a difficult period related to changing educational goals, developing a new generation state education standard based on a competency-based approach. President Sh.Mirziyoyev PF-60 - the 46th goal set in the 4th direction of the decree "On the development strategy of New Uzbekistan for 2022-2026": to reach the level of coverage with higher education to 50% and improvement of the quality of education is determined. On this basis, a plan was developed to increase the level of coverage of youth with higher education to 38% in 2022 and to bring higher education to a qualitatively new level. Education is an objective process that takes place in society and has a developmental character. The purpose of education is to form a person who has the ability to build his life independently in the process of development. It can be seen that familiarization with different options for organizing life does not solve the problem of education, thus: the development of the student takes place when he himself shows activity, when he interacts in life, the character of this activity is determined by the subjective free attitude of the individual, the pedagogical influence directs the student to a certain attitude to social values, the interaction of the educator and the whole process of interaction with the student should be carried out at the level of modern culture and in accordance with the purpose of education . Therefore, to determine the components of pedagogical technology, it is necessary to answer a number of questions:

1) what are the elements of pedagogical technology;

2) what is their necessary and sufficient availability;

3) how they relate;

4) what are the general and specific functions of each element.

The basis of education should be ways of thinking and acting, not subjects need First of all, one of the most important tasks of every pedagogue in improving the knowledge of the young generation is to approach them correctly, taking into account the worldview of the young generation, and by harmonizing the concepts of love for the profession and love for the country, to improve their knowledge. is a matter of improvement, organization and encouragement. Nowadays, in addition to strengthening the necessary knowledge and skills of young students, it is appropriate to combine these concepts with social and humanitarian sciences in order to guide them to the profession.

Based on the experience of using innovative methods in pedagogical activities, some of their advantages can be distinguished: they help students learn the most active methods of acquiring innovative knowledge; provide an opportunity to acquire a high level of personal social activity; creating conditions for students to learn in the educational process; encourage creative activity of students; we believe that ensuring the practical application of theoretical knowledge will help to form not only knowledge, skills and abilities in science, but also an active life position.

We will briefly touch on the traditional methods and methods that have been used by our pedagogues so far and are still used by most pedagogues in the classroom:

The quality of the educational process depends on many factors, among which the methods and methods of teaching are of decisive importance. Methods and methods help students to consciously and deeply acquire knowledge, develop their independence and creative activity. When choosing teaching methods and methods, the nature of the taught subject, the characteristics of students and students' youth, the level of preparation, etc. are taken into account.

The choice of educational methods and methods depends on the problem that is intended to be solved by the pedagogue in the lesson. That is, it is very important to use the same method and method in the presentation of new material, and to use a different method to reinforce it, and to generalize the topic.

For this, it is necessary to use a system of methods aimed at students' independent acquisition of knowledge and skills in the process of active learning, not for presenting ready-made knowledge, memorizing and repeating it. Some traditional teaching techniques and methods are one of the reasons for this loss of interest. In order to develop students' interest in learning science, it is necessary to use traditional methods of teaching, using methods that contribute to motivating students to practical and intellectual activities; formation and development of cognitive interests and abilities; development of creative thinking, as well as elements of innovative technologies (elements of problem-based, student-oriented education, information and communication technologies, etc.). The success of the lesson and the consistency of knowledge are directly proportional to the level of development of students' cognitive interest in science.

The interaction between the teacher and the students means more than interacting with each other in a higher sense. In order for communication to take place, interlocutors must perceive each other as equal subjects of this communication, which in practice is not very common in the "teacher-student" system.

The technology for evaluating students' educational achievements was developed within the framework of pedagogical experiments, and the purpose of the technology is expressed in ensuring the implementation of the principles of student-oriented educational development at the control stage.

The main tasks of modern pedagogical technology:

➢ to determine how the student acquires the skills of using knowledge, that is, how well the training matches the modern educational goals;

➢ development of the student's ability to independently evaluate the results of his actions, control himself, find and correct his mistakes;

➢ encouraging the student to succeed, freeing him from the fear of higher education control and assessment, creating a comfortable environment, maintaining the psychological health of students.

Such technologies allow to move to a qualitatively new stage of education. The teacher provides information about the topic and goals of the lesson, which does not contribute to the emergence of cognitive interest in students. The search for a solution is reduced to the presentation of ready-made knowledge, which consists of explanations of material that do not guarantee understanding of the material by the majority of groups.

Today, the main task of the carrier of "objective knowledge", which the pedagogue tries to convey to the student, is to encourage students to show initiative and independence in discovering new knowledge, to look for ways to apply this knowledge to solving various problems. At the solution-finding stage, the pedagogue encourages students to propose and test hypotheses, that is, provides "discovery" of knowledge. Thus, modern pedagogical technologies are of great importance in solving the problem of creating a new developing educational environment.

ANALYSIS AND RESULTS. With the development of pedagogical technologies, the problem of determining how it differs from traditional methods arises. There are several thoughts on this matter:

1. Technology is a technique with a hard-coded result that can be achieved, and certain means designed to achieve this result.

2. Technology and methodology are equivalent concepts, but in the latter, more attention is paid to the personality of the student and the teacher, their interaction methods.

3. Methodology is a broader concept that can include several technologies. In this case, the methodology is often considered as a holistic pedagogical system.

The teacher does not teach, but performs the functions of stimulating, organizing and coordinating students' activities. The current state of pedagogical theory and practice most accurately and fully reflects the first of the considered options. The composition of technology is not a set of methods, but defined stages of activity that lead to the desired result, which is possible based on the objective stable relations (laws) of the aspects of the pedagogical process. Technology is based on the laws of the educational process as a result of scientific knowledge of the process of human education. The methodology is based on empirical experience, the skill of the pedagogue, is closer to his artistry, art. Technology is a framework, methodology is a shell, a form of pedagogic activity. The role of technology in building a learning process that provides a given result.

This enables another important function of technology - the transfer of experience, its use by others, so it should lose its personal meaning at first. Pedagogical training at a critical replication level should be based on technologies, not methods that are unique or require formal replication.

A systematic approach to education as an important feature of the concept of "pedagogical technology" is reflected in the UNESCO definition, according to which pedagogical technology is a systematic way of creating, applying and defining the entire process of teaching and learning. is the consideration of technical and human resources and their interaction aimed at optimizing educational forms [4].

Any pedagogical technology must meet basic methodological requirements. Conceptuality - each pedagogical technology should be directed to a certain scientific concept, including the philosophical, psychological, didactic and socio-pedagogical justification of the achievement of educational goals. Consistency - the pedagogical technology must have all the characteristics of the system: the logic of the process, the interdependence of all its parts, integrity. The ability to control implies the ability to set diagnostic goals, plan, design the educational process, step-by-step diagnosis, and change the tools and methods to correct the results. Efficiency - modern pedagogical technologies exist in competitive conditions, should be effective in terms of results and optimal in terms of costs, guaranteeing the achievement of a certain educational standard.

According to the philosophical basis: materialistic and idealistic, dialectical and metaphysical, scientific and religious, humanistic and inhuman, anthroposophical and theosophical, pragmatic and existential, free education, coercive, etc. According to the leading factor of mental development, it is divided into: biogenic, sociogenic, psychogenic and idealistic technologies.

Today, it is generally accepted that personality is the result of the combined effect of biogenic, sociogenic and psychogenic factors, but a certain technology can take into account or rely on any of them, it can be considered the main one. We can also mention the less common technologies of neurolinguistic programming and the technologies that offer:

➢ by focusing on personal structures: information;

➢ operational; emotional-artistic and emotional-moral;

➢ self-development technologies;

➢ heuristic and practical.

In modern scientific literature, according to the nature of content and structure, technologies are divided into: teaching and upbringing, secular and religious, general education and vocationally oriented, humanitarian and technocratic, various industrial, private subject, as well as monotechnologies, complex (polytechnologies), penetrating technologies In monotechnologies, the entire educational process is based on any priority, superior idea, principle, concept, in complex ones it is combined from elements of various monotechnologies.

CONCLUSIONS AND SUGGESTIONS. Today, we will have to master the advanced methods and technologies in the field of pedagogy more widely and deeply, and redevelop them in accordance with our region. Different definitions are given to the concept of pedagogical technology. The important thing is that pedagogical technology is a process that represents the

achievement of the desired goal as a guaranteed result. Pedagogical technology and educational technology are often used as synonyms, because the modern interpretation of the term "education" also includes personality education, giving it a certain image. Summarizing the above, it should be noted that, in general, technologyization of the pedagogical process is a trend of its development, which is aimed at increasing the efficiency of the educational process, ensuring that students achieve the planned educational results.

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