

## The Importance of Innovative Approach in Education

**Urakova Nargiza Salomovna**

Candidate of Philosophy, Karshi State University

### Abstract

The article examines the problem of designing and applying active, personal development forms and methods of teaching students in the educational process of a university, and provides examples of innovative lectures and seminars.

**Keywords:** pedagogical innovation, educational technology, lecture, seminar.

### INTRODUCTION

The transition to level training of personnel in universities and the implementation of a competency-based approach in education determine the need for the development and implementation of innovative pedagogical technologies.

Pedagogical innovation is understood as “a purposeful progressive change that introduces stable innovations into the educational environment that improve the characteristics of both its individual components and the educational system itself as a whole” [3, p.69].

It should be noted that recently works have appeared that reveal modern technologies of education in higher education [2;4;5].

In this article we focus only on innovative lectures and seminars at the university.

### MATERIALS AND METHODS

The word "lecture" has the Latin root "lection" - reading.

A lecture is a form of organizing the educational process at a university. It also acts as the main link in the study of the academic discipline. In modern educational standards of higher professional education, up to 50% of teaching time is allocated to lectures.

Lectures are divided into two groups: traditional and non-traditional (innovative).

The main disadvantage of traditional lectures at a university is the passivity of students

with high unilateral activity of the teacher. Therefore, now there are non-traditional lectures that help increase student activity in the classroom. The types of such lectures are presented in the following figure (Fig. 1).

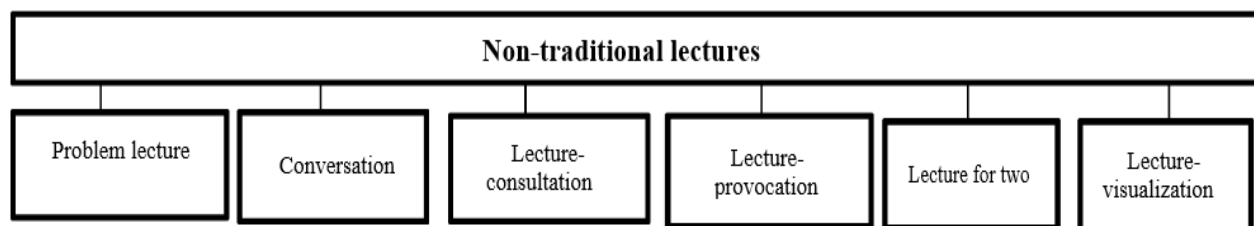


Fig. 1. Non-traditional types of lectures

## RESULTS AND DISCUSSION

Let us briefly reveal the essence and features of preparing and conducting each of these types of lectures.

A problem-based lecture differs from a traditional one in that while a traditional lecture uses tools such as explanation, illustration, and description, a problem-based lecture is based on the logic of sequentially modeled problem situations by posing problematic questions or presenting problematic tasks.

The structural components of a problem-based lecture are components such as introduction, leading students to the problem, setting the main problem, creating a problem situation, identifying sub-problems and solving them, conclusion, summing up.

At a lecture of a problematic nature, students are in a constant process of “co-creation”, “co-thinking” with the teacher, i.e. “subjects”, co-authors of solving problematic problems. Knowledge acquired in this way becomes the property of students and develops into their beliefs. Independently acquired knowledge is more durable and easily updated; it has the properties of transfer to other situations. Solving problematic problems develops intellectual abilities and increases students’ interest in the content of professional training.

A lecture-conversation is the most common and relatively simple form of including students in the educational process. It involves the use of elements of dialogue, polylogue and discussion.

The means of activating students' learning activities here are the teacher's special questions to the audience. Students answer these questions from the field. Questions can be aimed both at identifying students’ existing knowledge and at clarifying students’ opinions on a particular issue.

Therefore, some questions require unambiguous answers from students, while other questions can be problematic and debatable. Taking into account disagreements or unanimity in answers, the teacher builds his further reasoning, getting the opportunity to present this or that thesis of his speech in the most convincing way.

The teacher must ensure that his questions do not remain unanswered, otherwise they will be rhetorical in nature and will not provide sufficient activation of students’ thinking.

Lecture-consultation. This type of lecture is preferable when studying topics with a clearly expressed practical orientation. There are several options for conducting such lectures, which are presented below.

Option 1. During the first part of the lecture, students prepare questions that are answered by the teacher with the involvement of the students themselves.

Option 2. The teacher collects student questions in writing in advance. During the lecture, the teacher answers these questions and organizes a free exchange of students' opinions.

Option 3. The teacher himself prepares questions for students in advance, which they answer during class.

There may be other options for conducting a lecture-consultation.

A provocative lecture is a lecture with pre-planned mistakes. Its main feature is that the teacher, in the introductory part, announces the topic of the lecture and reports the presence of planned errors in the upcoming lecture. These errors may be in the definition of concepts and categories, dates, events, names, quotes, etc.

During the lecture, students should notice and then explain the mistakes that were “made” by the teacher.

Thus, a lecture with planned errors allows students to intensify their learning activities, develops their attention, logical thinking and memory.

"Lecture for two." Such a lecture can be given by two or more teachers who are psychologically and intellectually compatible, although they have different views on the problematic issues of the lecture. Teachers can be representatives of one or different sciences. They agree in advance on the order of the lecture and develop a scenario for the lecture session, the main elements of which are: recording the problems of the lecture and views on its solution, directing the lecture (a set of pedagogical situations and defining the roles of teachers), forecasting the reaction of the student audience.

Conducting a "lecture together" can be based on two approaches: giving a lecture on "contrast" (different points of view) or on complementarity. A "contrast" lecture involves teachers acting out a discussion in front of the audience. In this case, she gives students an example of scientific controversy. The lecture on complementarity is given by representatives of various disciplines and updates interdisciplinary connections.

Lecture-visualization. The main feature of such a lecture is that its content is demonstrated. Therefore, the leading method here is the demonstration of film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer.

The teacher may ask students to comment on the content of individual visual aids.

We have outlined the main types of non-traditional lectures that are used in higher education. It should be noted that teachers can conduct combined lectures that include elements of different types of lectures.

Now let's look at the features of designing and conducting innovative forms of seminar classes.

A seminar (from the Latin seminarium - a hotbed of knowledge) is: one of the main methods of teaching at a university; group lesson under the guidance of a teacher; a teaching method based on group thinking and active learning activities of students aimed at independently finding solutions to current scientific and practical problems.

Seminars are held on the most complex issues (topics, sections) of the curriculum in order to develop students' general cultural and professional competencies.

Seminar classes should consolidate, deepen and expand students' knowledge of the discipline being studied and develop them as subjects of educational and professional activities.

University seminar classes can be divided into two types: traditional and innovative.

Traditional seminars are conducted in question-and-answer form, in the form of reports and messages or discussions of abstracts.

Innovative forms of seminars are presented in Figure 2.

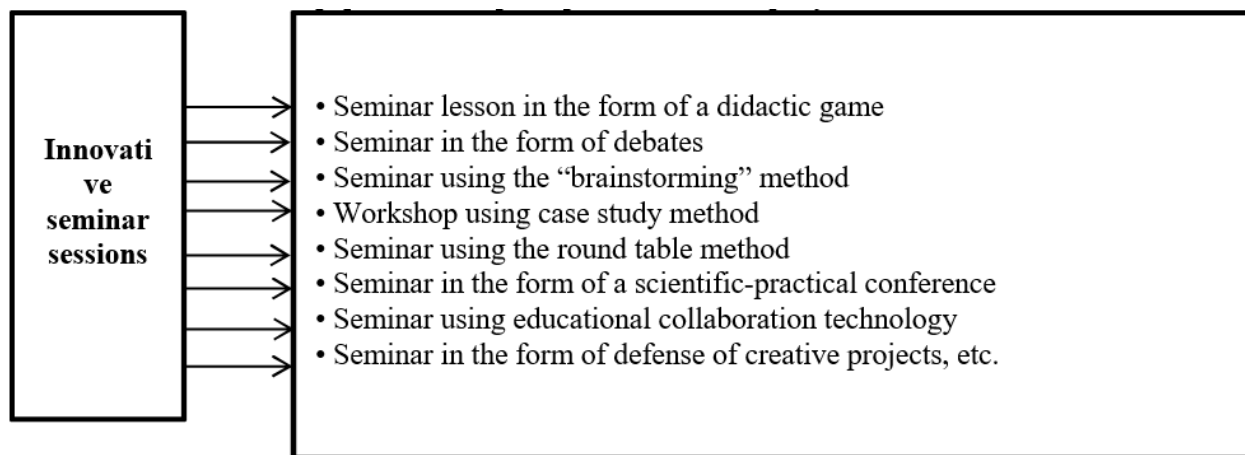


Fig. 2. Innovative forms of seminars

## CONCLUSION

For each academic discipline, the teacher draws up a form of creative projects that students can choose to complete. Let's name some topics of educational creative projects: "School of the Future" (pedagogy), "Business Plan" (economics), "Literature of our region" (philology), "Psychological training" (psychology), etc. The listed methods of designing and conducting lectures and seminars do not exhaust the entire arsenal of active, developmental forms of student learning. Creative teachers are actively searching for new innovative educational technologies.

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