



IMPORTANCE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TRAINING SPECIALISTS

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ABSTRACT

This article talks about the role of innovations in education, main goals, criteria, and pedagogical innovations in the educational process.

In interactive educational technologies, the teacher and the audience, as well as the role of information, its impact on teaching, as well as some forms and methods of interactive educational technologies are also considered.

KEYWORDS: Innovations, scientific skills, interactive learning technologies, problem-based, brainstorming, didactic games.

INTRODUCTION

Currently, more attention is being paid to innovations in the educational process. Innovations in pedagogical activities, like in production, primarily mean novelties, updates, and changes to existing pedagogical technologies used in educational and developmental processes. Innovations, or novelties, are characteristic of many professional human activities and therefore naturally become the subject of study, analysis, and implementation.

Innovations themselves do not arise; they are the result of scientific research, advanced pedagogical experience of individual workers and entire teams. This process has different characteristics but is often managed. The aims of innovation in education are:

- Ensuring a high level of intellectual-personal and spiritual development of the student;
- Creating conditions for mastering scientific thinking skills;
- Teaching the methodology of innovations in social-economic and professional spheres;
- Forming a sustainable interest in the chosen profession, as well as in innovative initiative[1].

The main criterion of innovation is novelty, which is equally related to the evaluation of scientific pedagogical research and advanced pedagogical experience. Therefore, for a teacher willing to engage in the innovation process, it is very important to determine the essence of the proposed novelty and its level of novelty. What may be genuinely new to one person may not be so for another. In this regard, it is necessary to approach the involvement of teachers in innovative activities considering voluntariness, personal characteristics, and individual-psychological characteristics. The possibility of creative application of innovation in mass experience is considered a criterion for evaluating pedagogical innovations. In reality, if a valuable pedagogical idea or technology remains within narrow, limited application, determined by the characteristics and complexity of technical support or the specificity of the teacher's activity, then it is hardly possible to speak of pedagogical innovation in this case.

Innovation is a complex of interconnected processes and is the result of conceptualizing a new idea aimed at solving a problem and further practical application of the new phenomenon.

Pedagogical innovations in the educational process may include: the content of educational material, technical means, pedagogical technologies. Let's focus more on innovative technologies. Innovative learning technologies include interactive learning technologies, project-based learning technology, and computer technologies.

The traditional educational process at the university provides students with academic knowledge, but the connection of this knowledge to specific professional activities occurs episodically, for example, during coursework, pre-diploma, or industrial practice. Thus, mastering real professional knowledge and qualities by the student in these conditions is a complex process. Innovative education, on the other hand, is focused on forming professional knowledge and qualities in the process of mastering innovative dynamics, for example, in the process of mastering typical innovations through an electronic reader, where typical innovations demonstrating the development of this professional sphere of activity are presented, and professional tasks of an integral type are collected. Thus, the concept of professionalism becomes an integral quality of the graduate, which he synthesized himself in the process of his education. The student's awareness of himself as a professional affects the outcome of the educational process since it activates the motivation for self-development, which, in turn, turns the learning process into a source of satisfaction for the needs of the developing individual.

In interactive learning technologies, the roles of the instructor and students, as well as the role of information, undergo significant changes.

Problem-based lectures involve presenting a problem or problematic situation and subsequently resolving them. Contradictions of real life are modeled through their expression in theoretical concepts during problem-based lectures. The main goal of such lectures is for students to acquire knowledge through their direct active participation. Among the modeled problems may be scientific, social, professional, related to specific educational material. Presenting the problem stimulates students to engage in active cognitive activity, attempt to independently answer the posed question, generates interest in the material presented, and activates students' attention.

A seminar-debate involves collective discussion of a problem with the aim of determining ways to achieve its reliable solution. The seminar-debate is conducted in the form of dialogical communication among its participants. It requires high intellectual activity, fosters the ability to engage in debate, discuss issues, defend one's views and beliefs, and express thoughts succinctly and clearly. The roles of the participants in the seminar-debate can vary.

Educational discussion is one of the methods of problem-based learning. It is used when analyzing problematic situations that require providing a simple and unambiguous answer to a question, while alternative answers are assumed. To involve all participants in the discussion, it is advisable to use cooperative learning methodology. This methodology is based on mutual learning during collaborative work in small groups. The main idea of educational cooperation is simple: students combine their intellectual efforts and energy to perform a common task or achieve a common goal (for example, finding solutions to a problem)[2].

The technology of group work in educational cooperation can be as follows:

- Problem setting;
- Formation of small groups, distribution of roles within them, explanations by the teacher about the expected participation in the discussion;



- Discussion of the problem in microgroups;
- Presentation of the discussion results to the entire student group;
- Continuation of the discussion and summarizing.

"Brainstorming" aims to collect as many ideas as possible, release students from the inertia of thinking, activate creative thinking, and overcome habitual thought processes when solving a given problem. "Brainstorming" significantly increases the effectiveness of generating new ideas in a student group.

Didactic games serve as an important pedagogical tool for activating the learning process. Knowledge assimilation control is carried out with the aim of students successfully mastering the educational material and the teacher effectively using teaching methods. Knowledge control allows adjusting and improving the learning process, implementing an individual approach to learning, and monitoring the progress of knowledge acquisition and student success. The knowledge control system includes the following types of control: operational (current), or lesson-by-lesson, i.e., carried out during the lesson and at its end; thematic - conducted after completing a topic; boundary - after completing a section of the course or group of topics; final - after completing the entire course or subject[3].

Oral control occupies a significant place in the learning process. Oral answers from students during questioning. Written control is conducted in the form of written tests. Written tests are used for boundary and final control. Evaluating students' knowledge is necessary for the teacher as an indicator of individual learning success for each student, and considering current grades for managing the learning process. The main indicators of the level of knowledge are meaningfulness, correctness, volume, accuracy, strength, systematicness, effectiveness.

In conclusion, the integration of innovative pedagogical technologies in training specialists is essential for enhancing the quality and effectiveness of education in various professional fields. These technologies provide a dynamic and interactive learning environment that caters to diverse learning styles, promotes critical thinking, and fosters active participation. By embracing digital tools, simulations, e-learning platforms, and other advanced educational technologies, trainers can equip future specialists with the necessary skills to meet the challenges of rapidly evolving industries. Additionally, these innovations can bridge gaps in accessibility and improve learning outcomes, ensuring that specialists are well-prepared for the complexities of modern work environments. Ultimately, adopting innovative pedagogical approaches is crucial for developing skilled professionals capable of contributing to sustainable growth and progress in their respective fields.

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