

ANALYSIS OF INNOVATIONS AND PROSPECTS IN MODERN PEDAGOGY

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ABSTRACT

Pedagogy today is a fundamental science on issues of training and education. Without skillful use of theoretical and methodological ideas of pedagogy, it is impossible to complete educational reform, improve the activities of educational institutions. In turn, the development of pedagogy is influenced by ideology, politics and the objective needs of society in the upbringing and education of youth.

INTRODUCTION

In the modern world, significant changes are taking place in economic, political and educational systems. Including changes that fundamentally affect the principles of organizing the educational process in Uzbekistan and in the world. The process of «convergence and harmonization of higher education systems in European countries with the aim of creating a single European higher education area», the so-called Bologna process, has revealed many issues and important problems: from specific regional formats of existence and organization of the educational process to global stereotypes about the European educational system and the compliance of certain educational standards in force in Uzbekistan with humanistic ideals.

Today, conditions have developed in Uzbekistan for the reorganization of many links within the vast system of higher education and ideas about this system in society.

The images that function in society play an important role in determining the social status of a profession. This must be remembered when changes become large-scale and affect the worldview of an entire generation. Computerization of the educational process is no longer a novelty for the Uzbek educational system, however, the openness of the principles of education for observation, as they say, "from the outside" puts forward certain requirements. Therefore, on the one hand, there is an update of the forms of the educational process, on the other hand, the student's understanding of the requirements that the teacher makes to him faces certain difficulties. Today, it is necessary to form in students an idea of the competencies that the student will have as a result of training, that is, the knowledge, skills and abilities that will allow him to adequately perform professional duties. In determining the competencies

necessary for a specialty (area of training), the priority of past ideas is preserved, while the requirements for specialists and the images of professions have changed. Today, a new ideological potential is being formed for the future of Uzbekistan, so the image of a particular profession must be created responsibly, understanding that the choice of "where to go to study?" directly depends on the existing ideas in society about the value of types of activity. Level higher education sets new guidelines in the organization of training. For example, bachelor's and master's degrees are initially aimed at different goals and objectives, which is reflected in the specifics of the educational plans and training of specialists.

There are a number of positive aspects to the ongoing transformations. The introduction of technological maps and student journals directly reflects the personal approach. Thanks to the introduction of a point-rating system, the teacher and student have the opportunity to evaluate the accumulated and mastered knowledge, where the teacher controls the degree of understanding of the material, and therefore, the success and effectiveness of their activities. The attitude to professional activity in society, existing stereotypes about the value of a particular profession are a good way to determine the trends of change and their effectiveness. For a modern teacher in Uzbekistan, many changes are transitional in nature, hence the negative attitude to innovations, and often radical changes in teaching technologies. There are not many models of updating and harmonizing the higher education system in Uzbekistan. Today, we are joining the world experience of creating a single educational space. For our country, this is a new round in international relations. Therefore, familiarization with the experience of European countries is an important step for us. Models of organizing educational space in private and public universities differ. The point is not only in scale, but also in the nature of the corporate culture that arises within educational institutions. Therefore, it is important to pay attention to the specifics of the relationship between the student and the teacher, the accessibility and openness of the requirements for studying the material.

We can voice many problems that arise in federal and private universities when introducing a different grading system, a different format of work. The experience of the oldest universities in Europe must be taken into account, thereby increasing the interest of students, demonstrating unique regional opportunities, including for those who are just choosing their future. It is very important to show students the high quality of education that is valued in European universities. Historically, the university is a universal entity, including classical faculties, institutes, and allowing you to develop not only practical skills and abilities, but also receive good theoretical training in your specialty. The science of the most effective principles of development and education of younger generations is called pedagogy. The word "pedagogy" itself has several meanings. It implies not only pedagogical science, but also art, pedagogy as a system of activity designed in educational materials, methods, recommendations. Also, pedagogy is defined as a science that studies a special, socially and personally determined activity to introduce human beings to the life of society. Separate and significant categories of pedagogy are upbringing, education and training. Let's pay attention to the definition of "upbringing" in pedagogical science. Upbringing in the broadest sense is an activity that is aimed at transmitting significant experience to new generations. The purpose of upbringing is directly related to the motives of upbringing. These motives are concern for the happiness of the child entering an amazing and ambiguous world, for his future, the formation of scientific interest. Education is directly related to upbringing, understood as a set of systematized knowledge,

skills and abilities, views and beliefs, as well as the development of cognitive potential and practical skills.

Education plays an important role in the development of a person. Education is aimed at the formation of value relations, the development of skills and abilities for further life activity. The most important place in pedagogy is occupied by the development of new methods, means, forms, systems of training, education, management of educational structures; forecasting education for the near and distant future.

Special methods are used in the implementation of the educational process. Educational methods are a pedagogical projection of objective factors of social reality that have a formative influence on the individual. The existing systems of educational methods are diverse. This is understandable, the goal of education is multifaceted. A person, by his nature, is multidimensional, his relationships with the world are contradictory.

Three classical methods have historically taken shape in pedagogy: the method of persuasion, the method of exercise, the method of pedagogical assessment. The first is a certain number of techniques that influence an individual, with the purpose of arguing the position that a person chooses. The second consolidates the mastered material. The third allows you to evaluate the knowledge acquired by the student. Methods of special pedagogical influence are developed by such a scientific discipline as pedagogical technology. The implementation of these methods carries out psychological interaction with the individual, therefore it requires special skills of the teacher.

The decisive role in the emergence of cognitive interest belongs to learning in combination with practical application. Skills acquired with the help of cognitive interest give rise to the ability for creative work, creative solution of various tasks and problems. Issues of creativity and knowledge in pedagogy are considered with the help of a science that is closely connected with it, namely, psychology. The complementary nature of the methods used in psychology and pedagogy allows these methods to be used to study related phenomena.

Cognition of the surrounding reality, development of the inclinations that nature has awarded to a person, formation of a creative attitude to one's activities - these are the goals of pedagogical activity and the teacher.

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