



INNOVATIVE TECHNOLOGIES IN THE TEACHING OF SPECIALIZED SUBJECTS

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ABSTRACT

In today's society, innovation technologies have spread to almost every field of human activity, including education. This phenomenon gained special significance within the improvement and modernization of the established educational system due to the incorporation of innovation technologies into the educational process practice. Currently, the issue of active integration and widespread application of innovative technologies in education is critical. The current study investigates learning innovation technologies in modern education.

Introduction

The theory of innovation in education is a new field of scientific pedagogic knowledge; it is a paradigm of inseparable unity and interconnection of the three main pedagogic processes in the field of education: the creation of novelties, their mastery, and application. In other words, the study of the integration of development, mastery, and integration of novelties is the subject of innovation theory. In education, innovation theory refers to the innovative process in the educational system, as well as the innovative activity, novelty, and innovative environment in which the innovative processes take place. Innovative processes are examined from three perspectives: social-economic, psychological, and organizational-regulatory. These factors define the overall climate and conditions under which innovative processes occur and which either prevent or facilitate the process. Furthermore, the innovative process is consciously regulated rather than being spontaneous. Integrating novelties is a significant new management function.

Innovative activity is nothing more than a set of steps taken to provide an innovative process at a specific level of education. Novelties in education manifest as the creative exploration of new ideas and principles, which, in some cases, leads to them becoming typical projects containing the conditions for their adaptation and application. There are pedagogical, supplying, and administrative novelties categorized by activity type. Innovative phenomena are classified into two types: pedagogical innovation theory (innovations in the educational system) and innovative learning. While pedagogical innovation theory is concerned with restructuring and modifying, improving and changing the educational system or its individual parts, characteristics, and aspects (creating new legal acts, new structure, models, learning paradigms, forms of integration connections, etc.), innovation learning is defined as a specific type of knowledge mastering and as a product of conscious, goal-oriented, and scientifically-

founded activity in the educational process. Innovative learning is currently taking the place of supportive learning. It is regarded as the educational system's reaction to the society's transition to a higher stage of development and to the changed educational goals. Learning that stimulates innovative changes in the existing culture and social environment is referred to as innovative learning. It acts as an active reaction to the problem situations that confront each individual and society as a whole. It is called to prepare not only a "learning person", but also a "acting person". Furthermore, all supporting learning elements are present in the innovative process; the only question is how to define the proportion of reproductive and productive, active and creative components.

As a result, the ambiguity of many problems in teachers' professional preparation for using innovative pedagogic technologies in teaching students, as well as the definition of teachers' innovation activity per se, flaws in college education, the lack of a theory and system of professional technological preparation in pedagogic colleges, and the emerging need to develop a new approach in teachers' education define the scientific significance of the current study. The development of theoretical and practical aspects of teachers' professional preparation for using innovative pedagogic technologies would not only aid in the improvement of teachers' pedagogical proficiency, but would also have a direct positive impact on the educational process in a modern general-education school.

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