PalArch's Journal of Archaeology of Egypt / Egyptology

IMPROVING THE EDUCATIONAL PROCESS BASED ON A PEDAGOGICAL INNOVATIVE APPROACH

Farokhat Mirzaeva[1], Nargiza Mirsagatova[2], Ogiljan Abdullaeva[3], Iroda Rejemetova[4], Feruzaxon Raximova[5]

[1]Tashkent State Pedagogical University named after Nizami, Department of Pedagogy
[2]Tashkent State Pedagogical University named after Nizami, Department of General Pedagogy
[3]Tashkent State Pedagogical University named after Nizami, Department of General Pedagogy
[4]Tashkent State Pedagogical University named after Nizami, Department of General Pedagogy
[5]Kukon State Pedagogical Institute named after Mukumi

Farokhat Mirzaeva[1], Nargiza Mirsagatova[2], Ogiljan Abdullaeva[3], Iroda Rejemetova[4], Feruzaxon Raximova[5], Improving The Educational Process Based On A Pedagogical Innovative Approach– Palarch's Journal of Archaeology of Egypt/Egyptology 17(6) (2020). ISSN 1567-214X.

Keywords: innovations, technological approach, technologies of training, vocational training of bachelors

Abstract. The article presents pedagogical innovations of the technological approach to the professional training of bachelors, providing a purposeful change, improving the characteristics of the elements of the methodological system of a higher educational institution. Resources of different learning technologies are considered as innovations.

Introduction

One of the demanded innovative directions of modernization of the methodological system of higher professional education is the implementation of a technological approach in the professional training of bachelors. This is due to the peculiarities of the approach that allows modern higher education to make the transition to a higher quality level of vocational training, since it considers the subject of learning in the dynamics of self-development, self-improvement, self-determination in various spheres of self-realization.

Pedagogical and methodological aspects characterize the innovative possibilities of the technological approach to the professional training of bachelors: specific goal-setting (modeling of the diagnosed end result), ensuring the achievement of the predicted result within a predetermined time frame with a predetermined level of expenditure of internal resources of the university, active introduction of pedagogical technologies into the learning process. Innovations of the technological approach are associated, first of all, with creative rethinking and implementation of appropriate learning technologies in the educational process.

The main results and findings

Technology in pedagogy is commonly understood as a systemic method of creating, applying and defining the entire process of teaching and assimilating knowledge, taking into account the presence and interaction of both human and technical resources aimed at optimizing the forms of education. In addition, technologies are defined as educational organizational and methodological complexes that link specific learning objectives in a technological chain, their corresponding content, means, teacher's activities, students' activities. At the same time, organizational and methodological complexes are considered as methodological integrity of a larger scale than individual methods or even their combination, and are focused on achieving the highest possible result that meets specific learning objectives (for example, the formation of a certain type of skills).

Currently, the most demanded are intensive learning technologies, which make it possible to increase the effectiveness of the educational process at the expense of the internal reserves of the methodological system of a higher educational institution. The specificity of intensive technology reflects the literal interpretation of the lexeme "intensive" - enhanced, giving the highest performance. The innovativeness of intensive learning technologies is characterized by ideas, processes, means and results, which together qualitatively improve the professional training of bachelors.

Successful intensive teaching technologies, first of all, include the technology of pedagogical cooperation. In accordance with this technology, the content, methods, organizational forms of education are considered in the context of the direct and indirect interaction of teaching and learning. The learning process is based on the interaction of two objects of communication (teacher - student) and is organized as an active process of mutual efforts to achieve the goal. The teacher brings his emotional and value attitude to the content of education and, referring to the personality of the student, organizes joint activities to understand the content of education. At the same time, an understanding of the community of interests and the need for joint actions, the awareness of students of freedom in manifestations of initiative, independence and creativity is provided. In an environment of psychological comfort and emotional uplift, students' working capacity increases markedly, which ultimately leads to better assimilation of knowledge, and as a consequence, to higher results of educational activity.

In the system of professional training of bachelors, an intensive technology of ensuring students' interest in the lesson has proven itself. Interest mobilizes opportunities, increases levels of attention, understanding and memorization. The technology is based on the following provisions: pronounced manifestation, clarity, comprehensibility of presentation from the material being taught; the importance of the studied ¡Material in future professional activity; relevance, novelty, practicality of the material; the consistency and structural clarity of the disclosure of the topic, the validity and evidence of the presentation.

The excitement and retention of students' interest can be provided by a number of methodological techniques:

- clarity (samples, videos, demonstrations, etc.);
- specification (facts, examples, copies of documents, etc.);
- personification (mentioning names, organizations, referring to the personal experience of trainees, personal appeals to someone from the audience);
- complicity ("let's think ...", "what do you think ...", "imagine that you are.", etc.);

- creating a problem situation (formulating a problem, finding a way to solve a problem, solving a problem; resolving a contradiction; setting an educational problem, etc.);
- inclusion of students in solving practical problems (there should be a connection with future professional activities);
- enhancing independence and creativity (stimulating the choice and independent use of the best ways, methods and means of completing the task; organization of research and creative activity).

The active use of lectures in the educational process with the use of sources of on-screen teaching of information (projectors, computers, televisions) makes it possible to single out and consider the video method as a separate effective teaching method that ensures students' interest in the lesson through the influence of visual images. The video method is applicable not only for the presentation of knowledge, but also for their control, consolidation, repetition, generalization, systematization.

The technology of ensuring students' interest in the lesson involves the widespread use of innovative teaching methods based on the use of new information technologies (NIT). Within the framework of these technologies, it is envisaged to introduce certain packages of applied computer programs into the educational process. This provides an intensification of the educational process in the field of computer visualization of educational information; automation of computing and information retrieval processes; automation of the processes of information and methodological support and control of the results of mastering educational material.

Pedagogical implementation of "NIT in the learning process, in addition to traditional educational, is determined by the tasks of informatization of modern society, as well as the need to intensify the processes of intellectual development of students. Information technologies provide an opportunity to develop thinking (visual-figurative, intuitive, creative) and communication skills; to form information culture, as well as the ability to process the results of experimental research activities and make the best decision in a difficult situation.

The methodological system of professional training of bachelors requires activity from both the teacher and the students. This determines the use of technology for the formation and maintenance of the student's readiness to master the content of the lesson. This technology is focused on stimulating students' cognitive activity, which is characterized by the desire for learning, mental exertion and the manifestation of volitional efforts in the process of mastering knowledge. Within the framework of the technology, it is effective to combine different methods of educational and cognitive activities:

- verbal methods (story, dispute, explanation, etc.);
- practical methods (exercises, laboratory experiments, practical tasks, etc.);
- inductive methods (studying material from particular to general);
- deductive methods (studying material from general to specific);
- problem-search methods (research or partial search activity);
- methods of independent work (with direct or indirect guidance, on their own initiative).

Situations in which trainees must: defend their opinion; take part in discussions and discussions; to pose questions to your classmates and the teacher; review the answers of classmates; find several options for solving a cognitive task, etc. All of the above techniques and methods allow you to provide a variety of educational material: theoretical provisions, evidence, scientific research data, examples from practice, practical recommendations, etc.

Within the framework of the technological approach to the professional training of bachelors, the technology of complete assimilation of knowledge is widely

used. This is a person-centered technology that makes it possible to bring training closer to the student, to adapt the educational process to the individual characteristics of students, different levels of complexity of the training content, and the specifics of the future profession. The technology provides for the determination of trainees' abilities not under the averaged conditions, but optimally selected for each of them. That is why a flexible training system is being created that promotes the assimilation of the program material by all students. The main means of teaching is an individual task that can form the technological and psychological-pedagogical conditions for the complete assimilation of knowledge, taking into account individual cognitive capabilities, needs and interests.

The implementation of the above technology requires a certain organization of pedagogical activity. The starting point should be the teacher's attitude - all students are able to master the program material, and his task is to properly organize the educational process in order to provide them with such an opportunity. It is important to determine the standard (criterion) of "complete assimilation" for the entire course. Formulating a benchmark means getting an answer to the following question: "What results should be obtained at the end of training (at the end of studying a separate topic, thematic section, the entire course)"? An accurate description of learning objectives is usually the basis of the “complete mastery” standard.

The organization of pedagogical activity involves the development of alternative and additional teaching materials, the preparation of diagnostic tests and multilevel control works.

The technology of complete assimilation of knowledge is focused, first of all, on mastering by students of the middle level of knowledge, skills and abilities. But at the same time, it allows the student, if possible and with the arisen interest, to move to a higher level at any stage of training. Thus, by the end of the study of the topic, section, course, the student is at the level at which he can be in the allotted time. The main advantage of the technology is that it provides an opportunity to assimilate all educational material in the volume and within the time frame determined by the psychophysiological characteristics of the individual.

Modern conditions of social development, the concept of modernization of the higher education system determine the active use of adaptive learning technology in the educational process. The main feature of this technology is the measure of adaptability (adaptation) of all elements of the vocational training system to the specifics of future professional activity. With adaptive learning, special attention is paid to the formation and development of professional knowledge, skills, and abilities.

The central place in adaptive technology is occupied by the student - his activities, personality traits. Learning is viewed not only as a result, but, first of all, as a process (the result of which will manifest itself over time if the conditions of the process are met). In accordance with the specifics of the technology, the teacher works in two modes: teaches everyone (reports new things, explains, demonstrates, etc.), works individually with individual students (manages independent work, exercises control, works in turn with individual students). Students organize their learning activities together with the teacher, individually with the teacher, independently under the guidance of the teacher. This presupposes the establishment of multichannel feedback: teacher - student, student - student, teacher - a group of students.

The optimal choice of practical exercises makes it possible to productively solve the problems of adaptive technology, to form professionally oriented knowledge, abilities and skills. Analysis of production situations as an effective practical exercise allows in the learning process not only to teach how to

analyze real situations arising in the field of production activities, but also to show the results of research work using the maximum number of communicative means, to offer a way out of this situation.

Noteworthy is simulation modeling, which provides for the construction of models of individual stages (components) of the production process, which provides an opportunity to visually represent professional activities. During the simulation, the participants learn to think logically, express own to maintain one's position, to make informed professional decisions.

Game technology as an effective means of forming professional skills is usually used in the course of business games when organizing search actions in accordance with the plot, roles, game functions. In the process of any type of business game (organizational-activity, creative, research, etc.), the norms of professional ethics, the specifics of business communication, and the methodology of professional activity are mastered. Of particular importance are innovative games, the main task of which is the development of individual abilities. Participants solve professional problems based on their own views, preferences, ideas.

Business games make it possible to master the personal meaning of social experience, to develop an attitude towards it, to acquire a certain personality orientation. They allow in the context of educational activity to create adequate conditions for the formation of a specialist, reproducing the collective nature of the activity.

The technology of adaptive learning in the system of professional training of bachelors provides for integration with other pedagogical technologies, the integrative use of various practical exercises and a set of appropriate methods (explanation, story, conversation, debate, demonstration of actions, observation, assessment method, trainings, etc.). In this regard, technologies built on an integrative basis are in demand in teaching bachelors. Integration is the backbone component in such technologies. Integration can be interpreted as a didactic principle, which provides for the preservation of the basic parts of the content of programs of special disciplines, the practical orientation of the content of special disciplines, the integrity of perception of all disciplines of the cycle. This didactic principle allows students to present a real, logically grounded picture of professional activity in modern socio-political conditions. Integration stimulates independent activity, promotes the development of general and professional abilities, ensures the education of the qualities necessary for a professional, forms a system of professional knowledge and the foundations of a scientific worldview.

The conceptual provisions of technologies built on an integrative basis can be called:

- attraction of knowledge acquired during practice (design, situational analysis, research papers, etc.);
- implementation of practical work using knowledge of various special disciplines (creating projects, conducting analysis, etc.);
- implementation of practical work with production and technical content (production of a document, finished product, etc.).

The technological approach to the professional training of bachelors provides an opportunity to integrate educational knowledge, divided by years and by individual disciplines. Integrative processes, in this case, are aimed at organizing a holistic educational action, supplementing and deepening existing knowledge.

All of the above teaching technologies offer an intensive (due to internal reserves) way of improving and developing the system of professional training for bachelors. The innovative resources of these technologies make a significant contribution to the formation of the innovative potential of the

technological approach to the professional training of bachelors. Developmental education technologies are of no less importance. Based on the results of systems analysis and practical experience, we can talk about the adequacy and effectiveness of this kind of technology. This is largely due to their inextricable relationship with the generally recognized theory of developmental learning.

Professional development requires the organization of such training that will ensure the transition, transformation of cognitive activity into professional activity with a corresponding change in needs, motives, goals, actions, means and results. In the context of developmental education focused on professional development, the choice of specific technologies is carried out to ensure the indissoluble unity of educational, upbringing and developmental functions of training. The nomenclature of professionally significant subject and intellectual knowledge, abilities and skills, personal qualities is determined by the methodology of future professional activity.

Within the framework of developmental education technologies, a wide arsenal of methods is used about teachings. The most significant among them are productive methods (problem statement, heuristic and research methods, conducting an experiment, solving creative and search problems). Dominant methods and teaching aids distinguish technologies of developmental learning.

Among the popular technologies for developing education, one should include project technology with great innovative capabilities, in which project activity is considered as one of the areas of student-centered learning. The specificity of project activities is usually characterized by three main lines of development: the zone of actual development, the zone of proximal development and the zone of self-realization. The procedural side of the design is carried out using management functions (planning, organization, analysis, control, regulation). This allows you to develop a program of activities for each participant in the educational process, providing for specific results, time and resource limits, restrictions, level of goal achievement.

The importance of project activities in the professional training of bachelors is obvious, since it is this type of activity that provides:

- increasing the level of assimilation of educational material and its creative application in practice;
- optimal preparation for social interaction in future professional activities;
- a natural transition from educational and cognitive project activities to independent professional project activities.

The project as a method in the structure of project technology implements an activity-based approach to professional training, allows you to apply the knowledge and skills acquired by students in the study of various disciplines at various stages of training. In the subject of gradually becoming more complex project tasks, the individual characteristics of the cognitive activity of students, the characteristics of qualifications, characteristics of future professionals.

Conclusion

In general, the technology increases the level of activity of trainees, develops their cognitive interests, stimulates self-education, and forms professional skills.

All presented technologies of developmental learning combine the following fundamental characteristics: communicative orientation of learning, cognitive independent activity, interactivity of the entire educational process, integration of creative and professional thinking, formation of sustainable motivation for educational and cognitive activities, cooperation and joint creativity in the development of projects, solving creative problems. The components of the positive result of the learning process include: high motivation and cognitive

activity of students, their independence; the possibility of accelerated assimilation of the studied disciplines; formation and development of professional knowledge, abilities and skills. A well-grounded choice of technologies for developing education determines the processes of teaching and assimilation of knowledge, "programs" learning, taking into account technical, human resources and their interaction, and guarantees the achievement of the planned result.

Various teaching technologies are widely represented in the scientific and pedagogical literature. Their diversity is explained by the fact that each author and performer brings something of their own, individual to the pedagogical process, thereby changing the technology.

This is what determines the innovative possibilities of both teaching technologies and the technological approach to vocational training. However, despite the modifications, the fundamental principles of learning technologies remain: personal approach, fundamental education, creativity, essential and acmeological approach, professionalism. The criteria for choosing specific teaching technologies, as a rule, are: the level of independence of students in the learning process, the degree of their reproductive capacity and creativity; structure of future professional activities; learning objectives.

The correct choice of technologies ensures the achievement of the highest possible learning outcomes, the implementation of the innovative potential of the technological approach to solving educational problems in the professional training of bachelors, the impact on the traditional learning process in order to improve it and increase efficiency.

References:

1. Al'tshuller G.S. To find idea: introduction to the theory of the solution of inventive tasks. Novosibirsk, Science Publ., 2000. 181
2. Brüning, L. and T. Saum, Individualisation and differentiation - but how? Cooperative learning opens up new approaches, Pedagogy, 2010 Vol. 62,
3. Bogachkina N.A., Skvortsova S.N., Imasheva E.G. Pedagogics and psychology. Moscow, Omega-L Publ., 2009. 233 p.
4. Kodzhaspirova G.M., Kodzhaspirov A.Iu. Pedagogical dictionary. Moscow, Academy Publ., 2003. 176 p.
5. Naumova A.VThe solution of inventive tasks in marketing. Novosibirsk, SibUPK Publ., 2001. 128 p.
6. Ozhegov S.I. Explanatory dictionary of Russian. Moscow, Onyx Publ,, 2009. 736 p.
7. Pavlova V.S. Pedagogical and methodical aspects of technological approach to vocational training of bachelors Materials I of the international scientific and practical conference "Science in the 21st century". Krasnodar, Academy of knowledge Publ., 2013, pp. 9-18.
8. Pavlova V.S. Possibilities of developmental education technology in the professional training of bachelors. - Almanac of modern science and education 2013, no. 2, pp. 125-129 (in Russian).
9. Pavlova V.S., Chebotarev V.E. The intensive use of educational technologies in training of bachelors on direction . Legal education and science., 2013, no. 1, pp. 19-23 (in Russian).
10. Pavlova V.S. Innovative technologies in training in PR communications. Collection of works III of Interuniversity scientific and practical conference "Linguistic education in the context of the XXI century". Chita, ChitGU Publ., 2008, pp. 185-192.

11. Sovetova E.V. Effective educational technologies. Rostov-on-Don, Phoenix Publ., 2007. 285 p.
12. Stoliarenko A.M. Psychology and pedagogics, Moscow, Unity Dana Publ., 2006. 527 p.
13. Omonov, Q., & Karimov, N. (2020). Importance Of Ancestoral Heritage. The American Journal of Social Science and Education Innovations, 2(09), 196-202.
14. Karimov, N. R. (2020). A True Successor of Great Central Asian Scholars. Journal «Bulletin Social-Economic and Humanitarian Research,(7), 62-69.
15.