

THE ROLE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE FORMATION OF STUDENTS' KNOWLEDGE AND SKILLS

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ABSTRACT:

The educational system is being modernized with information technologies- a completely different content, approaches, methods and forms are being proposed I Uzbekistan. Time dictates a completely new behavior of the teacher, pedagogical image and mentality [1, p. 12]. In these conditions, managers, administrative staff, teachers, i.e. all those who are related to the education system, need to focus on the introduction and introduction of innovative technologies and ideas. No need to waste time on the discovery of the already known and familiar. Today, it is impossible to be a competent specialist in the field of education without studying the educational technologies that the scientific world provides us with.

KEYWORDS: development of sustainable skills, Informatization of students ' minds, psychological, moral, and linguistic

INTRODUCTION:

The educational process in modern schools is increasingly focused on collective, public discussion of problems. Active interaction, cooperation between teachers and students and exchange of views between them is also important. All this, in the end, is aimed at developing a correct understanding of the content of the subjects studied, their connection with life practice.

The purpose of the training sessions is the solid assimilation of knowledge, the development of sustainable skills for their practical application, formation of the scientific worldview of schoolchildren on this basis. How

does this happen when studying legal issues in the process of legal education and legal education of modern schoolchildren? Let's look at these issues in more detail.

The priority direction of legal education is the formation of students ' key competencies, General academic skills. In the course of educational work, modern schoolchildren develop the ability to independently and motivatively organize cognitive activity, use elements of analysis and synthesis, comparison and comparison, generalization and conclusion [2, p.40].

Of course, various pedagogical technologies are also widely used in law classes. With their help, you can organize and conduct educational and research work. Pedagogical technology is a model of joint pedagogical activity for the design, organization and conduct of the educational process. It provides more comfortable conditions for participants of the educational process.

In didactics and methodology, close attention is paid to the use and application of innovative technologies in education. What does this mean? Innovation (from the English. Innovation -innovation, innovation) is a change within the system. This is the process of updating, changing, and innovating. The concept of "innovation" has two aspects: on the one hand, we consider it as an innovation, on the other - as the introduction and implementation of this innovation, for example, in didactics, in the pedagogical process.

The introduction of information and communication technologies in the content of the educational process involves the

integration of various subject areas with computer science. This leads to the Informatization of students' minds and their understanding of the processes of Informatization in modern society. ICTs allow you to develop skills of independent, research, creative work, promote self-expression and self-development of the individual. Students show fairly high results in using them. Their implementation in the educational process allows us to strengthen the visual and emotional component of learning [2].

So, the use of modern information technologies in law classes increases the activity of students, organizes cognitive and research activities of students. At the same time, the visual and emotional content of the lesson increases, the creativity of students and their self-realization develops. All this is aimed at forming the legal consciousness and legal culture of the younger generation. Children's motivation to learn increases and their activity in the classroom becomes more active.

The problem of communicative culture is particularly acute in Russian society. This increases the requirements for training a modern teacher as a highly competent integral person, ready for human relationships, mutual understanding, cooperation, and creative self-development.

It is necessary to raise the level of the teacher's communicative culture in order to introduce the student to an active speech situation and teach him to navigate it. The main indicator of a teacher's communicative culture is a humanistic position, self-study, interest in another person, and then techniques, means of communication, etc.

The teacher's communicative culture is a combination of technological communicative skills and personal communicative qualities. It is characterized by the presence of a communicative ideal, a value attitude to the student, knowledge of the norms and rules of

pedagogical communication, knowledge of their own communicative qualities. The ability to master the pedagogical situation and perform regulatory, informational, motivational, reflexive and affective functions is also important.

A special role is given to the position of the teacher in communication, which is characterized by the recognition of the student as an equal partner in a cooperative environment, focusing on the interests of the student and the prospects for his development. But in order to introduce the student to an active speech situation and teach him to navigate it, it is necessary to increase the level of communication.

The indicator of a teacher's communicative culture is, first of all, the humanistic position, and then the means and techniques of communication. For a teacher, it is important to remember that optimal communication is not the ability to maintain discipline, but the exchange of spiritual values with students; a common language with children is not the language of commands and obedience, but the language of trust [3, p.20].

Communication skills and positions develop important psychological qualities that are components of a specialist's competence. Communicative culture is considered not only as a set of norms and rules that regulate the process of communication, but also as a condition for self-realization of the individual in pedagogical activity. As a component of communicative culture, we consider a group of communicative skills related to the techniques of freely using a variety of language and speech tools in various communicative and situational conditions.

To achieve this, the teacher must be able to build communicative tasks that include creating conditions for psychological security in communication and implementing internal reserves of the communication partner,

exchanging information, mutual awareness, interaction; use techniques that contribute to achieving a high level of communication.

Conducting a communicative dialogue with students requires a high culture from the teacher-pedagogical, psychological, moral, and linguistic. Knowledge of the scientific basis of communication is the basis of the art of communication. The art of communication largely determines professional success and is due to the development of a teacher's set of skills:

-ability to observe, switch attention, understand the state of mind of another person;

-ability to manage their behavior, feelings; establish verbal and nonverbal contact with students

Practice-oriented education is revealed in the possession of integrated key skills, applied skills, life skills and is a connecting bridge of the entire sum of students' knowledge and their ability to act in various problem situations. The inclusion of practice-oriented learning in the categorical apparatus of the competence approach in education becomes the determining factor in the implementation of this opportunity.

The analysis of scientific literature makes it possible to generalize different opinions of authors about the structure of professional competence of future teachers, among which we have identified as the most significant: cognitive, educational, motivational, socio-pedagogical, legal, reflexive components. The level of their formation and the effectiveness of their practical implementation play an important role in the formation of future teachers as specialists in the chosen field of professional activity.

In order to improve the indicators of formation, we have developed a program "Formation of components of professional competence of future teachers through the use

of project-based learning technology in Uzbekistan". The introduction of this program in the curriculum of students of all courses should also be caused by the need to disclose the content of each component of professional competence studied by students in the process of independent practical study, activation of students' cognitive activity; the desire to teach them to act in non-standard professional situations, to include students in systematic research work, to teach them to practice their future profession not only to use traditional methods, but also to implement methods that assume a practical orientation of educational activities.

Thus, in the modern world of competition in the professional labor market, it is important to apply knowledge in practice. This can be achieved by using various practice-oriented pedagogical technologies in the process of training students, in particular the technology of project training, to form a professionally active person who owns all the components of professional competence, is able to self-develop, is able to think critically and constantly improve himself.

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