

THE ROLE OF INNOVATIVE TECHNOLOGIES IN INCREASING THE EFFICIENCY OF UZBEK LANGUAGE TEACHING

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Abstract – According to the innovators, it is impossible to educate the current generation in this way in the new conditions, when the classical literary pedagogical theories have become obsolete. This is the general situation in the current pedagogical discipline. In this case, innovation is a very important pedagogy - a system of knowledge, the main characteristics of which are objectivity, expediency, consistency, non-contradiction. The system of pedagogy, like any other scientific theory, is designed and maintained by the principles that make up the system, that is, the system is based on basic knowledge, the only requirement of objectivity is that the level is adequate.

Key words: innovators, pedagogical discipline, system of knowledge, objectivity, expediency, consistency, non-contradiction.

Introduction

Ideology is always the one-sided social interests of one or another social group that force it on others as a valuable guide and idea. The world pedagogical theory has already acknowledged what the ideas of the above people will be about the condition of the educational process. The upbringing of the rising generation is a very serious matter and it cannot be left to chance. During the dictatorship, pedagogical guidelines for educating people in the spirit of communist ideas have long prevailed in our country. Despite its effectiveness, such as the implementation of various challenges, it can not be called scientific, because the organization of such ideas The system of rules about human nature and its development can be developed only with the help of objective foundations established by science and rules approved in practice. It turns out that one of the main shortcomings of our pedagogical theories in practice is the sharp exaggeration of the superiority of knowledge and education.

Main body

The increase in the amount of memorization in knowledge to the detriment of human spiritual labor education has become commonplace in school life. It is clear that the current upbringing and the practices it manages are in crisis in all respects. Any attempt to get out of this situation is considered innovative, and in this case, they live up to their name.

Innovative pedagogy is often referred to as traditional alternative pedagogy. It is impossible not to agree with this opinion, at least in the simplest terms, neither the class nor

the teacher, the content of the lesson and the textbooks will be lost. If the pedagogical system survives, then we can only talk about improving it. Our strategic path is to follow the creation of a didactic and pedagogical system based on the logic of the care of all development for their descendants, which is why it is a field that teaches nature in a broad sense as a methodological basis, is folk pedagogy.

Innovative pedagogy is now known as an informal science, but it is a rapidly evolving system of knowledge that attracts the attention of experts around the world. Recognizing its educational value, the pedagogical community is therefore critical of existing traditional pedagogy. There are serious opinions about this new science, which is being formed and developed today. Its main task is to reorganize and master the theory of the entire educational system on the basis of innovation. Innovative pedagogy - the dominant theory is the basis for solving theoretical and practical problems.

In the primary education system, teachers with higher education are required to teach, and at the same time, the use of innovative pedagogical technologies in primary school lessons is a problem to increase the effectiveness of teaching, which contributes to the organization of the educational process, relative and implementation at present prof. R.A.Mavlonova, prof. N.N.Azizzadjayeva, prof. O.K. Tolipov and J.G. Yuldashev are conducting scientific research. Associate professors Sh. Yuldasheva and H. Gulomova are working on the creation of textbooks.

Conclusion

In our literature, innovation problems have long been established in the system of economic research. However, over time, the problem of evaluating the qualitative characteristics of innovative changes in all spheres of public life has arisen, but these changes cannot be determined by economic theories alone. Other ways of studying innovation processes are needed in which innovative analysis includes not only the use of modern advances in science and technology, but also management education, law, and other areas.

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