

METHODS OF FORMATION AND IMPROVEMENT ON THE BASIS OF AN INNOVATIVE APPROACH TO IMPROVING THE PEDAGOGICAL SKILLS OF SCHOOL TEACHERS

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Abstract:

In the Twenty-First Century, significant changes are taking place in connection with the development of new scientific discoveries, information, globalization, Cosmonautics, robotics and artificial intelligence. This century is called the age of digital technology and knowledge. How will the school change in the new century? How does the theory of Education change? At the moment, you can hear a lot of criticism that the class has not changed significantly compared to the last century or even two centuries ago. Will teachers succeed in modern changes? The purpose of the chapter is to generalize the existing changes in didactics for the use of innovative teaching methods and to examine the understanding of change by the teachers. In this chapter, we will consider four areas: the expansion of pedagogical science, the environmental approach to teaching, the digital generation and the changes that are taking place and innovations in teaching. The theory of Education, figuratively speaking, has two levels. At the macro level, decentralization and diversification in the relations of "Education-Society" occur, internationalization of education and the introduction of digital technologies. At the micro level in the relationship "teacher-pupil" there is an active mixture of traditional and innovative methods, a combination of an activity approach with an Energy-Information environment approach, cognition with constructivism and connotation.

Key words: significant, education, occur, digital, technology.

Introduction

The new century has undergone significant changes in didactics and teaching methods. Pedagogy of the XX century differs from pedagogy of the Twenty-First Century. Since the beginning of the Twenty-First Century, there have been many changes in the development of national and world education. The most observed phenomenon is now the introduction of society to the study of internetization and digital technologies. The name of the modern generation of Schoolboys is known by Digital, Social Digital [1], and Generation Z [2]. Knowledge is the transfer from the acquisition of knowledge through reading, from the monologue of the teacher to the visualization or discussion in the classroom. Digital technologies change our way of life, ways of communication, way of thinking, feelings, channels of influence on other people, social skills and social behavior .tiradi As Myamesheva noted," a high-tech environment - computers, smart phones, video games, Internet search engines-reshape the human brain " [3]. Theoretical changes in didactics and pedagogy lie

behind the most obvious trend. Pedagogy in internal science was renamed from "science of education, education and training" to "science of education and training". "The subject of Pedagogy of the XX century was "upbringing" [4] (in Kazakh—tarbie, in Russian—vospitanie, Deutsch—Bildung). Tagunova and others. writes: "in a broad pedagogical sense, education is the purposeful influence of society on the preparation of the younger generation for life. Upbringing in a narrow pedagogical sense has a purposeful effect on the development of specific personal qualities... ". The subject of Twenty-First Century pedagogy-the category "education" has expanded the scope of meaning and understanding. Authority and personal oriented approaches were introduced. What are the post-Soviet trends in the reform of education in the studies of Silova, Yakavets, summarized. There is some commonality between the countries on the "Post-socialist education reform package", "a set of policy reforms symbolizing the adoption of Western educational values such as education in the Student Center, the introduction of curricula, the centralization of educational finance and management, the privatization of Higher Education, the standardization of Student Assessment and the liberalization of textbook publications, and including" travel policy ". This interpretation corresponds to the assessment of the Russian researcher Romanenchuk "in 2004-th year fully embodied the concept of" Westernization "of the development of Education (transfer of the Western model of education to the soil of Kazakhstan)". On the one hand, it is possible to agree with such assessments, on the other hand, there is a strong tendency to the revival of Kazakh schools and it is necessary to take into account the ethno-pedagogical foundations of Education. Kazakhstan scientist Akhmetova distinguishes six reasons for the modernization of education: the quality of Education, globalization and internationalization, the creation of a society of politicization and knowledge, new pedagogical technologies, marketing and financing. Kazakhstan is a young independent state at the age of 25 years. Therefore, reforms. Therefore, in the first part of the chapter, analytical and systematic approaches were used, summarizing the theoretical changes of modern pedagogy. Gula is a question, how much do teachers react positively to innovation, accept them and improve their skills? A questionnaire was drawn up for this question, and a questionnaire was made among the teachers who were trained at the Wing teachers 'and Teachers' Training Institute. The selection of respondents was carried out by random sampling. The survey was conducted in May-June of the year 2016. The survey was conducted in cooperation with Esenova. The following questions were asked in the questionnaire:

(R1) do teachers use innovative teaching methods?

(R2) what are the advantages of innovative teaching techniques, their disadvantages, according to the teachers? The results of the survey will help to understand: first, how dynamic it is to improve the pedagogical skills of teachers and master the innovations in teaching. Secondly, is the upgrade process systematic? Are there any conditions created by the state for this? Or do teachers independently update the pedagogical skills of the RI?

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