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INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Annotation: Innovative technologies in education allow you to regulate learning, to direct it in the right direction. People were always afraid of everything unknown and new, they had a negative attitude to any changes.

Key words: innovation, education, pedagogic technology.

Innovation processes include all the best practices, numerous organizational changes in the field of continuing education, achievements of scientific thought and their implementation in practice. The educational process, which occupies a Central place in pedagogy, can be considered as innovative, because its purpose is to transfer to students new knowledge for them, the formation of new personality traits. If we had effective methods for studying and evaluating innovative processes, it would allow us to regulate them, enhance their practical benefits and increase their focus. Probably, we will not be able to imagine the mechanism of emergence of innovative activity and the conditions in which this mechanism can work, without understanding the psychological barriers that inevitably arise when you need to go beyond the "system" of coordinates, the usual ways of solving a professional problem, your idea of how to perform activities, to make the transition, at least for a short time, to another platform, another point of view. Such transitions to a different culture are very difficult. Historically, everything new and unknown has always caused people anxiety and fear. Consequently, due to the emergence of negative feelings, the existence of stereotypes of individual and mass consciousness, innovations that affect the way of life, interests and habits of people can cause them painful phenomena. This is due to the blocking of vital needs for security, security, self-assertion, comfort, etc.
Stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, prevent the renewal of all types of education. The reason for people's reluctance to accept innovations in modern education lies in the blocking of life's needs for comfort, security, self-affirmation. Innovative behavior does not imply adaptation, it implies the formation of their own individuality, self-development. The teacher must understand that innovative education is a way of educating a harmonious personality. "Ready-made templates" are not suitable for it, it is important to constantly improve your own intellectual level. The teacher who has got rid of "complexes", psychological barriers, is ready to become a full-fledged participant of innovative transformations. One of the tasks of the modern school is to reveal the potential of all participants in the pedagogical process, providing them with opportunities to display their creative abilities. The solution of these problems is impossible without the implementation of the variability of educational processes, in connection with which there are various innovative types and types of educational institutions that require deep scientific and practical understanding. Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

The principles of the integral educational process:

1) purposefulness of the pedagogical process;
2) scientific training and education;
3) the connection of school with life;
4) the availability of;
5) systematic and consistent;
6) consciousness, activity, independence and creativity of students; continuity;
7) connection of training and education with useful industrial work; visibility;
8) the collective nature of education and training;
9) respect for the child's personality, combined with reasonable demands on it;
10) selection of optimal methods, means and forms of training and education;
11) the strength and validity of the results of formation in education and development;
12) a comprehensive approach to education and training.

The main elements of learning are the activity of teaching, the activity of teaching and the content of education, without which there is no learning. The interaction between them is what constitutes learning. The teacher, while teaching, transmits some educational material, i.e. part of the content of education or the content of social experience. At the same time, it uses the content as a means of interaction with students. The pupil, having received a signal from the teacher, operates with this content, interacts with it, i.e. assimilates it.

The teacher influences the student with pedagogically processed educational material (the content of education) and other means and methods. Thus, it causes the interaction of the student with the content of the educational material. In the course and result of learning, the teacher checks, and the student signals the teacher about the results of their activities. After that, the teacher uses another portion of the training material or repeats the old one, depending on the quality of learning.

The act of learning is a closed cycle, the beginning of which is characterized by a certain state or level of preparation of the student to the perception of the teacher's activities and educational material, and the end - a new state of this preparation.

After describing the main elements of learning and their relationship, we should draw some conclusions that are important for understanding the learning process.

Today, many teachers use modern technologies and innovative methods of teaching at school in order to achieve learning effectiveness. These methods include active and interactive forms used in training. Active provide for an active position of the student in relation to the teacher and to those who receive education.
with him. During lessons with their application, textbooks, notebooks, a computer are used, that is, individual tools used for training. Thanks to interactive methods, there is an effective assimilation of knowledge in cooperation with other students. These methods belong to the collective forms of learning, during which a group of students work on the material being studied, and each of them is responsible for the work done. Interactive methods contribute to the qualitative assimilation of new material. These include:

- exercises that are creative in nature;
- group tasks;
- educational, role-playing, business games, imitation;
- lessons-excursions;
- lessons-meetings with creative people and specialists;
- classes aimed at creative development—lessons-performances, making films, publishing newspapers;
- use of video materials, the Internet, visibility;
- solving complex issues and problems using the methods of "decision tree", "brainstorming". Therefore, innovative methods of teaching at school contribute to the development of cognitive interest in children, teach them to systematize and generalize the studied material, discuss and discuss. Comprehending and processing the acquired knowledge, students acquire the skills to apply them in practice, get the experience of communication. Undoubtedly, innovative teaching methods have advantages over traditional ones, because they contribute to the development of the child, teach him independence in knowledge and decision-making.

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