

The Innovation Process Is a Complex Activity for The Creation, Development, Use and Dissemination of Innovations.

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Annotation

The article is about the innovation process, which consists in the formation and development of the content and organization of the new, about interactive methods that contribute to the qualitative assimilation of new material. Following article had shed light some technological methods of working with cards forming of pupils' independent thinking. The article also shows the ways of using didactic games in the process of working with cards.

keywords: thinking, independent thinking, forming, pupils', card, technology, game.

Introduction

The changes taking place today in all spheres of public life, scientific progress in the economy, cultural changes, new needs in the field of pedagogical activity have led to the need for a radical modernization of the education system. One of the ways in this direction is pedagogical innovations [3].

Innovative technologies in education allow you to regulate learning, direct it in the right direction. People have always been afraid of everything unknown and new, they had a negative attitude to any changes. Stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, interfere with the renewal of all types of education. The reason for people's unwillingness to accept innovations in modern education lies in the blocking of vital needs for comfort, security, self-affirmation. Innovative behavior does not imply adaptation, it implies the formation of one's own individuality, self-development. A teacher should understand that innovative education is a way of educating a harmonious personality. "Ready-made templates" are not suitable for him, it is important to constantly improve your own intellectual level. A teacher who has got rid of "complexes", psychological barriers, is ready to become a full-fledged participant in innovative transformations. One of the tasks of the modern school is the disclosure of the potential of all participants in the pedagogical process, providing them with opportunities to display creative abilities. The solution of these tasks 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, 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 dictionary of S. I. Ozhegov gives the following definition of new: new — for the first time created or made, appeared or appeared recently, instead of the former, newly discovered, related to the immediate past or to the present, insufficiently familiar, little-known. It should be noted that the interpretation of the term does not say anything about progressiveness, about the effectiveness of the new [1].

In relation to the pedagogical process, innovation means the introduction of new things into the goals, content, methods and forms of education and upbringing, the organization of joint activities of the teacher and the student.

Pedagogical innovation is an innovation in pedagogical activity, changes in the content and technology of teaching and upbringing aimed at increasing their effectiveness.

Methodology

Thus, the innovation process consists in the formation and development of the content and organization of the new. In general, the innovation process is understood as a complex activity for the creation (birth, development), development, use and dissemination of innovations. There are different types of innovations, depending on the attribute by which they are divided. In developing educational systems, innovative processes are implemented in the following directions: the formation of a new content of education, the development and introduction of new pedagogical technologies, the creation of new types of educational institutions. In addition, the teaching staff of a number of educational institutions is engaged in the implementation of innovations that have already become the history of pedagogical thought. For example, alternative educational systems of the early twentieth century by M. Montessori, R. Steiner, etc.

Didactic innovations are controlled processes of creating, evaluating, mastering and applying pedagogical innovations in practice, which relate to the formation of the content of education, methods and forms of teaching, organization and management of educational institutions. They contribute to the optimization of the educational process, the improvement of organization and management, the creation of new pedagogical technologies. Innovations make changes: in the goals, content, methods, technologies, forms of organization and management system, in the styles of pedagogical activity, in the system of monitoring and evaluating the level of education, in the system of financing, in methodological support, in the system of educational work, in the curriculum and curricula, in the activities of the teacher and student. The introduction of didactic innovations goes through the following stages: justification of ways to solve educational problems; mass testing of the proposed methodology; limited or mass implementation; mastering and implementation into practice. The development of innovations continues until a new principled approach to solving the problem identified in theory and practice is found. In order to master the new, it takes some time, the necessary scientific support, the training of qualified teaching staff, the adaptation of the teaching staff to work in new conditions. Pedagogical innovations must meet the following criteria: - optimality, which fully takes into account the level of effort and resources on the part of teachers and students necessary to achieve the planned results; - high performance, expressed in the sustainability of positive results in the activities of teachers; - the possibility of creative use of innovations in the mass experience; - progressiveness of the proposed innovations; - theoretical and methodological validity [3].

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 teaching. Active ones provide for an active position of the student in relation to the teacher and to those who receive education with him. During the lessons with their application, textbooks, notebooks, a computer are used, that is, individual means used for teaching. Thanks to interactive methods, there is an effective assimilation of knowledge in cooperation with other students. These methods belong to collective forms of teaching, during which a group of students works on the studied material, while each of them is responsible for the work done. Interactive methods contribute to the qualitative assimilation of new material. These include: – exercises of a creative 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, gain communication experience. Undoubtedly, innovative teaching methods have advantages over traditional ones, because they contribute to the development of the child, teach him independence in cognition and decision-making [2].

As is known, ways of forming pupils' independent thinking by enhancing their cognitive activity is a comprehensive concept that includes forms, methods and means of organizing the educational process. Such parts of organizing the educational process are closely interrelated to each other that

one complements and enriches the other. Secondly, as we noted above, there is a need to develop technologies for teaching educational subjects within the framework of general pedagogical technologies. The requirements placed on various educational subjects make it necessary to technologize this process, i.e. design each stage of the entire educational process separately, clarify teachers' goals and pupils' tasks, correctly select educational methods, and the predetermine expected results. Taking into account these aspects, we also paid special attention on the principle of technological approach to developing ways of forming secondary school pupils' independent thinking. Based on the specifics of teaching history, we have developed ways of forming pupils' independent thinking by working on historical stories and maps, using graphic organizers and creative tests, applying technologies for organizing game-based and independent work, and put them into practice in the process of experimental work.

As we know, historical events do not give us information only about a certain period. Because historical events took place in different periods, they can form abstract ideas in our minds. Maps can be an important tool for us in moving from these abstract ideas to concrete ones.

It is well known to all of us that maps create in pupils' imagination specific information about the location of historical events, as well as the geographical and social factors that led to their development. Working with a map in history lessons is considered the main method of describing geographic tools. The geographical tool is not considered a driving force for the development of society, but it can lead to the acceleration or regression of the historical process in this country or another in this period or another. One of the characteristic features of such a movement affects the historical reality and, as a result, leads to changes in human activity. For example, for several hundred years, there were no changes in the field of sailing in England, and by the 16th century, the need to find new trade routes led to the development of technology, and later to the widespread colonization.

In addition, it is necessary to take into account the geographical aspect when describing the occurrence, progress, and end of any historical event. For example, the establishment of ancient Greek colonies cannot be explained without teaching about the geographical situation in Greece, the coast lines that crossed it, and the many islands in the Aegean Sea. Or, the reason for the defeat of Xerxes's army in the battle of Salamis during the Greco-Persian wars was that his sailors did not know where the strait was deep or shallow, and where it flowed quickly or slowly.

The map not only helps to create a geographical environment in lessons, but also serves as visual aids. That is, it is highly helpful in realizing the historical material, understanding the course of historical events, and revealing the essence of historical connections and regularities. The map helps not only during the description of historical material, but also in the analysis and generalization of historical events.

1. With the help of maps, we discover historical connections between causal relationships. For example, we can clearly see through the map the emergence of such early cities as Kiziltepa, Afrasiyab, Uzunkir and Kozalikir as a result of the development of trade and crafts in Central Asia in the 7th-6th centuries BC.

2. The map helps pupils even at the first stage of understanding history to analyze and summarize the studied material, and discover the regularities of historical development: the map "The first names – states in Lower Egypt" in Grade 6 history textbook helps to find answers to the following questions: Where did the first names appear in Lower Egypt? What was common in the development of these countries?

3. The map provides an opportunity to classify historical events and processes in sequence. For example, pupils learn the stage of creation of an independent democratic republic in the USA through the maps "North America in 1775-1785", "Territories conquered by the USA at the end of the 19th century", "Civil War in the USA".

4. A historical map plays a big role in consolidating the material. First, the teacher shows the information from the wall map to pupils, who follow it from textbook or atlas maps and analyze the material using a textbook map or sketch map that they draw in their notebooks at home. Finally, he independently works on the map to give an oral answer in the next lesson.

Three types of historical maps are distinguished in teaching practice:

1) general maps reflect general historical events in a country. For example, “Iranian Kingdom at the beginning of the 5th century BC”, “Turkistan in the early Middle Ages”;

2) descriptive maps show the latest results of the development of the studied period or event. Such maps can include “Development of trade and crafts in Europe in the 14th century”, “Cultural centres in the 12th-16th centuries”;

3) thematic maps reflect particular events or historical processes. For example, “Muqanna’s Rebellion in 769-783 years”, “March of Alexander of Macedonia”, “Italy during the Period of Unification”, etc.

During the practice of history, the map has always been its companion. But today it is observed that maps are not used enough in history lessons. Taking this into account, didacts emphasize the great importance of using interactive methods in working on maps in history lessons. We also consider below some interactive methods for working on maps that allow forming pupils’ independent thinking.

One of such interactive methods is the method of “Sequence of Jumbled Logical Chains”. For example, in Grade 6, a teacher can use the method “Sequence of Logical Chains” while drawing pupils’ attention to the map “Stone Age Monuments” in a history lesson. First, the teacher writes the Stone Age monuments on the board in a mixed manner, and then asks to put them in the correct place using the map according to which period they belong to.

1. Jonbos-4
2. Khojakent
- Z. Bomi
4. Joytun
5. Karabura
- b. Zarafshan
7. Kairakkum
8. Tuzkon
9. Teshiktash
10. Kavat

As a result, their notebooks will look like this:

1. Jonbos-4
2. Khojakent
- Z. Bomi
4. Joytun
5. Karabura
6. Zarafshan
7. Kairakkum
8. Tuzkon
9. Teshiktash
10. Kavat

<i>Paleolithic</i>	<i>Joytun</i>	<i>Kaltaminor</i>
Khojakent	Bomi	Jonbos-4
Zarafshan	Joytun	Tuzkon
Kairakkum		Kavat
Karabura		
Teshiktash		

After pupils complete the task in their notebooks, the teacher writes down the historical monuments in sequence and records each of them on a sheet. The sheets are shuffled and one of the pupils is asked to hold them. Pupils are asked to take turns and place one event in the correct place in the chain. When everyone has some consensus, the teacher asks them to focus on the sequence of events while reading the text to check whether their guesses are correct or incorrect.

When working on thematic maps, the “Ask each other” method gives good results.

If pupils need help extracting information from the map, they can be offered to “Ask each other”. This method is used as follows: two pupils study the map and take turns asking each other questions about what they have learned. First, the teacher shows an example of how to work in pairs, then divides the class into pairs and asks them to ask each other questions.

Conclusion

This method can also be used in working with the whole class. To do this, the class is asked a few good questions that require not knowing the exact facts, but understanding the “hidden meaning” in their essence.

Using the map, pupils not only get accurate factual information, but also can express their independent opinions by deeply analyzing the studied material. It is natural that writing a “Five Minute Essay” in this work will be helpful for them. This type of writing assignment helps pupils to express their own independent thoughts about the topic using the map and makes the teacher think about what aspects of pupils to pay more attention when working with the map. To put it precisely, pupils are asked to complete the following two tasks: to state independently what they have learned from the map about the given topic, and to ask one question that they still do not have an answer to.

As we have witnessed, by working on maps, pupils do not learn the historical material superficially, but study it up to its smallest elements, approach it from a critical point of view, make a deep analysis, and express their personal point of view. Most importantly, personal viewpoints lead pupils to think actively and independently.

Recommendation for Future Research

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