

The Essence Of Using Innovative Methods In The Educational Process

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Annotation: This article describes the nature of innovative methods used in the educational process, and the views of our scientists on interactive methods and new innovative methods in the educational process.

Key words: method, pedagogical process, innovation, interactive method, sharp method, education, conditions.

INTRODUCTION.

If the methods in education are chosen correctly, the intended result can be achieved in a short way. The continuous improvement of the field of education and the emergence of new opportunities require the continuous updating of teaching methods in order to successfully implement the tasks facing the educational institutions.

According to J. G. Yoldoshev, "the fundamental essence of a new approach to the educational process is that teaching should be based on internal motivation (attention, internal feeling, desire, necessity formation). The main driving force in the learning process should be internal motivation for both the student and the teacher. In this case, students should strive to acquire knowledge (if a plant is not taken care of on time, if you do not get an education, as if you cannot grow, your place in life is empty, you will not be able to join the society...) and there should be a need to acquire knowledge. , learning goals should become an internal need". In order to enter real life and take an active part in it, the student should consciously understand that he should have knowledge, skills and abilities along with scientific knowledge methods.

In modern pedagogical practice, such educational models have been created that have a wide range of opportunities to guarantee the achievement of educational goals in certain conditions and within a specified time.

Teaching methods determine the nature of the activity of the teacher and student in the educational process, how to organize and conduct the learning process. In other words, teaching methods involve both activities, i.e. equipping students with knowledge, skills, and competencies by the teacher, and acquiring those implied knowledge, skills, and competencies by the students. includes ways used in development activities.

Therefore, the teaching methods provide for the mutual activity of the participants of the pedagogical process. The type and method of the teacher's and student's activity during the lesson is determined by the nature of the information to be taught. It is this situation that creates new methods aimed at the realization of a specific goal in the educational process.

If mathematical education as a pedagogical process is considered as a complete system, its constituent elements are: educational goal, expected results, educator - teacher and learner - student, education lim principles, educational

content, method, form, tools, control and evaluation mechanisms. When mathematical education is organized on the basis of modern methods, if one of its components is neglected or incorrectly selected, the system does not work, which creates the possibility of not achieving the goal set for the educational process.

The teaching process is a complex, conflicting event that requires a strong knowledge, professional skills, organizational skills and tireless research from the teacher. The ability of each teacher to achieve the didactic goal he set for himself depends on his professional skills, the ability to choose an effective form of education, the ability to effectively use educational tools, and most importantly, the appropriate use of teaching methods. depends on getting it.

One of the necessary conditions for new innovations is that the teacher's role in the educational process changes to a certain extent, and he becomes a guide, advisor, providing independent learning of students. Since interactive methods of education are based on the activation of students and their use, they also acquire a serious educational essence. Therefore, each student has: a) the ability to work with a team; b) politeness; c) kindness; g) getting used to it; d) respect the opinion of others; e) activity; or) responsibility; j) creative approach to work; z) interest in the effectiveness of one's activity; k) forms qualities such as being able to evaluate oneself objectively.

It would be wrong to think that interactive methods consist only of educational cooperation or only of researching a problem or only of independent work. Because any method simultaneously helps the student to find a solution to the problem (even when working on the basis of ready-made instructions, the student thinks while choosing the right conclusion, that is, the student thinks critically within the framework of the topic-problem) , can lead both to independent conclusion

(in the learning process built on the basis of cooperation, the student comes to a certain conclusion while justifying and defending his opinion), and to work in cooperation.

New innovative methods accustom students to independent thinking, form in them feelings of mutual cooperation, mutual assistance, allow to receive education based on active communication, and most importantly, receive knowledge independently, based on their own point of view. is noteworthy for its habituation.

Interactive methods are methods based on the purposeful use of time and human resources to achieve a specific result, which creates the need for the interaction and cooperation of all participants in the pedagogical environment.

Interactive methods have gained incomparable importance in ensuring the effectiveness of mathematics lessons. Below we will briefly touch on the characteristics of some of the educational methods.

"Sharp" method is considered an effective method for thorough assimilation of information on the topic. This method can be used as follows:

1. The class is divided into small groups.
2. Examples are given to each group.
3. Each group is given a piece of paper, and the members of the group think among themselves for 4-5 minutes and write the answer on the paper.
4. After the specified time, with the teacher's signal, they pass the paper with the answers to the next group according to the number of the microgroups.
5. The group adds to each example the answer given by the previous group.
6. Members of each group explain their written answer.
7. Each group's written answer to the examples returns to itself in case of additional comments from other groups. The paper with the

examples is circulated among the groups and takes the form of completed answers.

The teacher evaluates the members of the microgroup based on the written answers. The advantage of this method is that group members have the opportunity to fully master the topic divided into examples. As a result of the discussion of the opinions of each group, the members of the group determine their achievements and shortcomings. The most important thing is that students are directed to independent thinking and activity, and they not only develop knowledge, but also develop the ability to evaluate each other. Here, problem-based and cooperative learning methods are combined. That is, the student searches both alone and acquires knowledge together by presenting and justifying his opinion to his friends.

Organizing the educational process through new innovations has a number of methodological advantages. Such education is based, first of all, on active, intense, effective communication of students with each other or with the teacher. Such communication is an important condition for mastering the subject. A pedagogical process based on interactive methods that encourage students to read and learn, teach and learn, and apply this information in practice is a goal-oriented systematic is the practice of approaches.

Compliance with the following conditions when using interactive methods in the educational process helps to increase the effectiveness of education: 1. Conformity of students' capabilities to the goals and tasks of advanced educational methods.

2. The teacher's ability to influence students in small groups. When using interactive methods, each student should be able to organize an active, effective conversation, debate, and, of course, be sure to achieve a positive result. The course of communication in the form of "subject-subject" in

conversations and dialogues is a manifestation of the trust of the participants in each other.

3. The effectiveness of innovation-based mathematical education depends on its individual orientation, the initiative of teachers and students, and the consistency of their activities.

New innovations in mathematics education are active dialogue between the teacher and students based on mutual equality, students' leadership in the educational process, exchange of ideas with each other, the studied topic or educational material allows you to achieve educational goals by thinking independently, putting forward your own views, justifying them with evidence and coming to certain conclusions.

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