1-CEKCIYA. ÓZBEKSTANDA MEKTEPKE SHEKEMGI HÁM MEKTEP BILIMLENDIRIWINDE SHET TILLERIN OQITIWDIŃ JAŃA MÚMKINSHILIKLERI
SECTION-1. NEW OPPORTUNITIES FOR LEARNING FOREIGN LANGUAGES IN PRESCHOOL AND SCHOOL EDUCATION IN UZBEKISTAN

MODERN INNOVATIVE METHODS AND PEDAGOGICAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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Currently, Uzbekistan is developing a new education system that is focused on entering the global educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process.

The educational paradigm is changing: different approaches, different law, different behavior, and a different pedagogical mentality are proposed. The content of education is enriched with new procedural skills, the development of information management abilities, creative solutions to problems of science and market practice with an emphasis on individualization of educational programs.

In this regard, traditional methods of information give way to computer-based learning tools, the main thing in the pedagogical process is the personal-oriented relationship of the teacher with students, the role of science in creating pedagogical technologies increases.

The concept of pedagogical technology is now firmly established in the pedagogical lexicon. The well-known scientist and innovator G.K. Selevko suggests considering the concept of pedagogical technology in the sphere of three aspects:

- *scientific* (pedagogical technologies are a part of pedagogical science that studies and develops the goals, content and methods of teaching and designs pedagogical processes);
- *process-descriptive* (description of the process, a set of goals, content, methods and means to achieve the planned learning outcomes);
- *process-effective* (implementation of the pedagogical process, functioning of all personal, instrumental and methodological pedagogical tools).

Thus, pedagogical technology functions both as a science that explores the most rational ways of teaching, and as a system of methods, principles and regulations used in teaching, and as a real learning process [1].

In the theory and practice of the modern education system, there are many variants of the educational process. Each author (teacher) brings something different and individual to the educational process. But many technologies have a lot in common in terms of their goals, content, methods and tools used, so they can be classified into types, groups, and types. V.P. Bespalko suggests the following types of pedagogical technologies:

- classical lecture training;
- training with the help of audio-visual technical means;
- the "consultant" system.
- training with the help of a training book;
– the system of "small groups";
- computer training;
- the "tutor" system.
- modular training;
- programmed training [2].

Agreeing with the classification of Bespalko, we note that in practice there are various combinations of these systems.

At every stage of the development of the education system, there is a need to update the methods, means and forms of organizing training. At the present stage, attempts to improve the educational process are expressed in the development and implementation of new pedagogical technologies.

Pedagogical technology is understood as ways to improve the effectiveness of training, such a design of the educational process that has a clearly defined result.

Due to the fact that the concept of "pedagogical technology" still does not have a generally accepted interpretation, the authors suggest different formulations. For example, M.V. Klarin defines pedagogical technology as a systematic set and order of functioning of all personal, instrumental and methodological tools used to achieve pedagogical goals [3].

According to V.P. Bespalko, pedagogical technology-is a consistent technique for implementing the educational process [4]. V.M. Monakhov believes that pedagogical technology is a well- thought-out model of joint pedagogical activity in designing, organizing and conducting the educational process with unconditional provision of comfortable conditions for the student and teacher [5].

Technology of developing training. *The technology of developing learning* is one of the most recognized among all existing domestic training technologies. The technology of developing learning involves the interaction of the teacher and the student on the basis of collective and distributive activities, the search for various ways to solve educational problems through the organization of educational dialogue in the research and search activities of students.

Developing learning is understood as a new active-activity method (type) of learning that replaces the explanatory-illustrative method (type). The most famous founders of developmental learning are Pestalozzi and Diesterweg.

The goal of education, according to Pestalozzi, is to develop all the natural forces and abilities of a person, and this development should be versatile and harmonious. The basic principle of education -is harmony with nature. The center of Pestalozzi's pedagogical system is the theory of elementary education: the process of education should begin with the simplest elements and gradually ascend to more and more complex ones [6].

The most important basis of learning, according to Pestalozzi, is visibility. Without the use of clarity, it is impossible to achieve correct ideas about the environment, develop thinking and speech. Pestalozzi builds the entire learning process by gradually and consistently moving from the part to the whole. The main task of education is to form a harmoniously developed person who should take a useful part in the life of society in the future.

According to Diesterweg, education should be culturally appropriate, considering age and individual characteristics. It is necessary to establish a close connection between education and the spiritual life of society. The main requirement of education is the development of self-activity aimed at achieving a certain goal, which is the objective side of education. The main task of training is the development of mental strength and abilities [7]. Scientists-methodologists demanded to build training on the basis of considering the age stages of development of students, their psychological characteristics and the principle of sequence. It is necessary to strengthen the students' confidence in their memory by frequent repetition, which prevents forgetting. Students should not be overloaded обучающихсяwith training sessions in order to avoid overwork. Great importance was attached to the principle of visibility.

Visibility one of the conditions that ensures obtaining full-fledged knowledge is the development of their logical thinking. Therefore, much attention is paid to the comprehension, thoroughness and strength of students' assimilation of educational material. He developed a detailed methodology for repeating educational material (preventing forgetting, expanding and deepening educational material when repeating it, the role of repetition for better understanding of new material). Currently, a detailed methodology for the formation of general concepts and

concepts from visual single representations, as well as a method for developing thinking simultaneously with speech development, has been developed.

Activity is one of the most important conditions for education and training. Learning is an active, strong-willed process that teaches you the ability to overcome difficulties.

There are different points of view on the relationship between learning and development. In Russian psychology, the theory of learning is established, where the leading role was recognized for learning. The concept of “zones of proximal development" introduced by him reveals this theoretical position: the student, learning with the help of a teacher, begins to perform what he could not do independently before, i.e. mental development through training takes a step forward. According to L. S. Vygotsky, the opportunities and abilities that a student has at the time of learning -are the "zone of actual development".

Therefore, learning and development are in unity, and learning, being ahead of development, stimulates it, and at the same time itself relies on actual development. Therefore, training should focus on the future of development. Developmental training takes place in the zone of immediate development.

According to the technology of developing learning, the leading role in development belongs to learning: a change in the structure of learning entails a change in the mental appearance of the student.

Learning works by reflecting through the internal characteristics of the student, as a result of which each student under the influence of the same form of learning reaches its own stages of development.

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