THE EFFECT OF THE APPLICATION OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES ON THE DEVELOPMENT OF STUDENTS

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Abstract. The article contains analytical information about the definitions of pedagogical technology and innovative pedagogical technologies, interactive teaching methods and the impact of their use on the level of mastery, teaching methodology and the level of mastery of the content of educational activities of students when different methods are used.

Key words: pedagogical technology, innovation, methodology, interactive, educational activities, mastering

INTRODUCTION

The formation of market economy relations, the development of a democratic and legal state requires a broad universal outlook, retraining of personnel skills, and self-improvement in the spirit of the times. In this situation, what should be the role of lectures in educational institutions? Do traditional lectures meet the needs of our youth?

Currently, as opposed to lectures, video and film technology, television, multimedia tools, discussions and debates, conversations, conferences, roundtables, oral journals, role-playing games, and dozens of other interactive methods are used as teaching methods. A lecturing pedagogue conveys "live" knowledge to students, that is, he does not provide information or information on the subject, he acts as a scientist, an owner of his field, a promotional speaker, and an educator who fully feels the audience [1]. It should be said that the current modern information and communication tools cannot replace the lecture, the scientific and educational features of the science, the state of the audience, the psychological laws of cognition, the possibilities of processing the information heard by the audience, the listener's worldview, feelings and beliefs cannot be simultaneously taken into account by the possibilities of new information technologies. Nowadays, the function of giving information and transmission of the lecture is losing its effect. This is certainly related to the emergence of various sources of information with the help of information and communication tools. In this regard, the role of the methodological function of the lecture is also increasing with the increasing need for guiding and independent education [2]. Based on the above, it is important for the speaker to take the function of the speech as primary

when planning his speech, which determines the quality and effectiveness of the speech.

METHODS AND MATERIALS

Pedagogical observation, comparative analysis, generalization, pedagogical experiment-test, mathematical-statistical analysis, mental cards, expert survey of foresight, development of scenarios, future box, and Delphi methods were used in the research process.

RESEARCH RESULTS AND DISCUSSIONS

There are hundreds of definitions of educational technology (PT), including:

"PT is a project of the student personality formation process that can guarantee pedagogical success regardless of the teacher's skills" (V.P. Bespalko).

"PT is a new approach to the educational process, and it is an expression of social-engineering consciousness in pedagogy. It is a social phenomenon associated with making the pedagogical process a standard based on technical capabilities and human thinking, creating its optimal project" (B.L. Farberman).

"Incorporating the PT-comprehensive way of thinking into pedagogy, in other words, bringing the pedagogical process to a specific set"(T. Sakomoto).

Pedagogical technology is a set of pedagogic-psychological methods and techniques aimed at solving the issues of student education, upbringing, and personality development and implemented on the basis of a certain sequence. It develops and is updated depending on the innovations in the technical support of the educational process, student thinking, socio-economic relations in society, state policy in the field of education, the information space of society ("Internet"), the possibilities of using it, the spiritual world of the teacher and the students, and the level of material support. is an innovative project going forward (author's definition).

Pedagogical technology is an activity of educational and educational influence on a person for a predetermined purpose. However, it is permissible to distinguish pedagogical technology and teaching method (methodology).

Teaching method (methodology) is aimed at teaching a certain subject and applying the laws of educational work.

Nowadays, the use of innovative pedagogical technologies and modern technical means of teaching in educational institutions has a significant impact on the quality of personnel. It is known that one of the main factors determining the quality of personnel is the level of mastery of students in subjects. The level of mastery can be increased only by introducing innovative pedagogical technologies in the educational process [3].

If a student receives information only by hearing, he will absorb an average of 20% of the given information. Therefore, if the lecture is conducted only in the form of oral explanation of the topic (traditional), students will not remember 80%

of the information given in the lesson and immediately forget it. An average person can hear and understand up to 800 words per minute. However, students in the audience have a hearing ability 4 times faster than the teacher's speech. So, 75% of the time during the oral explanation, the student does not listen, he remains empty, if the teacher only explains orally, the student loses his attention. Therefore, conducting the lecture only in the form of reading or oral explanation is considered ineffective.

If a student reads the information once by himself, he will remember 25 percent of the information. Therefore, the effectiveness of the lecture will increase if, in addition to lecturing in front of the students, they are required to read the main points of the topic themselves during the lesson. For this, slides, key phrases, and handouts are needed, and during the lecture they are used with the provision of student activity.

If the given information is repeated twice, the student remembers 30% of the information. If you repeat the main, important points of the topic twice in the lecture, the acquisition will increase by 10% compared to reading only. The effectiveness of the lesson will increase if the repetition is done on the basis of slides, educational-visual materials, that is, the basic phrases are repeated twice and read by students.

If the student writes and reads, he will absorb up to 45% of the information. So, if the main phrases of the lecture are written down during the lecture, the mastery will increase twice. On average, a student can write up to 40 words per minute. However, if the goal is only to write quickly, the result will not be efficient enough. Therefore, when writing down the main phrases of the lecture, it is necessary to give the student time to concentrate and understand, that is, it is necessary to pause and express the phrases being written down slowly.

Most students absorb about 60% of information during discussion and debate, which means that the learning process is 3 times more effective than a regular lecture. If the above methods (verbal explanation, feedback, showing with the help of educational-visual materials, asking the student to read, writing down basic phrases) are introduced together in a lecture based on a certain related sequence, the educational effect will increase even more [4].

If the student compares the given information through his life experience, if the knowledge is conveyed through practice, if it is explained to the students that these materials are constantly needed in real life, if the conditions are created for students to express their active opinions by connecting the topic with real life, then it is possible to achieve up to 80 percent mastery of the information given on the topic by the students. A good pedagogue can pronounce up to 170 words per minute on average. An average student can read and understand up to 400 words per minute. This means that if the teacher presents the information in the form of slides or handouts before explaining, the students will read the material twice as fast before the teacher explains. When students have read a certain amount on their

own, they pay little attention to the speaker's explanations. Therefore, the best result is achieved if you first explain and then repeat the explanation through educational-visual materials.

Some pedagogues mean the use of modern educational and visual materials (simple, multimedia and animated slides, handouts, lecture texts, models of technical tools, models, etc.) and modern technical tools (computers, electronic boards, etc.) as interactive methods of teaching. , they understand such things as providing the lecture texts to the student in advance and ensuring that the student comes ready for the lesson. Of course, this is not the right idea.

Interactive methods of teaching mean a set of innovative pedagogical methods and a system of technical tools aimed at making the student an active participant in the learning process. In the interactive training, the student should listen, read, see, write down the given information, ask questions on the topic, freely express his opinion, complete practical tasks and build theoretical knowledge and practical skills on the topic by connecting it with his life experience [5].

Interactive teaching methods include discussion, group discussion or problem-listing, case study, analysis, discussion or debate, critical thinking, role-playing, working in small groups, brainstorming, clustering, fish skeleton, openwork. saw, FSMU, boomerang, scarab, cascade, Veer, pirbord, "T-scheme-technique", delphi, blitz-survey, "Why?" technologies, lecture-conference techniques, BBXB (I know, I want to know, I learned), conceptual table, insert table, etc. can be included.

CONCLUSION

It is known that if the lecture is only read in the traditional way, the audience can absorb up to 20% of this lecture. When educational visual materials are widely used in the lecture, the rate of mastering can reach 25-30%, if the basic phrases and concepts are written down in the lecture, the mastering can reach 45%, and in the interactive method, the mastering level can reach 80%. In conclusion, the organization of the educational process based on innovative pedagogical technologies based on modern information and communication technologies is one of the requirements of the current stage of the "National Personnel Training Program" and serves as one of the most important factors in increasing the quality and efficiency of education.

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