

ICT TOOLS AND INNOVATIVE APPROACH IN PEDAGOGICAL PROCESSES

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Abstract

The article also provides general information about pedagogical processes and opinions on the types of ICT tools. However, innovative approaches to pedagogical tools have also been analyzed using examples.

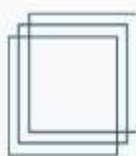
Keywords: pedagogical processes, ICT tools, innovative approaches, pedagogical tools, systematic approach, modern pedagogy.

I. Introduction

The science of modern pedagogy, along with the desire to study the ideas of the organization and management of pedagogical processes in a comprehensive, diverse perspective, develops guidelines for their application in educational practice. Today in pedagogical science it is impossible to imagine the effectiveness of pedagogical processes without the methodology of a systematic approach and the use of information and communication technologies. Such an innovative approach and the introduction of ICT tools will help to prevent accidents and contingencies in these processes. In the systematic approach, the whole set of processes of pedagogical importance, organized in educational institutions, is considered as a whole system, that is, as a complex pedagogical system that serves the external environment. This requires a holistic view of the content and nature of the connections and interdependencies of pedagogical processes.

II. Literature review

The study of the effectiveness of pedagogical processes is divided into several parts with specific features; the relationship between them and the characteristics of interdependence are identified, as each part has its own impact on the change of the whole system. The systematic approach to the study of the effectiveness of pedagogical processes includes the introduction of new technologies, i.e. integrated technologies and ICT tools, based on such concepts as integrity, generality, universality, differentiation. The apparatus of universal concepts, the high level of abstraction, the integrative features of the basic principles allow us to use a systematic approach as an effective way to study the concepts, thinking and worldview of the subjects in different areas. The whole set of knowledge, skills and competencies in the field of systemic approach is a set of requirements for professors and teachers in the planning, organization and management of student activities, as well as the most important factors in ensuring their



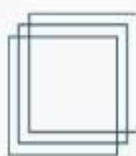
effectiveness. The basic concept of a systematic approach is "system", which is expressed in terms of communication, relationships, integration, integrity, and components. A set of interconnected, interacting components of a system forms a single object.

III. Analysis

The concept of "system" is widely used in pedagogy, for example, the system of education, the system of education, the system of forms and methods of organizing the educational process, and so on. The pedagogical system, which is one of the types of social system, consists of a set of various structurally and functionally related components that serve the purposes of education and upbringing of people and the younger generation, the organization and management of the educational process. Changing, reorganizing and adapting the pedagogical system depends on the direction in which one or more components interact. For example, ensuring the activity of the subjects of the pedagogical process, the development of scientific and methodological support for the organization and management of this process, improving the content of education, etc. There are different views on the system approach, which include:

1. Systematicity, integrity - a system of this form consists of interconnectedness and interconnection of components, interacting parts and joints, and their interaction ensures the implementation and development of functional tasks.
2. In the pedagogical system, one of the factors that make up the system is the goal, which requires methods and tools to achieve it. The movement of the system and its components in achieving the goal determines the nature of the system function.
3. The pedagogical system represents a set of components that make it up, and its change depends on internal contradictions.
4. Because the pedagogical system is open, it is connected to the external environment through many communications. The external environment and existing relationships affect the movement and development of the pedagogical system.
5. The inflow and outflow of information into the pedagogical system are the ways in which the components of the system interact with each other and with the system as a whole, as well as with the external environment of the system.

As the scientific basis for the organization and management of pedagogical processes in our country and abroad has its own deep historical roots, it is a process of development of a systematic approach. All the foundations of the scientific approach to the organization and management of pedagogical processes are based on the results of research on general, general, general technological, systemic approaches. Therefore, the researcher, scientist, leader or educator must apply the principles of a systematic approach, considering every event and event, each object and its activities as a system. The main task of pedagogical staff and leaders in the educational institution is to create the necessary conditions in the team to achieve positive results in the organization of pedagogical processes, to develop pedagogical processes as a whole system for the



preparation of competitive graduates. If we consider pedagogical processes as an interconnected system, their organization and management should also be systemic. The content and essence of a systematic approach to the analysis of the peculiarities of pedagogical processes can be summarized on the basis of the following principles:

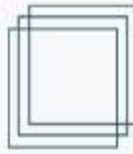
- Professors and students who are participants in the pedagogical process act as subjects of this process, i.e. the establishment of subject-subject relations in the pedagogical process;
- Purposefulness, consistency and interdependence of the subjects of the pedagogical process;
- Integrity - pedagogical processes are a set of interrelated and interrelated components;
- Integration - the unity of internal and external factors that serve the movement and development;
- Interdependence - the existence of pedagogical processes as a separate system and as a component of a holistic pedagogical system of higher order;
- Communicativeness - the ability of the pedagogical system to interact with the external environment and other systems.

IV. Discussion

The effectiveness of pedagogical processes, i.e. the effectiveness of educational processes, determines the level of compliance of personal development and training of subjects with the requirements of state educational standards. The versatility and complexity of the problems arising in the organization and management of pedagogical processes in the activities of the educational institution implies not only a qualitative change in the organization and management of pedagogical processes, but also the need to improve its content. The process of reforming an educational institution usually begins with local, individual, sectional, non-interrelated innovations in the creative and pedagogical activities of individual professors and teachers.

Reforms then cover industries, sectors, links, and parts. In the period when the reform process covers the whole object, i.e. the educational institution, all students, faculty, leaders will participate and have a new goal and structure, aimed at development, achieving positive results. There is a need and opportunity to create a type of educational institution. In such cases, the educational institution develops as a separate social organism, a social system.

The process of pre-established, existing capacity-based activities aimed at achieving the goals of educational institutions includes basic (educational) and auxiliary (providing and creating conditions). The development processes associated with these activities are aimed at achieving newer qualities, higher and more effective results on the basis of capacity building, enrichment and expansion, and increase its efficiency and ancillary processes or operational processes will need to be improved.



By receiving information about the failures of the operation and the non-compliance of the results with modern requirements, the system tries to solve the existing problems at the level of its potential on the basis of old methods. Tension relief is based on system reorganization. The pedagogical process as a whole develops on the basis of internal changes and the system of interactions is stabilized. Tasks to achieve the goal, the solution of various problems are carried out using modern methods, the results are adapted to modern requirements and the effectiveness of the pedagogical system is ensured.

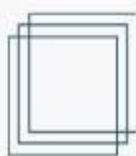
An educational culture is an important part of the pedagogical system, which includes approaches, traditions, practices, established procedures and norms to solve existing problems in educational institutions. It is important to harmonize the philosophy and culture of the educational institution (administrative, pedagogical, educational, spiritual). In order to effectively organize and manage the pedagogical process, the internal management of the educational institution, ie internal control, consisting of leaders and other members of the team, is established. The team of an educational institution is a complex system, the satisfactory organization of educational and labor activities, as well as formal and informal, horizontal and vertical, interpersonal and covers employment relationships and relationships.

The educational institution as a systemic object of management has the following characteristics:

- Direction of development based on the needs, opportunities, indicators of the educational institution and the criteria for assessing their abilities;
- Its potential, functional capabilities, individuality and culture;
- Integrated pedagogical system of the educational institution;
- Opportunities to provide scientific and methodological products and ICT tools;
- Internal capabilities and relationships with the external environment;
- Development of pedagogical and educational community, as well as the internal management system of the educational institution and its development.

In designing the organization and management of pedagogical processes, taking into account the importance of the influence of the components that contribute to the development of an integrated pedagogical process and the improvement of its unique model as a systemic object, as well as greater influence on the development of pedagogical processes It is necessary to give preference to the replacement of some parts and joints of the indicator.

Changing the general model of pedagogical processes should be based on the capabilities, basic concepts and beliefs of teachers and students, because the updated model can meet the changing educational and spiritual needs of students at the level of modern requirements, at a high level. It is necessary to use the experience of professors and teachers with the skills and qualifications and to create important conditions for



the development of their scientific and creative potential, as well as the organization and management of pedagogical processes. The basic principles should be considered:

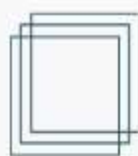
- The success of their development depends on the ability of the subjects, the ability of teachers to see and not miss opportunities, when the ways of effective development of pedagogical processes are determined randomly and tentatively;
- The need to ensure and coordinate the pace of development of all its components, the integration of relationships and activities of the subjects for the successful development of pedagogical processes as a systemic object;
- Success in the development of pedagogical processes depends on the ability of professors to see the future and anticipate development opportunities based on existing factors;
- The impossibility of forcibly determining the direction of development of pedagogical processes without identifying the needs and opportunities for the development of complex pedagogical processes, the abilities and initial concepts of the subjects;
- Lack of opportunity to ensure the effectiveness of pedagogical processes based on strong, mandatory and comprehensive methods of influence;
- A well-defined (local) interaction on the constituent parts and links should serve as a basis for achieving good results in the effective development of pedagogical processes.

V. Conclusion

In pedagogical processes, the reflexive approach plays an important role in coordinating the activities of subjects as an important mechanism for their independent and effective thinking. Separate organization of the processes of explaining the concepts studied in the context of a broad system in the process of reflexive approach (assessment of emerging situations and behaviors of subjects, identification of methods and directions for effective performance of tasks), self-analysis of subjects, it creates the conditions for them to actively think about their concepts and actions.

An individual-activity approach is also necessary in the organization and management of pedagogical processes, as a way to ensure the activity of the subjects in the pedagogical process and motivate the subjects to perform specific tasks.

In the person-activity approach, the components of the person and the activity are studied in close connection with each other, because in the pedagogical processes organized on the basis of this approach, students act as subjects, and in turn, the development of the student as a subject is determined by the development of independent, free, critical, analytical and effective thinking.



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