

INNOVATIVE METHODS - A NEW STYLE OF ORGANIZATION OF EDUCATIONAL AND COGNITIVE ACTIVITY OF STUDENTS

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Abstract

The traditional education system is somewhat behind the needs of society. The concept of modern education has determined the goal of a teacher's professional activity - to form students' ability for successful socialization in society, active adaptation in the labor market. The consequence of this is the development of innovative technologies in education. Innovative methods are characterized by a new style of organization of educational and cognitive activity of students. Innovations in education are innovations, innovations in the content of education, in the forms and methods of teaching, in the relationship "teacher - student", the use of information technology in education, the introduction of new equipment, in the organization of the educational process, its management, etc.

Keywords and phrases: strength, depth, efficiency, flexibility, efficiency, assessment, volume, level, quality, knowledge assimilation.

INTRODUCTION

Modern teachers recognize that in the development of creative abilities, intellectual activity, the technology of problem-based learning presents the maximum opportunities. N.A. Menchinskaya, P.Y. Galperin, N.F. Talyzina, T.V. Kudryavtsev, Yu.K. Babansky, I.Ya. Lerner, M.I. Makhmutov, A.M. Matyushkin, I.S. Yakimanska, A.K. Mynbaeva, Z.M. Sadvakasova. In general, we can talk about two groups of strategies: those that directly affect learning and those that promote learning. Among the first can be attributed [1]:

- ✓ cognitive strategies that are used by students to comprehend the material,
- ✓ memorization strategies - to keep it in memory,
- ✓ compensatory strategies - help to cope with the difficulties that arise in the process of communication.
- ✓ Among the second - strategies related to the creation of conditions for learning and contributing to overcoming psychological difficulties in mastering the language.

In recent decades, in connection with the development of modern educational technologies, audio and video recordings, computer programs, and distance learning have become widely introduced into the educational process. Information technologies enrich the educational process in many areas of knowledge, in a variety of learning conditions and at all levels. This

fully applies to the teaching of foreign languages, especially abroad, where direct contact with the language being studied is limited.

Within the framework of this technology, the student really becomes an active subject of the educational process, independently owning knowledge and solving cognitive problems. The purpose of such techniques is to activate, optimize, intensify the process of cognition. Innovative learning implies the mandatory inclusion of students in activities, collective forms of work, and the exchange of opinions.

Features of innovative learning are [2]:

- ✓ work ahead of the curve, anticipation of development;
- ✓ openness to the future;
- ✓ focus on personality, its development;
- ✓ obligatory presence of elements of creativity;
- ✓ partnership type of relationship: cooperation, co-creation, mutual assistance, etc.

Innovations in education are innovations, innovations in the content of education, in the forms and methods of teaching, in the relationship "teacher - student", the use of information technology in education, the introduction of new equipment, in the organization of the educational process, its management, etc.

Innovative technologies make it possible to realize one of the main goals of teaching - to give an opportunity to move from studying the subject as a system-structural education to studying it as a means of communication and thinking, and to transfer educational and cognitive activity to a productive and creative level. Different levels of knowledge assimilation are determined by its quality, which means certain symbols, characteristics of the acquired knowledge, skills and abilities. For example, (strength, depth, efficiency, flexibility, efficiency, etc.) in addition; the assessment reflects not only the volume and level, but also the quality of knowledge assimilation [4].

In the lesson, promising methodological techniques should be used to develop the creative abilities of students: clusters, insert (with independent study of theoretical material), filling in tables, a two-part diary, reading with stops, joint search, cross discussion, round table; apply elements of TRIZ (technologies for solving inventive problems): "Surprise!" (when getting acquainted with the biography of the writer), "Catch the mistake!"; classical lecture teaching, teaching with the help of audiovisual technical means, tests, project method (classes in "Literary Local History") [3].

The use of project technology: will increase and deepen the interest of children; will develop the creative abilities of students through the formation of competence in the field of independent cognitive activity, familiarization with reading, development of curiosity, broadening their horizons), critical thinking;

will help students acquire the skills to work with a large amount of information, research skills (to see the problem and outline ways to solve it), communication skills (work in groups).

Interaction with the group in and out of the classroom, ensuring the cooperation of students in the classroom, the humanities teacher is obliged to create an atmosphere of trust, mutual

respect between the teacher and students, to involve students in active independent activity. At the lessons - tests, it is possible to carry out group work, which contributes to the education of collectivism, conditions are created for the disclosure and manifestation of the individual characteristics of students. In addition, at such a lesson, an atmosphere of student-student cooperation is created, and the participation of consultants and assistants at the verification stage ensures cooperation between the teacher and students. This is due not to linguistic reasons, but to external (extra-linguistic) ones: the closest contact of a person with the environment, with its representatives from the animal world, determines the semantic content of precisely those words that nominate the varieties closest to a person [3].

To develop interest in historical, etymological references should be included in the lesson, which may interest children, to conduct game forms of work: "Make a word", "Third extra", "Translator", "Erudite", "Collect a proverb", "Line", "Changeling", "Web of words", etc., use creative experiments, project method, non-standard lessons, competitions, olympiads.

In the modern (–information) society, one of the rapidly developing methods and of great interest to students is the use of Internet resources as an innovative approach to learning.

The idea of using the Internet in education is not new. Since the beginning of the 1990s, national and international computer networks have been widely used for educational purposes within the framework of various educational approaches. Both students and teachers were able to exchange information in a mode that does not depend on time and place. New digital technologies have freed the human mind for more creative tasks, which contributes to the development of the individual. This allows students to creatively interact with both classmates and the teacher [4].

The Internet can be considered as a "means of production", including in the educational process. It is used both as an inexhaustible source of information and as a new communicative environment in which one can organize educational work in a new way.

- ✓ The teacher, using the Internet, can update the material of their own textbooks;
- ✓ find additional information;
- ✓ self-control;
- ✓ materials;
- ✓ place educational information;
- ✓ to develop interactive training to apply various forms of control and organize feedback;
- ✓ to carry out contacts between different members of the group; work with hypertexts, audio and video files and blogs.
- ✓ Given the psychological characteristics of students,
- ✓ Those experiencing a certain stress can be offered to build the process of studying and mastering phraseology under the motto "Learning through entertainment."

Speaking about the shortcomings of working with the use of the Internet, researchers mention the isolation of educational materials on themselves (the inability to enter a live network) as the main one. This shortcoming can be overcome by directing students to specific segments of the Internet related to the topics being studied.

An innovative approach to learning allows you to organize the learning process in such a way that the student is both happy and beneficial, without turning into just fun or a game. And, perhaps, it is at such a lesson, as Cicero said, that “the eyes of the listener will light up against the eyes of the speaker.” Even Alexander Adamsky [3] argued that: "Only a naive or deluded person can believe that innovative pedagogy is a universal replacement for traditional teaching methods." This problem can be solved in the following way. It is necessary that traditional and innovative teaching methods be in constant relationship and complement each other. These two concepts must exist on the same level.

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