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USE OF INNOVATIVE TECHNOLOGIES AND TEACHING METHODS IN VOCATIONAL EDUCATION

Annotation: *This article considers important aspects of the introduction of innovative technologies in the education system.*

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Education is one of the most important areas of human activity, which determines the factor of human development. This makes it necessary to introduce the latest technologies into educational practice, which include training, education, the formation of scientific work skills and the management of the education system.

The problem of the development of new teaching technologies lies in the development and implementation of fundamentally new approaches to their organization. Many modern teaching technologies are based on the principles of optimization. They are aimed at improving and promising development. Highly effective technical means make it possible to create an interactive information and communication environment and use both traditional and innovative pedagogical teaching technologies.

The innovative nature of education is becoming the most important tool in its competition with other social institutions for influence on the younger generation.

Unfortunately, education is no longer playing a leading role in the socialization of this generation. Mass media and communications, mass culture, advertising are turning into active producers of patterns and models of behavior in the youth environment.

At the present stage of the development of society, the social need for creative thinking outside the box has grown more than ever. The need for creative activity of a specialist and developed technical thinking, in the ability to design, evaluate, rationalize equipment and technology is growing rapidly. In many ways, the solution to these problems depends on the content and training technology of future specialists.

Modern technologies in education are considered as a means by which a new educational paradigm can be implemented.

Trends in the development of educational technologies are directly related to the humanization of education, which contributes to the actualization and self-realization of the individual. The term “educational technology” is more capacious than “teaching technology,” because it also implies an educational aspect related to the formation and development of personal qualities of students.

New educational technologies accompany the results of significant scientific research. So, the development of cybernetics and computer technology has led to the development of programmed learning; the results of studies on the patterns of development of human thinking led to the development of problem-based learning; The activity approach arose on the basis of studies by psychologists and philosophers in the field of human activity.

Learning technology means a specific learning method in which the main load for the implementation of a function is performed by a learning tool under the control of a person. In teaching technology, the leading role is given to teaching aids: the teacher does not educate students, but performs the functions of stimulating and coordinating their activities, as well as the management function of the teaching tool. The pedagogical skill of the teacher is to select the right content, apply the best teaching methods and means in accordance with the program and the assigned pedagogical tasks.

New requirements of society to the level of education and personal development, lead to the need to change educational technologies. Today, technologies are productive

that allow you to organize the educational process taking into account the professional orientation of training, as well as focusing on the student's personality, his interests, inclinations and abilities.

To increase the effectiveness of vocational education, no matter what teaching methods are used, it is important to create such psychological and pedagogical conditions in which a student can take an active personal position and fully express himself as a subject of educational activity. The didactic principle of personality activity in training and professional self-determination determines the system of requirements for the student's educational activity and the teacher's pedagogical activity in a single educational process. This system includes external and internal factors, needs and motives. The ratio of these characteristics determines the choice of the upbringing content, specific forms and methods of training, the conditions for organizing the entire process of formation of an active creative personality.

After all, it all depends on how the teacher uses one method or another. Universally effective or ineffective methods do not exist.

All teaching methods have their strengths and weaknesses, and therefore, depending on the goals, conditions, available time, it is necessary to combine them optimally. That is why it is more accurate to say more correctly: "The learning process can be active (where the learner participates as the subject of his own learning) or passive (where the learner plays only the role of the object of someone's influence). The quality of education consists of the quality of training and the quality of education. The quality of training can only be achieved by ensuring the effectiveness of each level of training. That is, the entire learning process is built according to the scheme: perceive - comprehend - remember to apply - to check. To achieve the quality of training, it is necessary to go through all these stages of cognitive activity. The use of various forms and methods in the learning process improves the quality of training.

The main forms and methods of training that contribute to improving the quality of training are role-playing games, business games, conferences, disputes, dialogs, problem-based learning. In addition, independent work, abstract defense, individual work, creative essays, reports, messages, testing, programmed control, research work

and others. All of these training technologies contribute to solving the problem of quality of education.

To achieve effectiveness from the use of teaching methods, it is necessary to draw up a psychological portrait of the group and find out which methods can be applied and which cannot. Based on this, conditionally methods can be divided into groups.

It is known that in groups with a predominance of students who are unprepared for independent work, it is impossible to immediately give material for independent study (if this is not possible to avoid) the teacher must carefully develop the task, taking into account the group, their level of preparation, clearly formulate questions, draw up guidelines, indicate literature. And here one cannot neglect the two principles of didactics: feasibility and training at a high level of difficulty.

The emotional state of a student to a large extent determines mental and physical performance. The high emotional tone of the audience and its inclusion in the educational process ensures the realization of the disclosure of the student's personality reserves. If there is no psychological comfort in the classroom, then other incentives for educational cognitive activity are paralyzed. The main value of the relationship between the teacher and students is their cooperation, which involves a joint search, a joint analysis of successes and miscalculations. In this case, the student turns into an initiative partner.

The psychological approach to the organization of the learning process and the choice of its methods allows not only to increase academic performance, but also to avoid stressful situations.

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