European Scholar Journal (ESJ)
Available Online at: https://www.scholarzest.com
Vol. 2 No. 3, March 2021,
ISSN: 2660-5562

IMPLEMENTATION OF NEW INNOVATIVE TECHNOLOGIES IN THE CLASSES OF THE PRIMARY TRAINING PROCESS (CASE TECHNOLOGY)

KOBILOV NOZIMZHON MINGBOYEVICH
Lecturer at the Faculty of Military Education, Tashkent State Pedagogical University named after Nizami.
Tel. +99890 1264175.el. mailing address: nozimjonqobilov7@gmail.com

Article history:

Received: 26th January 2021
Accepted: 11th February 2021
Published: 5th March 2021

Abstract:

The organization of the educational process using new teaching technologies at all levels of education has become a difficult task today. The emergence of technologies, conceptsinnovations that began to emerge in the early twentieth century ushered in a new intellectual era in the process of globalization. The use of new innovative interactive methods in the armed forces, especially during pre-war training, is yielding positive results.

Keywords: Pedagogical technologies, innovations, interactive methods, case technologies, case studies.

We have witnessed very important and noticeable changes and progress during the period of independence of independent Uzbekistan. MWe see this not only in the field of economics and politics, but also in the field of culture, education, education and science, especially in sports, which is the main link in the social sphere. The strategy of actions in five priority areas of development of the Republic of Uzbekistan for 2017-2021, approved at the initiative of President Shavkat Mirziyoyev and serving as a roadmap for the development of modern Uzbekistan, has a comprehensive impact on all sectors. Pedagogical innovation(innovation) is a purposeful change that introduces elements of sustainable innovation into the activities of an educational institution and effectively affects its development and functioning.

Innovative pedagogical technologies are a combination of modern teaching methods and techniques aimed at teaching students (listeners) a certain subject (subject) in the educational process and the formation of their personality, the technology is widely used. Below are the guidelines for developing and planning technology case studies. 1. Technology for solving cases by students. 2. The content of the teacher's work on the implementation of case technology and procedural structure. 3. Mainstage: implementation of case technologies. 4. Case study - expert assessment of technology. Students are also encouraged to study the technology of case solving first. Stages of solving the case by students: World experience shows that if the technology for solving student cases consists of two technological steps, they can be more effective in achieving educational goals. The first step is to individually work on the case (outside the classroom). The second step is to work with the case as a team (in the class). The first step is to organize an individual case to resolve the case. The student should be able to independently review the case materials, study, interpret and justify the presented situation, distinguish between the problem and the underlying confusion, choose methods of research and analysis of the situation, and analyze this practical situation. He then identifies and justifies methods and tools for solving the problem, and develops measures to implement the proposed solution.

The second step is to work on this case as a team. Students work in small groups on a case. Coordinates the different perspectives of team members on the situation, key problems and solutions. Discuss and evaluate the proposed solutions. They choose the most appropriate option for the situation from the point of view of the problem, develop a detailed step-by-step program for the implementation of the chosen course of action leading to the resolution of the problem situation, prepare for the presentation and formalizestated material. The case design technology depends on the sequence of the teacher's actions: based on the work program, the form, type and time of training (seminar / practice) are determined. Determines the purpose of the lesson, the expected results of the lesson and pedagogical assignments. Selects the optimal training model (a set of optimal methods, forms and training tools that ensure the implementation of the set goal and the achievement of predictable learning outcomes in a timely manner andunder certain conditions). Keys - Design Technology (continued). Develops a training flowchart based on training time, case size and selected training model. Determines the conditions necessary for the implementation of the model: study time, the likely number of students in the class; identifies methods and means of feedback to support monitoring, including the ability of the audience to organize learning in groups, the use of TTV and computer technology. Definesmethods and means of intermediate and final assessment of educational achievements, tabulates the results of project activities. When planning teaching technology, the teacher plans the teaching technology based on the chosen teaching model and the proposed structure of the teaching process. The planning of educational

technologies in the classroom can be performed in the form of a technological map. Learning Technology Map applications include: Questions to update student knowledge; Recommendations thatm students must follow in the learning process (for example, the rules of brainstorming); Figures, tables and other visual aids used by the teacher in the educational process; Additional discussion points, etc. There is no size limit to the material provided at this site. But they should be capacious, well-structured and graphically formalized to prepare students for the process of solving the keys, students' assimilation of educational information on the issues discussed in the keys,is one of the factors that determine the effectiveness of training in the analysis and solution of a practical situation. Therefore, work with keys is carried out at the end of the academic subject or during its study. It all depends on the type of keys, including its goals and terms of work. The preparation of teaching materials in the process of preparing for an educational lesson, it is desirable to develop and offer it to students: teaching materials, including a brief description of theoretical information in the form of pictures, tables, structured expressions, in order to bring students' knowledge into a strict logical system, analysis of the results.

Instruction "Methods for assessing and choosing a priority idea for solving a problem" assessment matrix. In addition to simple preparation for the lesson, the teacher conducting the practical practice of training teachers does the following: carefully analyzes the situation, analyzes the problem situation and several models that can be offered to students for its solution prepares, develops indicators and criteria for assessing the options offered by students to solve the situation, prepares its own decisionProblems. At the main stage, we will consider the implementation of case technologies: a) Introduction to the lesson b) The consistency of the teacher's actions: - The teacher announces the topic and purpose of the lesson; - publishes a list of expected educational achievements of students; - introduces the order and features of training; - publishes indicators and criteria for assessing learning outcomes; - Explains the role of the case and its impact on the development of professional knowledge and skills in order to develop students' interest in future educationalth activity. The main stage of training is the sequence of the teacher's actions: the work begins with updating the students' knowledge of the course, and this work is carried out in the form of a blitz questionnaire or a question-answer. When the students begin to organize their work with the case in the classroom, the teacher can read passages from the literature on the topic of the case, demonstrate the enterprise - the object of the practical situation - their products - to arouse interest in the task of the exercise. this is a special wayadding ideas. The main stage of training depends on the case and subsequent work: the time allotted in accordance with the work plan, the size of the case and its goals, the chosen educational model, training is determined by the planned educational technology according to the projected technological scheme of the country. The main stage of training (continued) Here are several options for the technological scheme of training at this stage: Option 1 1. Case organizes individual work with cases. 2. Organizes jointwork with keys: invites students to brainstorm - creating solutions to solve the problems presented in the case. Option 2 1. Organizes individual work with cases. In this regard:

1.1. Diagram / instructions for analysis and problem solving explains 1.2. Assignment: Acquaintance with the keys. Study the situation. Identify and explain problems and sub-tasks. The choice of research and analysis methods. Diagnose and analyze the situation. Define and justify methods and tools for solving the problem. Develop measures to resolve the proposed problem situation. 2. The team organizes a team discussion aimed at analyzing and resolving the problem situation and developingrecommendations for action in such a practical situation. Option 3 1. Organizes individual work with Keys outside the lessons. in this regard: 1.1. Recommendations for the analysis and resolution of practical situations explains. 1.2. Provides each student with a case and tasks: - acquaintance with the case; - study the situation; separation of problem and sub-problem problems; choice of research and analysis methods; - diagnostics and analysis of the situation; identify and justify methods and tools forI solve the problem; - development of measures to implement the proposed problem situation; - Draw up the results of work with the case in writing. 1.3. Rules (requirements) for the performance of written work and criteria for its assessment Introduces 2. Conducts classroom work with Keys: 2.1. Organizes work in small groups to solve the case: Divide the students into small groups, introduce (remind) the rules for working in small groups, a note from the participant in the discussion; explains the principles of group work foranalysis and resolution of practical situations; introduces the methodology for assessing and choosing a priority idea for solving a problem, suggests starting a discussion of various views of group members about the situation, the problem and its solutions. In short, the use of new innovative approaches and interactive forms of learning improves the quality of learning, the subject of experience, individual pedagogical skills, knowledge and skills of the subject using technology. They develop new perspectives and characteristics.and statistical, logical, intellectual worldview and observation.

LITERATURE:

1. National Encyclopedia of the State Scientific Publishing House of Uzbekistan. Tashkent. 2002.169 s.
2. Pedagogical excellence. Toolkit. TDPU.T., 200
3. Mavlonova R. and others. Pedagogy T.: Teacher. 2010
4. Ishmukhamedov R. Yuldashev M. Innovative pedagogical technologies in education‖ T.: Nihol. 2013.
5. Moldadzhanova A.A. On the implementation of the program "Professional culture of university teachers" in the system of training qualifiedteachers of universities // Bulletin of the Tomsk State University. - 2006. - No. 292-I / - C / 207 - 210
6. Krasinskaya L.F. The technology of variable-modular advanced training of teachers based on the competence of the approach // World of Science, Culture, Education. - 2011. - No. 1. S. 116 - 119.

7. Gure L.I. Modern teaching tools in the process of improving the qualifications of university teachers // Educational technologies and society. - 2009. - No. 1. S. 324 - 327.
8. Zakharova O.A. Authorized traininge centers in the system of advanced training of university teachers // Vector Science TSU. - 2010. No. 4. - S. 354-356.