

FEATURES AND POSSIBILITIES OF MODERN PEDAGOGY

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Abstract: *The modern development of society is based on quality education and advanced science. The opportunity for students to receive information about the latest achievements through the Internet and other global communication technologies has changed the role of the teacher as the main source of knowledge. The goal of modern pedagogy is the formation of a comprehensively and harmoniously developed personality, capable of independently solving the tasks set, which is realized by the teacher by organizing a variety of student activities. A combination of traditional teaching methods and the achievements of creative and competency-based pedagogy, as well as student-centered and multicultural approaches. This takes into account the specifics of each academic discipline and its topics, as well as the methodological features of the introduced innovation.*

Key words: *pedagogy, creative pedagogy, competence-based pedagogy, innovations, interactive methods, interactive-integrative activity.*

Introduction

Sustainable development of society is possible only on the basis of knowledge and education. For several decades now, modern trends in the development of the humanities have been directed towards a shift towards a personality-oriented emphasis, which could not but affect such a science as pedagogy. For a long time it was believed that the main and only function of pedagogy concerns only the transmission of cultural tradition from generation to generation. Today we can safely say that the fundamental categories in pedagogy are changing their meaning, acquiring new shades: pedagogy (upbringing, education) is no longer considered only as an external factor influencing the individual, is not reduced to simple actions aimed at shaping knowledge, skills, abilities from a person to a person. Today, any person who experiences the influence of education, upbringing, and training, the system of which is one of the mechanisms for the development of society, is faced with pedagogy.

High-quality training of a specialist depends on the qualifications of teachers in universities, on the state of their material and technical base and the presence of a connection with the labor market. A decent education can only be provided by universities with a strong staff of teachers, a modern material and technical base, and effective links with the labor market.

In the recent past, the teacher was almost the main source of knowledge for students, but today the situation is completely different. Now every student has the opportunity to receive information about the latest achievements from any field of science through the Internet and other global communication technologies. The teacher should teach students how to search for and receive information on their subject, how to single out the main thing,

weed out the secondary. This role of a teacher is very difficult, requiring knowledge not only of their subject, but also a complete reorientation of the dominant educational paradigm with a predominant transmission of knowledge, the formation of skills to create conditions for mastering a set of competencies, meaning potential, the ability of a graduate to survive and sustainable life in the conditions of modern multifactorial social - political, market-economic, information and communication saturated space. He draws attention to the result of education, and the result is not the amount of learned information, but the ability of a person to act in various situations, which is especially valuable at the present stage of development of society.

The subject of pedagogy is the study and establishment of patterns of emergence, establishment and development of a system of relations in the educational process. It has a close relationship with the human sciences, performing a methodological function, pedagogy is an applied science necessary for selecting information from other sciences and is important for solving a specific problem of training or education.

The main goal of modern pedagogy is the formation of a comprehensively and harmoniously developed personality, which in the end would be able to build its own life. Such a person is guided in his actions by spiritual and social values at the level of modern culture. He has scientific views on the world around him, his natural inclinations and abilities are developed, he is physically healthy and works for the benefit of society.

The teacher in the modern educational system solves these problems in the process of organizing a variety of students' activities. To do this, they use the achievements of creative, competence-based pedagogy and personality-oriented, multicultural approaches in a reasonable combination with traditional methods. All these types of pedagogy and its approaches adequately coexist in modern pedagogy.

Creative Pedagogy

Creative Pedagogy is the science and art of creative learning, or, in other words, the knowledge and study of how to form (develop) creativity and a creative personality, as well as the ability and art to apply this knowledge, that is, to do it creatively in any subject of study, whether it is mathematics, physics, languages, molecular biology or genetics.

The next natural step after the creation of creative pedagogy was to test the possibility of transferring the theory and practice of creative education to other teachers.

Creative approach means:

- problem-target statement of the problem, and not object;
- the choice or development of a solution methodology, and not its assignment;
- the need to search for an analogue of the solution, and not its existence;
- the realization that there is only the probability of a successful decision, and the result is not predetermined and not known.

As a result of a creative approach, the nature of the actions of both the teacher and the student changes, which leads to the formation of a culture of dialogue. The student is focused on independent search, and not on memorization and reproduction. Education using this technology ceases to be only a learning activity that takes place in special educational institutions, but becomes an obligatory process in any activity that takes place throughout the life of an individual.

Creative education regulates and disciplines the actions of the student and requires additional efforts for persistent and systematic studies than with traditional education. The interest of students in learning is more effective than "need to study" or any other motivation. Education, built on an activity approach based on solving creative problems, actively develops the creative potential of students.

However, in order to effectively solve the problem, the development of students' creative abilities requires the transformation of approaches to the scientific, methodological and information support of the educational process, and new pedagogical technologies. In solving these problems, a significant role is played by the widespread use of new information technologies: information and communication technologies (IT methods), electronic educational and methodological complexes, electronic journals, an electronic portfolio of a teacher and a student, the presentation of educational material on a computer for remote support of students' activities, organization media libraries, i.e. places in an educational institution where books and newspapers, magazines and videos, illustrations and music discs, posters, slides and computer programs, information on electronic media are brought together.

The implementation of the modern educational paradigm is possible only if there is a teacher with a creative level of culture, who knows the basics of the theory and methodology of vocational education. The purpose of the professional activity of such a teacher is the education of a self-developing personality of a student in the conditions of empathic communication between the teacher and the student.

The new model of education requires a slightly different system of abilities from the teacher, not traditional subject-specific abilities, but a general culture and creative approach. The teacher ceases to be a subject teacher, but becomes a generalist teacher, a generalist teacher, a consultant teacher (tutor), a research teacher who not only methodically competently translates the material of the subject, but is the author of his own programs and methods. The teacher should form his own philosophical and pedagogical position within the framework of the requirements of the modern paradigm of education.

Competence-oriented pedagogy

Competence in translation from the Latin "competentia" means a range of issues in which a person is well-informed, has knowledge and experience. A competent person in a certain area has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it. Competencies have been used in teaching methods for individual subjects for a long time, but in recent years the concept of "competence" has found general didactic and methodological application in the educational space. This is due to its system-practical functions and integration meta-subject (inter-subject) role in education.

Person-centered approach. The student-centered approach in higher education recognizes the student as the main acting figure in the entire educational process, and this is the basis for creating a condition for the success of each student.

The key idea of the humanistic paradigm of student-centered pedagogy is the following provisions:

- the priority of the interests of the student in comparison with the interests of the state, society, various social groups and other students;

– the obligation of an individual approach to the student, taking into account his personal characteristics and properties, which involves purposeful work on the pedagogical design of various educational and educational trajectories;

- the need and possibility of the full development of his inclinations and abilities, the focus of the system of education and upbringing on their actualization, on self-realization of the individual;

- orientation to all-round assistance in the development of all his diverse interests, to his social and pedagogical support, to the creation around him of a developing socio-cultural environment and a humane psychological atmosphere.

Multicultural education⁷⁶ is aimed at the formation of a personality capable of active and effective life in a multicultural society. The main goal of multicultural education is the formation of specialists who are ready for cooperation, tolerance for other people's opinions, able to conduct a dialogue, seek and find meaningful compromises, striving for mutual understanding and non-conflict coexistence with representatives of different cultures⁷⁷.

Conclusion

However, it is necessary to emphasize the danger of blindly following “fashionable” teaching methods and the need for advanced scientific research before the widespread use of innovative methods to select the most effective methods and conduct pedagogical measurements to evaluate their effectiveness.

Summing up the above, I would like to emphasize that the introduction of interactive methods must be approached taking into account the specifics of each academic discipline and its topics, as well as taking into account the methodological features of the introduced innovation

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