

## **IMPROVEMENT OF THE SYSTEM OF TEACHING IN INNOVATIVE SCHOOLS**

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### **Abstract:**

Today, great importance is attached to the development of knowledge of which developed countries of the world do not receive, in the field of education, especially a foreign language from school age, in addition to mathematics. In our country, great attention is paid to the presence of eleven more years of Secondary Education and the establishment of Educational Centers for the purpose of vocational guidance in it, as well as the artistic and aesthetic education of young people studying in academic lyceums, vocational colleges, higher education institutions.

**Keywords:** Innovation school, developmental education, spirituality, intensive, information, concept, complex diagnostics, integrated course.

## **СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ ОБУЧЕНИЯ В ИННОВАЦИОННЫХ ШКОЛАХ**

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### **Аннотация:**

Не возьмем сегодня ни одну из развитых стран мира, в сфере образования, особенно начиная со школьного возраста, большое значение придается развитию знаний по иностранному языку, а также математике. Большое внимание уделяется художественно–эстетическому воспитанию молодежи, обучающейся в академических лицеях, профессиональных колледжах, высших учебных заведениях.

**Ключевые слова:** Инновационная школа, Развивающее образование, духовность, интенсивная, информационная, концептуальная, комплексная диагностика, интегрированный курс.

**INNOVATSION MAKTABLARDA O‘QITISH TIZIMINI TAKOMILLASHTIRISH**

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**Annotasiya:**

Bugungi kunda jahonning qaysi bir rivojlangan mamlakatlarini olmaylik, ta'lim sohasida, ayniqsa, maktab yoshidan boshlab chet tili, bundan tashqari matematika fani bilimlarini rivojlantirishga katta ahamiyat berib kelinmoqda. Mamlakatimizda o'rta ta'limning yana o'n bir yillik bo'lishi va unda kasbga yo'naltirish maqsadida o'quv markazlarining tashkil etilishi, shuningdek, akademik litsey, kasb-hunar kollejlari, oliy ta'lim muassasalarida tahsil olayotgan yoshlarning badiiy va estetik tarbiyasiga katta e'tibor berilmoqda.

**Kalit so'zlar:** Innovatsion maktab, rivojlantiruvchi ta'lim, ma'naviyat, intensiv, axborot, konsepsiya, kompleks diagnostika, integratsiyalashgan kurs.

**Introduction**

Implementation of new approaches to the effective organization and development of schools activities, scientific pedagogical aspects, mechanism of conducting quality activities are being developed. The goal as a result of the reform of the educational system is to prepare the future generation of specialists who are devoted to the motherland, independent thinkers, quickly adapt to any conditions, able to make the right decisions. It is known that the culture, wealth of the country is measured by the criteria for the extent to which the family is engaged in the upbringing of children. Therefore, the parent institute is important in the school. Parents are constant participants in school life. The student participates in educational activities in three situations: a sluggish (passive) situation-a listener who explains the teacher's comments, an executor of his instructions, an executor of his demands and assignments [1]. In this case, education is organized for the thinking of students. Education is conducted both for memory and for contemplation. Depending on the participation of the student in various situations in the educational process, several ways of mastering educational materials and their associated models are distinguished.

The first way is to study knowledge ready-made. In the process, the teacher's speech becomes the main source of Education. In didactic literature, education in this way is referred to as " explanatory-Visual Education [2]. The model of the process of ready-made knowledge learning will look like this: to prepare children for the study of information, to state information, to strengthen information by applying it to various educational conditions. This path of education is the most ancient, it is organized in memory of students.

The next way of education is to work independently on the book. This path is also dedicated to the memory of the students, at the center of which lies the interaction of the student and the textbook. Education along the way is organized on the basis of the following model: teacher's instructions, independent study, application of remembered knowledge to various conditions. In current pedagogical practice, there is also a tendency to combine these two models [3].

The third path of education is also memory-oriented, in which sources of education are exchanged. This model of Education has the following appearance: preparation of children for receiving new information; teacher explanation; teacher instructions, reading the said paragraphs of the textbook; application of the knowledge learned from the teacher's speech and textbook to the given educational conditions.

The leading role in the education of spirituality and decency in the school belongs to the teacher-psychologist-coordinator, the main focus of which is on the individual, the class team creates favorable conditions for the formation of his development, upbringing, spirituality.

### **Methods (research methods)**

At the world level, the tasks of improving the acquisition of knowledge, skills, qualifications of students in secondary schools, developing mathematical abilities, improving the quality of Education, humanizing it, ensuring the goals of continuity and continuity, developing and socializing, increasing their creativity are leading. In particular, in the effective organization of the process of training of future pedagogical personnel, research work is being carried out on the cultivation of the mathematical abilities of those educated in leading educational institutions in the conditions of the innovative educational environment. From the above points, we say that today's school is not yesterday's school. During the quarter century of independence, a completely different system of schools was formed in US, first of all, which created its own educational model, and, moreover, set the template from the most advanced pedagogical experiences of the world. In this process, innovative technologies are boldly entering education, among all areas. The state program provides for the construction of buildings of new secondary schools, the reconstruction and repair of existing buildings of several schools, as well as their provision with modern educational furniture, educational and laboratory equipment and other inventory. Also, many secondary schools are provided with interactive electronic whiteboards and other modern tools. It is natural that these teachers take on new tasks. It is necessary to recreate the entire sequence associated with the introduction of innovative processes in education, and then present the peculiarities of these innovative processes in education [4].

In any society, schoolchildren are physically, mentally, and psychologically challenged during their studies. That is why most parents find it difficult to come to a definite end regarding their solution to their problems. Today's Innovation School condition serves such students and their parents to choose the types of education that best suit their specific educational needs.

## Results (research results)

The emergence of innovative schools simplifies the pedagogical process and serves to achieve a positive result through the activities of students and parents in ensuring educational continuity. Early visions of innovation schools L.N.Tolstoy's" free education", the 1896" school-laboratory "program of John Dewey, a teacher at the University of Chicago, the" Waldorf pedagogy "school founded by the 1919 Austrian educator Rudolf Steiner, the" Maria Montessori School "founded in Italy in 1900, The" Machine school "founded in Samarkad in 1893, the" method jadid " schools founded by Munavvarqori Abdurashidkhonov in 1901.

In the growing younger generation, the restoration of spirituality should go through the integration of philosophy, pedagogy, psychology, valeology, art, ecology, which, in our opinion, prioritizes the principle of humanism, the formation of a person who is spiritual, capable of solving the main issues of Life, able to develop the scale of his values.

In this regard, we have identified the directions for the formation of spirituality and morality in innovative schools, in which digital indicators are the influence of the educational environment, which include:

1. Individual health based on complex diagnostics.
2. Humane attitude to man, to the animal world.
3. Educational technology taking into account Individual characteristics.
4. Intensive artistic and aesthetic development.
5. Taking into account the empirical, socio-cultural experience of the child.
6. Retreat from the dominance of verbalism in the frontal work in the lesson.
7. Taking into account the Dominant type of thinking and cognitive style.

On the basis of these directions, research topics were identified on the development of pedagogical technologies that serve to mature a healthy, highly moral, highly spiritual person. The developed project provides for the creation of an educational system that will help the development of students, the preservation and strengthening of the health of the subjects of the educational process, and includes:

- \* developing, multi-stage, differentiated educational technologies;
- \* integrated training courses;
- \* technologies for designing the directions of personal development of the child;
- \* communicate with the dominant child personality;
- \* technologies for the education of an environmentally healthy spirit through natural living in an environmentally healthy environment;
- game in traditional regional culture;
- \* project development of school services on health activities on valeological principles:
  - psychological, pedagogical service;
  - medicine,

- Physical Culture;
- pedagogical-psychologist-coordinator services;
- personality development and assistance services;
- catering services;
- life safety services;
- information-coordination activities;
- information and methodological support services.

Thus, the conceptual model of a particular school is built on the idea of authorship, the predicted model of the student's personality and the image of the school, the organizer of research, the leader of the innovation process.

The content of the concept includes leading author's ideas that reflect the novelty of the goal, the basics of management, the direction of innovations in the content.

On the basis of the concept, a program for its implementation is carefully developed, in which all stages of the innovation activity of the teaching team are determined, predicted and controlled. It allows you to create a developing educational sphere, an innovation author's model, a special culture environment that fulfills the main goal of the "School of Development, Growth, health" - it ensures the unity of general and additional education, creates conditions for development, adulthood on the basis of Health pedagogy, and forms a creative, free, intelligent, spiritual personality. The concept of learning a foreign language comes from the identity of the child and focuses on personal development. As a strategic goal of teaching foreign languages, we will consider the development of students' ability to communicate and the desire to communicate in different languages. The implementation of this goal will help the reader find his place in modern society, get acquainted with the achievements of World Culture.

The school sets the task not only to give students elementary knowledge of a foreign language, mathematics, but also to deeply study the culture of a particular ethnic group. Personal self-development begins at the moment of birth and can continue or break through the entire life cycle. Its interruption or vitality depends on the nature of the educational environment and communication with the people around it, which can start and accelerate or delay self-development, stop and even lead to the reverse process. Conditions for self-development at school are created by giving the child the opportunity to actively realize himself in creative activities during the educational process.

One of the conceptual rules is the recognition that the process of acquaintance with the world of people, which is used in the creative and successful development of an individual, is carried out through socialization.

In the field of developmental education, the socialization of an individual is a holistic process. Its unity is ensured by the compatibility of targeted pedagogical support for the development and self-development of the personality of the student.

## Discussion

By accelerated, we understand the pace of Education (temporary and meaningful), corresponding to the level of individual-personal talent. Accelerated education is one of the effective conditions that we consider to contribute to creative development and personality formation. The socio-cultural environment is a certain social sphere that is given to each child, through which he actively enters into the cultural ties of society. This is the unity of the various (macro and micro) conditions and social (roller) behavior of his life activity, which is a kind of natural, material and objective environment presented as a part of society open to interaction. The educational sphere is a part of the socio-cultural sphere, a zone of interaction between educational systems, their elements, educational materials and subjects of educational processes. The main element of the field of education - from the field of education of a particular educational institution and class to several federal, regional levels-has a measure of great complexity.

The cultural sphere of a particular educational institution is the cultural development of children in the children's community, which includes the main parameters of the previously mentioned sphere: relationships, values, symbols, objects, objects. For cultural development, this space has previously received little attention in education, with little attention also being paid to the cultural sphere of the class in which the cultural development of the child and adolescent takes place.

It is not necessary to limit the child who is able and wants to master the standard of education in a short time. This will allow the state to significantly save on material costs, and the school will allow to ensure the speed of education in accordance with the nature of gifted children. For this purpose, an accelerated teaching experiment was put in place, the feasibility of which was determined.

## Experimental tasks include:

1. Design and organization of socio-cultural environment for accelerated education of children.
2. Development of a program for the gradual transfer of formative experience in the conditions of a single health-forming school environment.
3. Development and testing of complex diagnostic socio-medical-psychological-pedagogical methodologies for the study of the social, physical, somatic, mental and moral health, mental, creative potential of children.
4. Creation of programs for the identification of gifted children for the organization of accelerated training sessions.
5. In accelerated educational classes, it is necessary to master the educational courses of students, to reveal the possibilities of their creative development and self-development.

6. Development and testing of pedagogical technology of accelerated training and development of students.

7. Determination in the process of studying the dynamics of children's acquisition of knowledge, the features of their intellectual, personal, social, moral growth and development. During these years, constantly analyzing the educational process and taking into account the principles of continuity, their secondary and senior teachers developed full-fledged author's programs for nine years of study for these classes. In addition to subjects included in the school's experimental curriculum, Physics and chemistry classes were also introduced. These subjects were introduced as a logical continuation of the "create yourself" course taught in elementary grades.

Accelerated teaching is achieved not through the facilitation of courses, but by a block-modular form of presentation of the material, the integration of training courses and an increase in the qualifications of teachers. The Educational Department of the school and the valeology department systematically observed the psychophysical state of children, their workload, fatigue.

The Department of pedagogy and psychology at each stage of the experiment carried out the study of the intellectual, creative, moral, personal development of children, their psychophysical health. At the same time, the study of children was carried out in a complex way, the influence of the socio-cultural environment (family, class community) was taken into account. In the conditions of accelerated education, a professiogram of a teacher, educator-psychologist-coordinator working with gifted children was developed. Based on the results obtained, individual psychological maps of students were drawn up and areas of development of the personality of each child were developed.

Based on the purpose of the study, the following criteria were identified to assess the success of the experiment:

- level of intellectual development of the child;
- mental performance;
- child Maturity Index.

The first indicator (level of intellectual development) allows a general assessment of the success of the experience. It can be assumed that unfavorable conditions in experience lead to a decrease in the indicator of mental development of children. It is known that the indicator of mental development IQ - intelligence coyefficiency, unchanged throughout life, can increase and decrease at certain periods of a person's life. IQ indicates not only the level of development of thinking, but also the level of development of all cognitive processes (attention, memory, imagination, perception, etc.).

The second criterion - mental work activity - is a very important indicator for assessing the course of the acceleration experience. If in conditions of acceleration, the child works at the limit of his capabilities, then the central nervous system is tormented and there is a decrease

in mental activity. A decrease in mental activity leads to the fact that the child experiences chronic stress associated with unfavorable conditions of educational activity.

Mental activity is an important indicator for diagnosing the success of any activity.

The third criterion - the indicator of maturity (the dominant ego state, as well as the development of the concept of me) indicates the formation of the personality of a gifted child in the conditions of experimentation to speed up learning.

### **Conclusion**

Thus, the improvement of the teaching system in new innovation schools is one of the most basic tasks for teachers. It is necessary to carry out lesson processes depending on the degree of assimilation of students, the indicator of mental development, internal experiences. So the teacher is required to be an educator-psychologist. In order to give students the necessary knowledge in schools, a spiritual atmosphere must be established in the first place. Where there is upbringing, education is also at the level of vision. The main goal that we put before our teachers is to develop technologies for organizing the educational environment that innovation develops in schools and to apply it to practice classes.

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