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**Annotation.** This article analyzes the concept of innovative pedagogy. Also stated is the need to transform educational reforms with international trends.

**Keywords:** humanitarian principles, innovation Principles, Gummanistic pedagogy.

### Introduction

Innovative pedagogy is an informal name for now, but today experts from all over the world are taking a critical approach to traditional pedagogy. Serious talk is now being made about the emerging new science, the main task of which is to reorganize and assimilate the theory of the prevailing whole educational system on the basis of innovation.

Innovative pedagogy-the dominant theory, has been taken as the basis for solving theoretical and practical problems. Based on the opinion of innovators, the usual classical pedagogical theories are outdated, in the new conditions it is impossible to educate the current generation in this way.

The situation in the current pedagogical science is that in general. Innovation is very important in this situation. Pedagogy is a system of knowledge. Objectivity, expediency, intentionality, juxtaposition-are its main characteristics. The principles that make up a system of pedagogy, like any scientific theory, blur, unite and hold that is, it is fundamental that this system is based on basic knowledge.

The basic principles of objective theory must be purely a scientific principle-but not an ideological one. Compliance of the level of knowledge about the mental development and upbringing of a person with demand is the only requirement of objectivity.

### Discussion

Ideology (ideality) is always the one - sided social interests of one or another social group, which force it on others as a valuable guide and Idea. The world pedagogical theory has already recognized that the educational process will not be related to what the ideas of the above people are related to the conditions. The upbringing of the Growing Generations is a very serious work, which cannot be attributed to fleeting things. During the period of independence, pedagogical guidelines for the upbringing of a person in the spirit of (former) communist ideas have long prevailed in our country, despite its very impressive goal, the implementation of various calls into life, it cannot be considered scientific, since the rules that make up such ideas can be developed using only the objective foundations established by science It turns out that one of the main disadvantages of our pedagogical theory, which guides in practice, is the severe exaggeration (strengthening) of the superiority of knowledge and education. The increase in the volume of memorization in knowledge to the detriment of human, spiritual, labor education has become commonplace in school life, it seems that the current theory of upbringing and all the signs of the practice that it manages are in a state of crisis. Any effort to get out of this situation is considered innovative, and in this case they are suitable for their name. Innovative pedagogy is called kupincha traditional, alternative. It is impossible not to agree with this opinion, at least on the simplest concepts; both the class and the teacher, and the content of the lesson and textbooks do not disappear. If, however, the pedagogical system is preserved, then one can only talk about its perfection.

The development strategy that we assume is that the developmental training " focuses primarily on adding processes that are now emerging to these movements to the formation of well-developed structures, from the directions to the beginning of their aspirations from school to study.

Our strategic path is to "follow in the construction of a didactic and pedagogical system based on the logic of the care of the whole development about its descendants." Just as ana is therefore the basis of a methodological Foundation, in a broad sense it is a folk pedagogy that teaches nature.

How children are born is not dependent on anyone who has a split from his parents. But it is up to each person to develop sufficiently, to reach the level of a competent person, to find his place in the training and life he likes, to live his life with dignity-to school. Every child needs to be loved, respected and created the conditions he needs for his development. If the teaching pedagogy of nature did not require adaptation, gummanistic pedagogy should put this issue in the center of relations and so that the child can develop as much as he needs:... everyone demands to do the work. Gummanistic pedagogy is often called Innovative. But its innovativeness is only for us: while modern Western systems have already begun to move towards a humanistic direction, and education has gradually begun to develop into new relationships. Gummanistic pedagogy can be said in the full sense of the word when it is called innovative pedagogy: it does not require "injection" from the outside, it is achieved at the expense of an internal reorganization of the system of results of high educational educational impact.

Humanism (humanism) is a single concept of a person's most valuable spiritual wealth in the world. The main rule of this concept is to protect the dignity of a person, to recognize his right to freedom, happiness, development and self-ability, to create the necessary, favorable conditions for this.

Humanism is the sum of ideas and values that affirm that human life is common to a single and, in particular, individual person. As a system of valuable guidance and guidance, humanism takes on the content of a social idea.

Gummanistic pedagogy is a scientific and theoretical system that plays a role in the maturation of an equal, conscious, active educator who develops a participant in the educational and educational process, on his own opportunity.

Human-dignity has opened a wide path for humanitarian ideals in our state, which has been put at the top.

From a humanitarian point of view, the real purpose of upbringing is that each nurturing relationship, the appropriation activity grows into a full-fledged subject, an independent free person. The humanistic level of the upbringing process, this process is (determined) and evaluated by the fact that the individual is able to manifest himself, reveal all his natural capabilities, create conditions for his ability to freedom, to reveal responsibility for creativity.

Humanistic pedagogy is focused on a person, whose signs are: the focus on technical, physical, intellectual (mental) development, instead of data acquisition and the emergence of skills and skills in a certain circle: the concentration of forces aimed at the formation of a free, independent thinking and acting personality, the upbringing of a humane citizen who can choose his decision based on any life and educational situations: The humanization of the educational process should be understood as the transition from authoritarian pedagogy to pedagogy aimed at a person who acquires fundamental importance in the activities and personal freedom of the student, abandoning his pedagogical pressure on the individual and establishing a real human relationship between the student and the educator.

Humanization of this process means the creation of conditions in which the student cannot receive Science, receive it at a level lower than his capabilities, remain indifferent to educational work or an observer in a life of term passing. Humanistic (humane) pedagogy requires the school to provide the student with adaptation, favorable conditions and "psychological protection". Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated

ancestors is considered one of the main urgent objectives of the modern intellectuals. Development of specific forms and methods of innovative activities of the practice of the humanitarian school.

**Conclusion:** Statistical assessment of humanitarian pedagogy is very difficult. But it has been found that authentication, empathy, and tacit approval have been found to align and bond with student development and to be poorly aligned with problems such as discipline, negative attitude towards school

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