

**THE IMPORTANCE OF PEDAGOGICAL TECHNOLOGIES IN THE
IMPLEMENTATION OF INNOVATIVE PEDAGOGICAL ACTIVITIES OF A
MATHEMATICS TEACHER**

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Annotation: this article discusses the possibility of using pedagogical technologies in the implementation of innovative pedagogical activities of the mathematics teacher.

Keywords: Teacher, Cadet, education, upbringing, educational process, thinking, cognitive activity, knowledge, method, Technology, Control, evaluation.

"In the field of Education, superficial, formal approaches, poorly thought-out work are absolutely impossible. ... We must not forget that the foundation of our future is created in knowledge circles, in other words, what the day of tomorrow of our people will be depends on what kind of education and upbringing our children receive today. To do this, it is necessary that any mentor and mentor first of all see a person in the image of each child. From this simple requirement, to bring our children to adulthood as perfect people with independent and broad thinking skills, living consciously – should be the main goal and task of the educational and educational sphere" [1].

The study of the state of educational practice, including the teaching of mathematics, based on these goals and objectives, in most cases aimed at the implementation of the program, showed that the issue of developing the consciousness, thinking of Cadets is becoming lame.

As a result of the fact that the teacher considers his task to be to give cadets a new set of knowledge, little attention is paid to the issue of the comprehensive development of the cognitive capabilities of cadets.

The activity of cadets in the educational process is manifested through their mental activities, such as analyzing, comparing, drawing conclusions about educational material, listening carefully to classes. It is known that in traditional education, cadets receive knowledge in lectures and practical classes by listening to the ready-made cumulative, sorted data provided by the teacher and producing examples on the basis of ready-made instructions. In the process of such reproductive education, cadets become a simple Observer, listener of the educational process, engaged in activities such as memorizing the evidence that the teacher writes, working as an example, repeating what he hears from the teacher.

The teacher organizes, manages, controls, evaluates the cognitive activities of cadets in the educational process and sets the stage for the comprehensive development of the individual by implementing the educational, educational and developmental goals envisaged from teaching.

In order to solve the above-mentioned tasks and eliminate shortcomings in the traditional educational system, to increase the effectiveness of the educational process, it is advisable to organize training in individual and small groups, in addition to gross training of the cognitive activity of cadets.

Thus, it will consist of the stages of organizing and managing the cognitive activity of cadets, organizing this activity in accordance with the goal, designing it, setting ways to implement the goal, analyzing and evaluating the result obtained.

When organizing the cognitive activity of cadets, it is necessary to note that the educational process should be integrated, in the case of one system, the continuous formation of knowledge, skills and qualifications with each other.

In the process of individual completion of training tasks, the mental activity of Cadets is involved, confidence in their knowledge, strength and abilities increases, and each individual

develops at the level of his ability. In cognitive activity organized in this way, time is used more efficiently, efficiency increases. In the team, the cognitive activity of Cadets is organized in an individual way in classes organized using the methods of Group teaching technologies, personality-oriented educational technologies, problematic educational technology, collaborative teaching technologies.

Taking into account the content of the topic studied in the lesson in the educational process, it should be the focus of the teacher's attention to the independent work of cadets in small groups in the lesson, the use of such techniques as mental attack, didactic games, presentation, self – assessment.

One of the most important requirements to ensure the improvement of the quality of education is to arouse interest and activity in those who receive education. Yan Amos Komensky, speaking about the fundamental issue of didactics, argued that the Alpha and omegas of didactics are in the search for and opening up the learner's path of multiple learning, with little teaching of the learner [2].

Therefore, it is important to apply modern pedagogical technologies to the process of teaching mathematics in order to transform cadets into a full-fledged subject of their educational activities, humanize and democratize pedagogical relations, and achieve educational effectiveness.

A technological approach to the educational process creates the following opportunities:

- management of the pedagogical process and the purpose of results in greater accuracy;
- analysis and systematization of practical experience and its application on a scientific basis;
- complex solution of educational and socio-educational problems;
- ensuring favorable conditions for the development of the individual;
- reducing the impact of unfavorable situations on a person;
- optimal use of available resources;
- selection of the effective of technologies and models of solving socio-pedagogical problems and the development of new ones.

On the basis of the application of pedagogical technologies to the course process, General goals, educational content are determined and clearly set educational goals, educational results have always been evaluated. It is the aspect inherent in the technological approach: orientation towards the achievement of the set goal and, on the basis of this, making adjustments to the learning process, we can observe a quick external connection. Organizational elements of Educational Technology - a teacher, a cadet, a goal, a result, the content of information, methods, tools, methods and organizational forms of training, control, diagnosis, methods and means of obtaining information, come true in three stages: design, implementation, control and evaluation.

We found it necessary to note some aspects of pedagogical technologies that are important for our scientific research work:

1. Technologies for teaching in a team, in a group. V.K. According to Dyachenko, a team is a group of people united on the basis of a common goal of social significance, activity in achieving it and care for each member, the main principles of which are: changing subgroups, couples; mutual education in them; mutual control; mutual management. As a result of properly organized pedagogical leadership and management, the use of these forms brings community-specific conditions such as general goal awareness, targeted distribution of tasks, interdependence, and Control [3]. According to the research of Russian scientists, these methods of teaching in the educational process give the highest pedagogical result if applied in the following proportions: the method of teaching in a team–60-70%; the method of teaching in a group – 30-40% [4].

2. Personality-oriented educational technologies. The individual form of Education, which is carried out individually, helping to reveal the individual characteristics of the cadet, develop his abilities, form as a person taking into account his interests, is considered to be personality-oriented education.

3. Collaborative teaching technology. The main idea of collaborative teaching is not just to do something together, but to study together. Educational opportunities vary: some are quick to advance the teacher's explanations, some require additional time and explanatory work. They are passive during training sessions. If the task of each of them is clearly indicated by dividing the trainees into groups of less than 4-5 people, then in such a situation each member of the group will feel responsibility for the task assigned to him and the task of the group. Low adopters seek help from progressives. Problems arising in cooperation are solved [5].

4. Problematic educational technology. The essence of problem teaching is organized by the teacher to control the cognitive activity of cadets on the assimilation of new knowledge by creating a problem situation in educational work and solving educational tasks, problems and questions. This brings to the surface A R & D method of knowledge acquisition.

In our opinion, the most basic basis of pedagogical technology applied to the educational process of higher education institutions depends on the technologies that the teacher and the cadet choose so that they can achieve a guaranteed result from the established goal in harmony. Each lesson, subject, subject of study has its own technology, that is, pedagogical technology in the educational process is an individual process, which is a pedagogical process aimed at giving a goal - oriented, pre-designed and Guaranteed Result Based on the need of the cadet. That is, each educational technology used in achieving a guaranteed result by purpose in the teaching process can organize a collaborative activity between a teacher and a cadet, achieve a positive result, while in the educational process cadets can think independently, work creatively, research, analyze, draw conclusions on their own, assess themselves, a group, a group, and a teacher can create opportunities and conditions for their On the basis of pedagogical technologies: combining educational materials of a fundamental and practical nature; approximation, generalization of knowledge with the separation of invariant and variative components; step-by-step formation of mental actions; implementation of an active approach; follow the theory of developing education; implementation of programmed educational ideas; organization and management of independent work of cadets; the opportunities for the formation of general skills and competencies in cadets led us to the conclusion that it will be more effective to teach mathematics in the preparation of the future mathematics teacher for innovative pedagogical activity.

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