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The Role of Innovative Technologies in Ensuring Students to Have Knowledge and Mature Skills in Educational Institutions

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Abstract

Interactive methods mean thinking as a team. The uniqueness of these methods is that they are implemented only through the cooperation of the pedagogue and students. Such a process of pedagogical cooperation has its own characteristics, which include the following.

Keywords: Music, innovative technology, pedagogy, teaching process, education.

Nowadays, the attention to the use of innovative technologies in the educational process in educational institutions is increasing day by day. One of the reasons for this is that until now, in traditional education, students have been taught to acquire only ready-made knowledge. Modern innovative technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the task of management and orientation.

In the educational process, the student becomes the main figure. Therefore, the place and role of innovative technologies in educational institutions in ensuring that students acquire knowledge and mature skills is extremely important.. Innovative technologies are innovations and changes in the pedagogical process and teacher's and student's activities, and mainly interactive methods are fully used in its implementation.

Interactive methods mean thinking as a team. The uniqueness of these methods is that they are implemented only through the cooperation of the pedagogue and students. Such a process of pedagogical cooperation has its own characteristics, which include the following: [1]

- forcing the student not to be indifferent during the lesson, to think independently, to create and search;
- students' interest in learning during the learning process
- ensure that it is permanent;
- the student's interest in knowledge independently
- strengthen a problem with a creative approach;
- organization of cooperative activities of the teacher and the student at all times. The main basis of the innovative technology depends on the technologies selected for the cooperation of the teacher and the student to achieve a guaranteed result from the set goal.

Every educational technology used to achieve a guaranteed result according to the goal set in the teaching process can organize cooperative activities between the teacher and the student, both of them can achieve a positive result, if the students can think independently, work creatively, search, analyze, themselves in the learning process. If they can draw conclusions, it can be effective only if they can evaluate themselves, the group, and the group can evaluate them, and the teacher can create opportunities and conditions for such activities.

Each lesson, subject, educational subject has its own technology, that is, innovative technology in the educational process is an individual process, it is a pedagogical process directed to a certain goal, designed in advance and aimed at providing a guaranteed result based on the needs of the student.

The realization of the set goal and the achievement of the guaranteed result depends on the activity of the teacher and the student, as well as the goal they set, the chosen content, method, form, tool, i.e. technology. It is up to the teacher and the student to choose the technology to achieve the goal in cooperation, because the main goal of both parties is clear: to achieve the result. [2.B.87]

In this case, the technology used is selected depending on the level of knowledge of the students, the character of the group, and the conditions. It is up to the teacher and the student to choose one of these. In addition, it is necessary to design the training process in advance. In this process, it is possible to achieve the desired guaranteed result only if the teacher takes into account the specific aspect of the educational subject, the place and conditions, the technical means of teaching, and most importantly, the ability and need of the student, as well as the ability to organize cooperative activities.

Being able to see each lesson as a whole by the teacher and design the future lesson process to visualize it need In this, the teacher will teach the technology of the upcoming lesson. It is very important to make a lesson card, because the technology card of the lesson is made based on the characteristics of the taught subject, the capabilities and needs of the students for each subject, for each lesson. It is not easy to make such a technological card, because for this the teacher needs to be aware of pedagogy, psychology, special methods, pedagogical and information technologies, as well as to know a lot of methods and methods. [3.B.54]

Use of "Blitz-game" technology in music lessons. This technology is aimed at teaching students to correctly organize the sequence of actions, to think logically, to choose what they need from many, diverse opinions and information based on the subject they are studying. During this technology, students are able to communicate their independent thoughts to others because this technology provides the perfect conditions for this.

This technology helps students to independently determine the sequence of actions shown on the distributed papers, and then to be able to convey their thoughts to others or stay in their thoughts and agree with others. Below, we would like to present our recommendations for the use of the "Blitz game" technology in music theory lessons on the example of the topic "Notes" (each teacher can develop the content of the game using the form of a blitz game based on the current or past topic).

This technology is carried out in several stages:

In the 1st stage:- the teacher says that this lesson will be held in several stages gives understanding to students. Exact time to complete each stage task to be given, and the students should make good use of this time warns them about [4.B.95]

In the 2nd stage:- the teacher gives all the students separate handouts in the following form:

"Sort the sequence of notes"

Group Price	Group error	Correct answer	Alone error	Single price	Actions content
					Re
					Sol
					Do
					Lya
					Fa
					Si
					Mi

In stage 3:- asks students to carefully study this material;

- the content of the teacher handout and the task to be performed explains that a certain number of moves given in the handout (for example 7) must be correctly sequenced, and the mark must be assigned with numbers in a separate section on 10 sheets of paper.

At the 4th stage:- the teacher says that the assigned task must be done individually first, that is, each student should fill in the column "Individual assessment" in his handout.

At the 5th stage:- the teacher observes the completion of the first assigned task by each student individually, helps those who have difficulty or explains again; - each student, in the column "Individual assessment" of his handout, marks the logical sequence of the actions given here based on his personal opinion, that is, which of the given 7 actions, in his opinion, should be the first, which should be the second, etc. The teacher gives the students 3 minutes to complete this task. [5.B.77]

At the 6th stage:- the teacher asks the students to form small groups of 3 people (groups of 3 people can be organized according to the wishes of the students or according to numbers); - in small groups, each of the students introduces each other to the sequence of actions specified in the "Individual Assessment" section of their handout, then three different sequences are performed together, arguing and arguing with each other, influencing each other and expressing their opinions Having reached a firm decision, with the numbers in the "Group Score" column on the paper distributed to them they determine.

- the teacher does not participate in small group discussions, only observes the activities of small groups and individual students. You will be given 5 minutes to complete this task.

In step 7: - when all the small groups have finished their work, the teacher gives the correct answer according to the sequence of actions, that is, he asks the students to find the "Correct Answer" column from the papers distributed to them and write the numbers of the sequence of actions told by the teacher in the following order:, the interestingness depends on the carefully designed technological card of the lesson. [6.B.65-66]

How to create a technology card of the lesson depends on the teacher's experience, goals and discretion. No matter how the technological card is structured, it should reflect the process as a whole and clearly define the goal, task and guaranteed result, the technology of organizing the teaching process should be fully expressed. All aspects of the teaching process are reflected in the technological card.

Below is an example of a pre-designed technological card of a lesson on the topic "Intervals" in the 3rd grade of music theory. In the process of teaching, students are treated as individuals, the use of various innovative

technologies and modern methods directs them to independent, free thinking, research, a creative approach to every issue, and most importantly, it increases their interest in studying and science. [7.Б.105]

Achieving such a result requires the use of innovative technologies in the educational process in practice. They are very different. We have discussed some of them and given the procedure and instructions for their transfer. The innovative technologies described in this methodological instruction help to form logical, mental, positive, critical, independent thinking in students, to cultivate positive qualities and to develop their abilities.

The users of this methodological instruction do not need to use the mentioned technologies in the same order to organize the educational process, any teacher can create his own lesson technologies, taking the general form of these technologies, using the given technologies in full or some of their stages and elements.

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