

МЕТОДИКА ИССЛЕДОВАНИЯ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ

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Аннотация: В данной статье рассматривается методология исследования инновационных педагогических технологий. Рассматриваются методы определения эффективности современных подходов и технологий в образовательном процессе, экспериментальные и наблюдательные методы, а также применение качественных и количественных методов исследования в педагогических исследованиях. В статье даны научные рекомендации по оценке, внедрению и анализу педагогических инноваций в образовательный процесс.

Ключевые слова: Инновационные педагогические технологии, Образовательный процесс, Методология педагогического исследования, Экспериментальный метод, Наблюдение и анализ, Образовательная эффективность, Научный подход к исследованию.

METHODOLOGY FOR STUDYING INNOVATIVE PEDAGOGICAL TECHNOLOGIES

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Abstract: This article discusses the methodology for researching innovative pedagogical technologies. Methods for determining the effectiveness of modern approaches and technologies in the educational process, experimental and observational methods, as well as the use of qualitative and quantitative research methods in pedagogical research are considered. The article provides scientific recommendations for the assessment, implementation and analysis of pedagogical innovations in the educational process.

Keywords: Innovative pedagogical technologies, Educational process, Pedagogical research methodology, Experimental method, Observation and analysis, Educational effectiveness, Scientific research approach.

Introduction: as you know, the success of a teacher's activity depends first of all on how correctly he implements the general didactic principle (laws) from the content, methods and organizational forms of Education introduction: as you know, the success of a teacher's activity depends first of all on how correctly he implements the generanintroduction: as you know, the success of a teacher's activity depends first of all on how correctly he implements the general didactic printroduction: as you know, the success of a teacher's activity depends first of all on how correctly he implements the general didactic principle (laws) from the content, methods and organizational forms of Education. By law, it is stable, necessary, proportionality and important communication between one or another phenomena and processes. Therefore, in the educational process, it is necessary to educate, educate and carry out the general development of students in one whole. The laws of education are the sum of the requirements for this teaching process. We say that education is the principle (law), the laws, the rules that will become the basis for the teaching of all stages and all subjects of Education say that education is the principle (law), the laws, the rules that will become the basis for the teaches say that education is the principle (law), the laws, the rules that will become the basis for the teaching of all stages and all subjects of Education. The laws of Education reflect the most important internal importance between the student and the teacher. From the principles of teaching come its rules, and they reflect the private rules of one or another principle. It is important for every teacher to realize that effective construction of the educational process means the use of pedagogical laws, rules, didactic rules, which justified themselves in work, in their entirety and in interaction, with creative use in solving new issues in the current conditions.t is important for every teacher to realize that effective construction of

the educational process means the use of pedagogical laws, rules it is important for every teacher to realize that effective construction of the educational process means the use of pedagogical laws, rules, didactic rules, which justified themselves in work, in their entirety and in interaction, with creative use in solving new issues in the current conditions. In order to choose alternative aspects of training, it is necessary to take into account the unity of the whole laws and the didactic rules. The principles of education were also given great attention by our famous allomas in the past. For example, Abu Nasr Farabi and Abu Ali ibn Sina stated in their works on these principles or example, Abu Nasr Farabi and Abu Ali ibn Sina stated in their works on these principles. In particular, the qomusian scholar Ibn Sinor example, Abu Nasr Farabi and Abu Ali ibn Sina stated in their works on these principles. In particular, the qomusian scholar Ibn Sina was also interested in the principles of didactics, or example, Abu Nasr Farabi and Abu Ali ibn Sina stated in their works on these principles. In particular, the qomusian scholar Ibn Sina was also interested in the principles of didactics, in particular, instructional teaching. The scientist has read the formation of an imagination in which a person correctly reflects objective reality, thanks to the fact that he perceives existing objects or their image by sight. From the laws of teaching, certain important requirements arise in relation to its effective organization, which are called teaching rules. Knowledge of the teaching rules allows you to more confidently choose the necessary methods of teaching knowledge of the teaching rules allows you to more confidently choose the necessary methods of teaching. Summarizing the above opinions of pedagogical scientists, we can say as a conclusion that the principles of teaching are the main leading rules that determine the nature knowledge of the teaching rules allows you to more confidently choose the necessary methods of teaching. Summarizing the above opinions of pedagogical scientists, we can say as a conclusion that the principles of teaching are the main leading rules that determine the nature of teaching in accordance with the goals of providing education and training to the younger generation. The rules of education include

the activities of teaching and the basic laws and guidelines for the acquisition of scientific knowledge by students, the formation of relevant skills and qualifications. At the same time, the teaching rules summarize both activities, namely a number of requirements that give the teacher and the student the opportunity to successfully carry out the tasks set before them. At the same time, the teaching rules summarize both activities, namely a number of requirements that give the teacher and the student the opportunity to successfully carry out the tasks set before them. The rules of education are said to be the direction of reading and teaching processes aimed at the implementation of the goals and objectives of universal education, the assimilation of scientific knowledge by students, the sum of the basic laws and rules for the formation of knowledge and skills. In the pedagogical literature created by scientists in recent years, didactic rules are grouped differently. In the pedagogical literature created by scientists in recent years, didactic rules are grouped differently. In the pedagogical literature created by scientists in recent years, didactic rules are grouped differently. In the pedagogical literature created by scientists in recent years, didactic rules are grouped differently. Based on these, it is possible to indicate the rules of education as follows. 1. The rule of education to be scientific. 2. The rule of systematic and consistent education. 3. The rule of unity of education and upbringing. 4. The rule that theory in education is related to practice. 5. The rule of awareness, activism and independence in education. 6. The rule of instruction in education. 7. The rule to take into account the characteristics of any student in the educational process and that education is appropriate for the student. Educational character of Education. The rule of education to be scientific. Educational character of Education. The rule of education to be scientific. Scientific knowledge is the true perception of reality. The rule of science of education is necessary. Educational character of Education. The rule of education to be scientific. Scientific knowledge is the true perception of reality. The rule of science of education is necessary. Educational character of Education.

character of Education. The rule of education to be scientific. Scientific knowledge educational character of Education. The rule of education to be scientific. Scientific knowledge is the true perception of reality. The rule of science of education is necessary in order to create the right conditions for the student to reflect, understand and assimilate the laws in the educational material. Understanding theoretical rules is an important sign of the interpretation of material on a scientific basis, which determines the features of the thinking activity of the reader. In the process of acquiring scientific knowledge, students find a scientific worldview, beliefs. Thinking develops. The rule of science of education in the educational process arm students with scientific knowledge corresponding to the current level of scientific and technological progress, introducing young people to scientific research methods the teacher's systematic statement of knowledge allows students to deeper understand the structure and logic of the subject of study, distinguish the main idea and Basic Rules of science, determine Choosing an alternative structure of the content of the lesson requires taking into account the rule of systematicity of didactics in teaching hoosing an alternative structure of the content of the lesson requires taking into account the rule of systematicity of didactics in teaching. The systematic nature of teahoosing an alternative structure of the content of the lesson requires taking into account the rule of systematicity of didactics in teaching. The systematic nature of teaching is a guarantee of success in teaching, ing an alternative structure of the content of the lesson requires taking into account the rule of systematicity of didactics in teaching. The systematic nature of teaching is a guarantee of success in teaching, regulating thoughts, facilitating and improving the mastery of knowledge, skills and competencies. In education, it is necessary to be taught in accordance with consistency, so that the knowledge learned today will strengthen what was learned yesterday, to lay the groundwork for those who will be studied tomorrow. The systematic nature of education is related to its consistency. A characteristic sign of consistency-based education is that it is aimed at creating new knowledge, and vice versa, it is aimed at ensuring further

deepening, expanding and strengthening the previously acquired knowledge, skills and competencies in the process of outlining their new knowledge. characteristic sign of consistency-based education is that it is aimed at creating new knowledge. The systematic and consistency rule of Education also includes strengthening the stated teaching materials and serving to complement the previous ones; independent work of students in a continuous and systematic picture; taking into account the acquired knowledge and acquired skills, qualifications of students. The systematic and consistency rule of Education the systematic and consistency rule of Education also includes strengthening the stated teaching materials and serving to complement the previous ones; independent work of students in a continuous and systematic picture; taking into account the acquired knowledge and acquired skills, qualifications of students. The rule of the unity of education and upbringing. The unity of education is largely dependent on the correct Organization of the educational process and the ability to use different methods and techniques of teaching. Especially to ensure the unity of education with education Especially to ensure the unity of education with education: a) the correct Organization of the content of the especially to ensure the unity of education with education: a) the correct Organization of the content of the stated educational materials, both scientific and ideological; Especially to ensure the unity of education with education: a) the correct Organization of the content to ensure the unity of education with education: a) the correct Organization of the content of the stated educational materials, both scientific and ideological; b) the disclosure of the scientific and educational essence of the subject being taught, the creation of the possibility of using hadiths, proverbs in the educational process; C) a thorough and solid assimilation of the scientific knowledge described and its observance in marriage; g) to create a problematic process in education, to strengthen the focus on ensuring the interests, activity and initiative of students; d) in the educational process, it is necessary to ensure the education of students ' sense of organization, discipline and responsibility, mutual assistance.) in the educational process, it is

necessary to ensure) in the educational process, it is necessary to ensure the education of students ' sense of organization, discipline and responsibility, mutual assistance. The rule of awareness) in the educational process, it is necessary to ensure the education of students ' sense of organization, discipline and responsibility, mutual assistance. The rule of awareness, activism and independence in education. This rule provides for the organization of teaching in such a way that students consciously and actively take over scientific knowledge and methods of enslaving them in practice. They contain independence, thinking, speech culture and scientific worldview, beliefs in creative initiative and educational activities. The rule of mindfulness and activity in the teaching process implies the development of thinking and speech in students the rule of mindfulness and activity in the teaching process implies the development of thinking and speech in students. The he rule of mindfulness and activity in the teaching process implies the development of thinking and speech in students. The activity of students in the educational process is, first of all, their mental activity - the activity of contemplation. Accordingly, the rule of conscious mastery of education, on the one hand, implies independent, active thinking of students, and on the other hand, it is during this process that students are brought up and developed their independence and activity, as well as their logical thinking activities. The mindfulness and activism rule requires students to be trained in methods of creative activity in labor and teaching the mindfulness and activism rule mindfulness and activism rule requires students to be trained in methods of creative activity in labor and teaching. The rule of instruction the mindfulness and activism rule requires students to be trained in methods of creative activity in labor and teaching. The rule of instruction in education. This rule is one of the didactic ones, which increases the quality of the teaching process, facilitates the acquisition of knowledge by students. The principle of expressiveness allows you to facilitate perception and associate theoretical knowledge with life, practice. This rule requires the mobilization of sensory organs such as vision, hearing, sense of smell,

taste, skin, muscle-movement over a single object in the process of training, and also increases interest in the phenomena under study, helps to acquire knowledge more thoroughly. In didactics, the main and leading rule is to connect education with life and production practice didactics, the main and leading rule is to connect education with life and production practice. In addition to the theoretical didactics, the main and leading rule is to connect education with life and production practice. In addition to the theoretical explanation of each subject, it is necessary to study its practical side, ways of applying it to practice. Consequently, both the goals and objectives of harmonious human education and the content of education, both teaching methods and forms of Organization of education are based on the unity of practice with theory. As a result of the consistent implementation of the rule of unity of theory and practice in the educational process, students comprehend the fundamental essence of educational material, the laws of the development of nature and society on a scientific basis in detail correctly, deeply and form the skills, skills and qualifications necessary for future practical activities a result of the consistent implementation of the rule of unity of theory and practice in the educational process, students comprehend the fundamental essence of educational material, the laws of the development of nature and society on a scientific basis in detail correctly, deeply and form the skills, skills and qualifications necessary for future practical activities. This rule is closely linked to the scientific rule of education. As students improve their knowledge, acquire excellent, study science in theory, they learn that science arose due to a practical need, how it progresses production forces, innovations in technology and economics, and science, in turn, helps to improve production and improve life.

Conclusion: the rule of unity of theory and practice in the educational system in educational institutions is initially carried out in the process of study, depending on the content and specificity of the academic discipline conclusion: the rule of unity of theory and practice in the educational system in educational institutions: the rule of unity of theory and practice in the conclusion: the rule

of unity of theory and practice in the educational system in educational institutions is initially carried out in the process of study, depending conclusion: the rule of unity of theory and practice in the educational system in educational institutions is initially carried out in the process of study, depending on the content and specificity of the academic discipline. Preparing students for practical activities begins in the process of acquiring theoretical knowledge. It is then continued in laboratory and practical exercises. In these activities, students, under the guidance of the teacher, check, reinforce and deepen the credibility of the knowledge they receive in the experimental setting. They generate skills to put knowledge into practice. As a result of the unity of theory and practice, the student-student carefully acquires knowledge, his independent thinking is well formed, and also finds its place in the profession, production and social life as a whole a result of the unity of theory and practice, the student-student carefully acquires a result of the unity of theory and practice, the student-student carefully acquires knowledge, his independent thinking is well formed, and also.

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