

## Pedagogical and Innovative Activities in Project Education

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### ABSTRACT

The article is devoted to pedagogical and innovative activity in project education. The formation of enthusiasm for education and knowledge in the educational sphere, independent work, respect and pride for their profession, a sense of human dignity is the main factor in preparing for innovation.

**KEYWORDS:** project education, activity, pedagogical skills, innovation, innovative activity, motivation, content of activity.

Pedagogical technologies and innovations do not automatically enter the education system. It is a process that depends on the teacher's performance and his or her motivation. It is impossible to take a step forward in education without changing the teacher's activities and increasing his or her responsibility and activism. Academician A.N. Leontev: "The first condition for understanding the world is activity, the second condition is education. In the process of activity, people's abilities, knowledge and skills are formed, which means that activity is a social phenomenon and a basic condition of the struggle for life" [1, 248]. That is, activity is a social phenomenon, an action aimed at meeting goals that meet individual, group, national, or universal needs.

Human activities differ according to the goals they set for themselves. For example, creative activity, scientific activity, pedagogical activity, entrepreneurial activity, educational activity, management activity and innovation activity. As a result of changes in the content, conditions and means of activity, a person's moral culture improves.

"Pedagogical activity is a socially necessary activity that prepares the younger generation for life, in accordance with a scientifically based plan to form universal human qualities and national qualities in order to meet the educational needs of society" - said B. Ziyomammedov [2, 28].

Many scholars have conducted research on pedagogical activity, its structure and components. In particular, S.L.Kuzmina stated in her research that there are epistemological (cognitive), design, organizational, communicative components of pedagogical activity. [3, 9].

Today, as a result of the emergence of a new scientific direction in the field of pedagogy - the idea of pedagogical innovation and renewal of the educational process, the concept of "innovative activity of the teacher" has also emerged in the pedagogical activity of teachers.

There are two levels of activity in the structure of design activities: the creative nature of design, which involves the creation of new knowledge in the form of a project; the individual nature of the design, which reflects the personality of the educator in a project created on the

basis of the study of the experience of advanced educators. Design activities should be considered as part of the professional competence of the teacher, which represents the unity of theoretical and practical training for the implementation of pedagogical activities and characterizes the professional quality. Theoretical preparation for design activities is a high level of mastery of a set of design skills and competencies. G.E. Muraveva design skills as a prediction of the outcome of the development of the didactic process; project implementation planning; design of the technological process for the creation of material resources; introduces modeling issues to obtain new information about the object [4].

V.A. Slastenin, a set of competencies that determine the theoretical readiness of N.V. Kuzmina for design activities, reflexive, providing self-improvement of pedagogical activity; cognitive, developing the ability to improve their methodological level; educational, forming skills and abilities to receive and use information; communicative, which develops oral and written communication technology; introduces social competence that focuses on understanding the essence of one's professional competence [5].

Design is a general strategy that reflects the pedagogical process, based on the social, pedagogical goals of education. Curriculum, programs, textbooks, methodical recommendations and other training manuals serve as an important source in the design. A full understanding of the pedagogical situation and a clear and correct definition of tasks is an important condition for the effective solution of the pedagogical process.

The pedagogical goal is accepted as a pedagogical task at the stage of preparation for the organization of the pedagogical process. The success of pedagogical activity depends on the understanding of the essence of different tasks one way or another. It is important to identify tasks that are common to pedagogical activity. Then it is expedient to clearly define step-by-step tasks (separate stage tasks) that clearly express the essence of a certain stage of the pedagogical process, and finally special (situational) pedagogical tasks.

If the pedagogical situation is not understood sufficiently correctly, then the ways of solving pedagogical tasks are also not defined correctly. Due to the inexperience of a teacher who has just started his / her professional activity, he / she does not have the ability to correctly understand the pedagogical situation and set tasks correctly. Therefore, they act on their own and try to solve the pedagogical task immediately, resulting in a serious mistake. However, in some cases, even experienced educators neglect to properly understand the pedagogical situation. As a result, there is a disproportion in pedagogical activity: the teacher activates students, uses visual aids, controls knowledge, without thinking about whether his activity can ensure the solution of pedagogical goals. Another asymmetry of pedagogical activity is that most educators replace pedagogical tasks with secondary, functional, transient tasks and focus only on them [5].

Understanding the pedagogical task serves as the basis for analyzing and diagnosing available data. In addition to determining the location of the situation, the analysis of the data should be aimed at identifying key components in the whole pedagogical process, such as the educator, the pupil and the relationship between them, as well as the content of education, effective tools and pedagogical conditions.

The teacher's personal activity program should take into account the knowledge that students need to master, the basic concepts of the course, the psychology of learning information. This means that a teacher can only succeed in using design technology if he or she recognizes the

needs of students, the ability to prepare for lessons at a particular stage of the learning process, and the development of students' self-development skills as key issues.

Person-centered education gives the student the privilege of choosing the content of the educational material, tasks or assignments, methods and techniques of activity. The opportunity to choose encourages the student to make decisions, to explore independently, and to feel responsible. Therefore, it is advisable to develop alternative models of educational activities and offer them to the student.

One of the tasks of the teacher is to develop the student's inner aspiration, motivation (motive) in accordance with the learning objectives.

In designing, it is necessary to identify ways to direct the student to learning activities, an independent form of learning, opportunities for self-development and self-esteem.

The problems of school education are not outside the student, but in him. Therefore, scientific research on the education of young people, issues of pedagogical practice should be studied and interpreted in close connection with the lives of children, their real cognitive abilities.

The possibilities of defining the content of education in accordance with its purpose should be reflected in the following:

1. The teaching materials and educational assignments provided to the students should first of all correspond to the general purpose of education and the purpose of the subject.
2. Achieving the presentation of overlapping concepts, teaching texts and educational assignments to students in a way that is appropriate to the purpose of education.
3. Clear planning of teaching technology and educational tasks to be performed by the student in determining the content of education in accordance with the purpose of education.
4. Achieve the expansion of interactive types of work in different directions in accordance with the purpose of education.
5. The educational materials provided to students in accordance with the purpose of education are closely connected with the way of life, customs, mentality, spiritual and cultural life of the Uzbek people, their occupation, the area of residence, their to be able to embody in the eyes of the reader.
6. Educational materials, educational assignments, didactic developments, questions and assignments, independent work, homework, individual knowledge of the student, analysis of events, apply the acquired knowledge in the educational-methodical complexes. to be comfortable for.
7. It is possible to determine the content of education in accordance with the purpose by organizing the student's independent learning based on the purpose of education. This allows students to work independently during the lesson.

The content of education, which corresponds to the purpose of education, must first and foremost reflect the social, political, spiritual changes in science and technology, production and society. Creative-intellectual skills are formed in students mainly with the help of native language and reading subjects. For example, the task of studying a particular work of art, describing the character of its main characters, their activities and their inner world on the

basis of independent reading is more effective than reading and memorizing the description of artistic symbols in the textbook. Or continue the system of such words by giving 2-3 words that have a certain commonality in the mother tongue lessons, for example, 1) *peach, pear, .....* / words denoting the name of fruits /, 2) *crescent, shams, stars, .....* / words denoting the names of celestial bodies /, 3) *continents, individuals, .....* / words denoting types of poetry / etc. 4) Fill in the blanks: a) pink, red, b) slow down, c) uncle, grandfather, as well as develop students' mental and logical activity. serves to shape their creative skills.

An in-depth analysis of the objectives of the subjects is required to determine the content of education in accordance with its purpose. At the same time, the goal of unity of education should be a priority.

To ensure that the content of education is consistent with its objectives, the following are important:

- Democratization of the educational process, adherence to the principles of humanization to determine the content that is relevant to the purpose of education today;
- taking into account the spiritual heritage, originality, scientific achievements of the Uzbek people;
- development of professional skills of teachers in accordance with the goals and content of education;
- Regular enrichment of the educational process with educational technologies and new didactic developments.

In short, only when the selected teaching materials, educational assignments, didactic developments are fully consistent with the general and specific goals of education, the social order of the educational process will be fulfilled and the opportunities for the formation of a harmoniously developed person will expand.

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