

Innovation and integration in primary education

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Annotation: By introducing new educational standards, the requirements for educational outcomes are changing. The main task of the school today is to train people who can be successful in our world.

Primary school is a very important stage in the process of a student's general education, in four years he needs not only to master the program material of subject disciplines, but also to learn how to study – to become a "professional student".

Key words: primary school, high quality, process, student, subject, development

The responsibility of primary school teachers has always been exceptional, but in the context of the introduction of the federal state educational standard of primary general education, it increases significantly. In this regard, high-quality methodological support of the educational process in primary school is extremely important and relevant.

At primary school age, there is an intensive development of such personality qualities as thinking, attention, memory and imagination. At this age, the social and personal development of the child begins, his entry into the life of society. Based on the theory of L. S. Vygotsky, the development of a younger student as a person is determined by the learning process.

The modernization of primary education is associated with the new status of the younger student as a subject of educational activity.

The priority goal of modern Russian education is not the reproductive transfer of knowledge, skills and abilities from teacher to student, but the full-fledged formation and development of the student's abilities to independently determine the educational problem, formulate an algorithm for solving it, control the process and evaluate the result - to teach learning.

And this, in turn, corrects the tasks and conditions of the educational process, which is based on the ideas of the student's personality development.

The goals and content of education are changing, new means and technologies of learning are emerging, but the lesson remains the main form of learning.

The class system was developed by Jan Amos Komensky more than 400 years ago. The lesson is a living, constantly improving system. At the lesson, as hundreds of years ago, the main participants of the educational process meet: teacher and student. There is always an unexplored world of knowledge between them, contradictions between what has been learned and what has not yet been mastered, between the feeling of satisfaction from success and the hard work of mastering a new, knowledge of the surrounding world.

At the current stage of education development, the classroom-lesson system, as a mainstay of tradition in today's educational system, serves as a kind of platform for the development, testing and implementation of pedagogical innovations in the learning process.

During the period of his professional activity, the teacher gives on average more than 25 thousand lessons. Every student during the years of his apprenticeship attends almost 10 thousand lessons.

So, the organization of the lesson, the search for resources for its development remain our main business. Today the question is being discussed, what should be the ratio of innovation and tradition in a modern lesson?

So, what is a modern lesson. What are its features?

This is a completely new, and not losing touch with the past, in a word – an actual lesson.

Relevant - means important, essential for the present. And it is also effective, directly related to the interests of the child, his parents, society, and the state. In addition, if the lesson is modern, then it necessarily lays the foundations for the future, prepares the child for life in a changing society.

A modern lesson is, first of all, a lesson in which the teacher skillfully uses all the opportunities for the development of the student's personality, her active mental growth, deep and meaningful assimilation of knowledge, for the formation of her moral foundations.

The idea of the modern lesson is to create conditions for the teacher to maximize the influence of the educational process on the development of the child's individuality.

The initial idea of the modern lesson is the idea of the unity of education, upbringing and development.

Based on this, it is possible to formulate the most general approaches to the organization of a modern lesson:

- strengthening of its social orientation, which implies an increase in readiness to enter adulthood, the development of communicative culture;
- practical orientation of education, providing an optimal combination of fundamental and practical knowledge;
- focus on the development of thinking, practical skills;
- expansion of collective forms of work, linking the studied material to the problems of everyday life;
- differentiation of the educational process, an increase in the share of independent work of schoolchildren (essays, projects, research and experimental activities).

In modern society, the formation of various models of didactic systems for designing and implementing lessons took place:

traditional;

the model of technologization of education;

a model of the competence approach.

The first model can be called traditional – cool-urochnaya. This model uses terms such as:

- the triune purpose of the lesson;
- outline plan;
- forms of training;
- teaching methods and techniques;
- types of lessons and others.

Another model is related to the technologization of education, among which:

- technological map of thematic and lesson planning;
- technological reception;
- technology stage;
- the task of the stage and the diagnosis of its effectiveness.

Today, more and more often it is not about the introduction of a particular technology, but about the use of technology elements, a harmonious component that contributes to the achievement of specific lesson goals.

But time does not stand still, and today the third model is being successfully implemented – the model of the competence approach, which is especially relevant in the context of modernization of education.

In this model:

- basic competencies;
- child's experience;
- ability to solve life situations;
- psychological and pedagogical situations and others.

("Competence" – includes a set of interrelated personality qualities: knowledge, skills, skills, methods of activity), set in relation to a certain range of subjects and processes, and necessary for high-quality productive activity in relation to them.

Speaking today about the modern lesson, there are three main positions: content – organization – style of teacher-student relationship.

Content.

The content of the training is aimed at obtaining semantic knowledge. And from this point of view, the new standards are non-standard and therefore innovative.

The standards of the new generation include invariant (basic) and variable parts of the content of education.

The invariant (basic) part of the content of education remains traditionally unshakable. And the variable part of the content of education allows the teacher to experiment, develop the emotional intelligence of the child, discover new, interesting, cognitive.

Organization.

The problem of organizing a modern lesson, combining traditional and innovative in the lesson is the topic of many All-Russian and international seminars and conferences today. A modern teacher builds a modern lesson based on the skillful organization of active student activity aimed at the development of the child's personality.

In the process of active activity, the child learns to understand the meaning and extract it from the acquired knowledge, first of all – for himself. And only through yourself – for others.

The modern forms and methods used in the lesson include:

- organization of group interaction;
- * discussions, trainings, round tables;
- * methods of organizing independent work (questionnaires, testing, interviewing);
- * solving cognitive tasks;
- * performing creative tasks;
- * working with an interactive whiteboard when drawing up diagrams, diagrams, presentations, searching for information and navigation in educational websites, testing and data processing;
- use of video and audio materials;
- * Project method.

The style of teacher-student relationship.

The psychological attitude associated with the organizational and substantive efforts of the teacher plays a primary role in ensuring the success of the lesson. This means that a special style of relationship should be formed between the teacher and the student, which is based on respect for the student.

The teacher's requirements must be accompanied by pedagogical support and assistance. Along with new forms of organization of children's activities, it is important to use traditional ones – for example, the organization of children's pedagogical work, as the involvement of children as teacher assistants, consultants.

Innovations develop into innovations, traditions do not give up their positions. What should a teacher do in such a situation?

Modern pedagogical science and advanced school practice defines a number of new pedagogical technologies that serve not to destroy, but to improve traditional approaches to learning.

Two main approaches can be defined:

1. The use of innovations in the framework of a traditional lesson.
2. Introduction of non-standard forms of organization of the learning process as an alternative to the traditional lesson.

The use of innovations in the framework of a traditional lesson

Innovation in the classroom is not an end in itself, but only a means to achieve the highest efficiency of the learning process. Therefore, the lesson system in a modern school, first of all, relies on the traditional typology of the lesson of Yu.A. Konarzhevsky, focused on the target nature of the lesson:

- combined lesson;
- lesson of learning new knowledge;
- lesson of consolidation of the studied material;
- repetition lesson;
- lesson of systematization and generalization of new material;
- the lesson of checking and evaluating knowledge.

We see that in the typology of the modern lesson there are also types of the traditional lesson.

Depending on the goal-setting of a particular lesson, each teacher at any stage or at the lesson as a whole has the right to choose optimal pedagogical technologies, including innovative ones, if their synthesis with traditional ones will achieve the highest efficiency, i.e. will lead students to a new quality of education.

As part of a traditional lesson, the following innovative interactive learning technologies can be used:

imitation, role-playing games are artificially created educational situations that serve the development of creative activity of students in a collective search with elements of theatricalization;

trainings and tests are educational situations that require knowledge and logical efforts, using either multiplying techniques or ICT;

game design – joint preparation, justification and defense of a project within the framework of the study of current educational material;

brainstorming is the free promotion of bold, unexpected ideas and hypotheses on a given educational problem;

creative workshops – proven technology of creative application of the studied material;

master classes – exchange of experience in successful research or other educational activities;

discussions, debates – organization of a conflict discussion of a controversial, ambiguous educational problem;

feedback technologies – after game discussions, reflection, learning the ability to evaluate the progress and results of the study;

group (or paired) technologies – collective participation in solving a problem with a certain distribution of educational material or roles;

actually, information and communication technologies are the use of computer and media equipment as a visual transmission of educational material, illustration or diagnostics at any stage of a lesson of any type.

The main feature of innovation within the framework of a traditional lesson is its use for educational purposes and to ensure the optimal implementation of the objectives of the lesson.

An alternative to the traditional lesson can be the introduction of non-standard forms of organization of the educational process.

Most of the non-standard forms of organization of the educational process, being an innovation, do not actually become an absolute alternative to the traditional lesson, rather they are an alternative to the structure of the modern lesson, and not its replacement. Therefore, in school practice, the use of these non-standard forms does not mean a complete rejection of the classroom system, but defines innovative types (or genres) of the lesson in addition to the traditional ones.

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