

Article

Innovative Educational Technologies in the Process of Military Education Teaching Special Subjects Methodology

Jamalov Farkhod Shakhabidinovich¹

1. Head of the Department of Air Defense of Ground Forces Chirchik Higher Tank Command Engineering School

Abstract: This article should be noted that the socio-economic development of our independent Republic and the prosperity of our Motherland depend on the level of introducing innovative technologies into the educational process organized in the continuous education system. In the conditions of innovative technologies, in the formation of methodical training of an engineer-pedagogue, it is necessary to consider scientific-theoretical and pedagogical-psychological training, which are components of professional pedagogical training, as well as the coherence and relevance of development as a person.

Keywords: educational technologies, teaching, method, learning, ICT

1. Introduction

The introduction of innovative technologies into the educational process requires, first of all, the analysis of existing innovative technologies, the preparation of scientific methodical recommendations for their application, taking into account the content of the taught subject. Implementation of the developed methodical recommendations in the process of training, retraining and upgrading the qualifications of pedagogical personnel plays an important role in improving the training of future engineers and pedagogues in higher educational institutions. The use of innovative educational technologies in the educational process creates the need for science teachers to undergo certain training and prepare them for innovative pedagogical activities [1-7].

2. Materials and Methods

The introduction of innovative technologies to the process of training pedagogical personnel, especially engineer-pedagogues for innovative pedagogical activities, in the course of the methodology of teaching subjects, which is an integral part of their professional - pedagogical training, prepares the ground for increasing the effectiveness of this process. In the application of innovative technologies to the educational process organized in higher educational institutions of pedagogy, the following:

- To ensure the perfection of students as individuals in the educational process, to increase the efficiency of acquiring knowledge, skills and qualifications;
- Increasing the effectiveness of professional and pedagogical training of pedagogues, including methodical training, preparing them for innovative pedagogical activities;

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- As a result of ensuring the active participation of future teachers in training based on innovative technologies, by turning them into subjects of the educational process, understanding the place of innovative technologies in the future pedagogical activities, necessary for their use implementation of didactic goals, such as creating a foundation for the acquisition of methodological knowledge, skills and competences.

3. Results and Discussion

The implementation of the above-mentioned didactic goals creates the need to use innovative technologies in the training of future engineer-pedagogues, in particular, in teaching the methodology of teaching special subjects, which creates the basis for their methodical training. It is necessary to increase the effectiveness of the educational process through the use of innovative technologies in the formation of methodical training of engineer-pedagogues, and ultimately, to set them as a priority goal for innovative pedagogical activities.

In the conditions of innovative technologies, in the formation of methodical training of an engineer-pedagogue, it is necessary to consider scientific-theoretical and pedagogical-psychological training, which are components of professional pedagogical training, as well as the coherence and relevance of development as a person. Therefore, in an innovative environment, it is one of the urgent problems of today to make certain changes to the methodological training of an engineer-pedagogue, to update the content, to create recommendations for them, to develop ways to use innovative technologies in the teaching of special subjects.

The scientific and practical basis of the formation of methodical training of an engineer-pedagogue on the basis of innovative educational technologies, the role of innovative educational technologies in the formation of the components of the methodical training of an engineer-pedagogue, the effectiveness of these technologies, educational-methodical complexes related to them, recommendations have been developed.

Designing and implementation of the process of formation of methodical training of an engineer-pedagogue based on innovative educational technologies is emphasized, including:

- A scientific-practical approach to the formation of methodical training of an engineer-pedagogue;
- Increasing attention to the issues of using methods, forms and tools of innovative educational technologies - engineers - pedagogues;
- Development of a system of methodological training for engineers and pedagogues;
- Attracting students to innovative scientific-research works;
- Development and implementation of methods of formation of professional training of future engineer-pedagogues.

Special attention is paid to mastering the content of each topic of the teaching methodology of special subjects using innovative educational technologies, solving problematic issues, performing various assignments and practical work, clarifying the educational goals of this subject. The hours allocated to the teaching methodology of special subjects in these educational institutions were analyzed.

As a result of the use of technologies, it is possible to increase the level of students' ability to independently perform the tasks and tasks given in this subject. Methodological aspects of the formation of methodical training of an engineer-pedagogue:

- To have deep knowledge of the content of state education standards, curriculum, curriculum and textbooks, manuals and methodical brochures and to have solid knowledge in this field;

- Scientific analysis of the creation of technical science based on the principle of integrity in the continuous education system;
- To be able to determine the ideas, theories and laws of priority importance in the content of the technical science program and to have the opportunity to create a sequence of their study;
- It is emphasized that it is to be able to use them in general, to form skills related to the use of innovative educational technologies in the process of acquiring knowledge, skills and competences that create the basis for the effective use of computer tools, electronic educational methodological complexes and laboratory work.

Comparative analysis of training based on traditional and innovative educational technologies in the formation of methodological training of engineers-pedagogues in the conditions of innovative educational technologies, identification of differences in the organization and management of students' cognitive activities, generalization, conclusion, identification of advantages and disadvantages;

- Justifying the use of innovative educational technologies in teaching;
- To understand the need to use modern technologies, interactive methods and introduce them to classes;
- Formation of the educational process based on innovative methods and scientifically based principles;
- Designing, clarifying educational goals and tasks, providing education based on electronic and multimedia systems;
- Honest and accurate assessment of knowledge based on fast and interactive methods, writing a summary based on an analytical approach on a topic selected from the teaching methodology of special subjects;
- Design training development based on an innovative approach;
- The issues of using forms and methods in technical lessons and innovative approach to teaching should be studied and practically substantiated.

4. Conclusion

It is necessary to ensure that the formation of methodical training of an engineer-pedagogue is integrated with scientific-theoretical and pedagogical-psychological training, which are components of professional-pedagogical training. It is also necessary to develop recommendations on the implementation of horizontal and vertical interdisciplinary connections between social and humanitarian, general professional and specialized subjects included in the curriculum.

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