

## DEVELOPMENT OF SPIRITUAL AND MORAL VALUES OF STUDENTS ON THE BASIS OF INNOVATIVE TECHNOLOGIES

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### ABSTRACT

The material presented in the article is a theoretical analysis and practical experience in the formation of professional competence of bachelors of the Institute. The paper notes that the effectiveness of innovative pedagogical technologies, which are a condition for the formation of professional competence of bachelors of the Institute, is due to the variety and appropriateness of methods, techniques and means by which special conditions for their formation are created.

**Key words:** Reform, humanitarian education, strategy of action, social, modern society.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the Republic of Uzbekistan from the first years of independence, the issue of development of the education system has been raised to the level of state policy. A lot of work is being done to educate the young generation of modern knowledge and professions in accordance with international standards, the formation of physically healthy and spiritually Mature individuals, to promote the realization of their talents and potential, education of young people in the spirit of love and devotion to the Motherland.

The decree of the President of the Republic of Uzbekistan Mirziyoev Sh. M. "About strategy for the further development of the Republic of Uzbekistan" [1] dated 7 February 2017 identifies a number of tasks for the development of the social sphere, in particular, education and science. On the basis of this decree there is a strengthening of material and technical base of educational institutions, construction of new, carrying out reconstruction and capital repairs of existing, equipping them with modern educational and laboratory equipment, computer equipment and teaching AIDS. A program of radical improvement of the higher education system in 2017-2021 has been developed, work has been carried out to further improve educational programs, gradually increase the independence of higher education institutions by expanding their powers in the use of additional sources of funding and the provision of paid services. During this period, about seventy relevant resolutions, decrees and orders of the President of the Republic of Uzbekistan and the Cabinet of Ministers were adopted, which was the beginning of a new stage of radical reform of the education system. Humanitarian education should foster a sense of social responsibility of young people, encouraging a pluralism of worldview, analytical thinking, the ability to navigate complex social processes, actively participate in the civil life of the country. Disciplines of the humanitarian cycle in educational institutions should contribute to the education of morality and the foundations of humanity. Through the use of innovative teaching methods, young people get not only fundamental knowledge, but also a great experience of creative activity (analytical, search, modeling) and rational labor organization. In order to achieve the effectiveness of humanitarian education, new approaches

are needed to stimulate critical thinking, to form one's own views and opinions, to assimilate democratic principles and norms.

In modern conditions of modernization of Uzbek education are the goals and objectives facing Universities and teachers. The emphasis is shifted from "learning" to the formation of "competencies".

The transition to competent education began after independence. The system of formation of key competences includes communicative competence and model of formation of social competences. In practice, this is expressed in the formation of skills and communication skills, skills and abilities to act in social situations, the ability to take responsibility, develops skills of joint activity, the ability to self-development; personal goal-setting; self-actualization. Contributes to the education of tolerance; the ability to live with people of other cultures, languages, religions. Thus, there is a reorientation to the humanistic approach in teaching. Innovative pedagogical technologies are introduced, providing for the consideration and development of individual characteristics of students. Modern educational technologies can be considered as a key condition for improving the quality of education, reducing the load of students, more efficient use of educational time

The main objectives of modern educational technologies are as follows:

- \* providing basic education, which, having received, the student is able to work independently, learn and retrain;
- \* formation of students ' creativity, ability to work in a team, project thinking and analytical abilities, communicative competencies, tolerance and ability to self-study, which will ensure the success of personal, professional and career growth of students.

During several years of pedagogical activity, through the analysis of results of the work and work of my colleagues, I came to a conclusion that the traditional pedagogical technologies used at lessons and in extracurricular activities when reproductive methods of training remain prevailing, do not give those results on which the theory of modernization of the Uzbek education aims us. The modern lesson should differ from the traditional one in that the teacher should have a wide variety of methods and techniques. And the most important task facing the teacher is the awakening of students to knowledge. At the same time the personality of the teacher, his ability to use this or that educational technology with the greatest efficiency comes to the fore. We are deeply confident that the classes were really interesting and effective teacher should be in constant search, experiment, improve the forms, methods, techniques. We must strive to ensure that every lesson was attended by an element of surprise, novelty, creativity. As Voltaire said: "everything that becomes commonplace is little appreciated" [2].

This is especially true for such a subject as history. Modern historical education is undergoing a shift from the assimilation of content to the development of personality of students based on the knowledge of the past, introducing them to the achievements of world culture and skills to navigate the system of social norms. There is an awareness that history is not only and not so much memorization of facts, events, dates, but also the development of historical thinking, the ability to take the position of a person of the past, to understand what it is caused by. And most importantly, taking into account the experience of previous generations, be able to navigate in the modern information, socio-economic and political space.

As noted above, the traditional lesson does not meet modern requirements in education, so we are interested in innovative pedagogical technologies. Using them, we try to promote the development of a person with an active civic position, able to realize themselves and their place in the world, able to navigate in difficult situations and positively solve their problems.

For practical implementation of this idea, we use the following main innovative technologies:

- problem-based learning;
- technology of development of "critical thinking";
- information and communication technologies;
- design and research methods in training;
- technology of intensification of training on the basis of circuit and sign models of educational material

As well as elements of other innovative technologies.

- technology of use in training of game methods: role-playing, business and other types of training games;
- training in cooperation (team and group work) - "debate";
- interactive method [3].

This is due to the very specifics of teaching history at the present stage, when assessments of certain events, historical details, personalities are made. In these conditions, it is necessary not only to acquaint students with different points of view on a particular issue, but also to give the opportunity to develop their opinion, justify it and defend it. When selecting methods, techniques and means of training, we take into account the age characteristics of students, as well as the theme, purpose and place of the lesson in the educational program.

One of the methods I often use for problem learning technology is the method of open questions and the "Case method" or the method of assessment and analysis of a real life situation. At the same time, the knowledge that needs to be learned in solving the problem is generalized and updated. This method is primarily:

- improves the possession theory;
- teaches the rules of discussion;
- develops communication skills;
- develops analytical thinking;
- develops skills in developing and evaluating alternatives.

Our use of information technology in the educational process is mainly at the level of the educational process and extracurricular activities of students. ICT is effectively used in the preparation of graduates for final certification.

Electronic educational resources are actively used in the lessons. One of the main features of obtaining knowledge on the subject through electronic learning materials is the prevailing in this case, audiovisual teaching method. It involves the use of simultaneously in different ratios of sound and visual technical means of training.

However, using ICT, the teacher should remember that the technical means of training do not bring him, as a teacher, in the process of educating and imparting knowledge to students, but only have a supporting, although very significant, role.

The method of projects is the technology of competence-oriented education. It allows the project Manager to adhere firmly to the educational technology "project method" and technology assessment of the level of formed key competencies of students through the evaluation of project activities. Students create educational projects, as well as various socially significant projects.

"Debate" is another technology of competently-oriented education.

- \* ability to use different ways to integrate information;
- \* ability to ask questions, independently formulate a hypothesis;
- \* ability to critically comprehend the information received;

- \* ability to argue a point of view and represent it; to take into account the points of view of others, to be tolerant of others' opinion;
- \* ability to work in a team, participate in joint decision-making;
- \* ability to take responsibility and make decisions

The technology of intensification of training on the basis of circuit and sign models of educational material allows to facilitate process of mastering of new material by pupils, to diversify cognitive activity and to form at students representation about historical regularities, steady cause-and-effect communications. Such techniques give their results not only in the lessons of history, social studies, but also in other humanitarian disciplines, strengthen inter-subject ties.

Another specific feature of historical science is that the object of knowledge here is man and human society. And the task of the history teacher is to teach children to feel the era in question, to develop the ability to take the place of the person of that era, to determine. How each of us would have acted at one or another historical moment. In this regard, we consider it appropriate to use in their work methodological methods of formation of historical empathy of students. As applied to the process of historical cognition, empathy should be understood as the ability to feel, to penetrate into the historical era.

Thus, using innovative educational technologies, I was able to solve the following interdependent problems:

1. Through the formation of skills to navigate in the modern world, to promote the development of the personality of students with an active civic position able to navigate in difficult situations and positively solve their problems.

2. Change the nature of interaction between subjects of higher education: teacher and student-partners, like-minded people, equal members of the "one team".

3. I believe, and my experience proves, that positive motivation to study in a child can arise in the case when 3 conditions are met:

- \* I am interested in what we are taught;
- \* I am interested in the one who teaches us;
- \* I wonder how we are taught.

High motivation for educational activities is also due to the versatility of the educational process. There is a development of different sides of the personality of students, through the introduction into the educational process of various activities of students.

4. To pay more attention to the study and mastery of modern pedagogical technologies that allow to significantly change the methods of organization of the educational process, the nature of interaction of the subjects of the system, and, finally, their thinking and level of development.

Of great importance is the mastery and widespread use of ICT in the educational process. As part of the priority national project "Education" this academic year, the school received equipment for the history room. It includes a personal computer, a multimedia console, a screen, a set of EOR on the history of Uzbekistan, world history and social studies, a set of disks with maps for an interactive whiteboard, a set of maps for all periods of Uzbek and world history, atlases, contour maps, a set of educational literature. All this creates additional opportunities to improve the quality of education and the use of innovative technologies in education. But still one computer per audience is clearly not enough, for example, in preparation for final exams, for centralized computer testing, in lessons where there is a creation of educational projects, participate in remote Olympiads, etc. Certain difficulties arise with the lack of the Internet. It is connected only in the computer science office, which is constantly overloaded. And when preparing for lessons, doing research, projects, the Internet

is simply " necessary as air." Therefore, it is necessary to connect all computers of the school to the Internet. This need dictated by our rapidly developing time.

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