



## **THE ROLE OF INNOVATIVE PEDAGOGY IN TEACHING STUDENTS TO THINK CREATIVELY**

**NM Yavminova**

Senior Lecturer of the Department of Foreign Languages,  
Namangan Engineering-Construction Institute

**Article history:**

**Abstract:**

**Received:** September 2<sup>nd</sup> 2021  
**Accepted:** September 30<sup>th</sup> 2021  
**Published:** November 8<sup>th</sup> 2021

This article analyzes the role of innovative pedagogy in teaching students to think creatively. The author discusses the possibilities of innovative pedagogy

**Keywords:** Education, pedagogy, pedagogical activity, innovative pedagogy, creative thinking, interest

Each branch of human knowledge, standing out as a special science, determines the subject of research inherent only in this science and the methods of its research. The subject of pedagogy is a special sphere of social activity of upbringing a person, its constituent parts - education and training. An essential factor in the development of pedagogical science is the enrichment and modernization of the methods of its research. It must be said that in this respect, pedagogy has made significant progress. There was a time when it was developed on the basis of speculative philosophical and sociological constructions, and pedagogical ideas were the result of the creative activity of outstanding thinkers. However, starting from the 18th century. to the greatest extent, pedagogy began to be enriched by those scientists who combined theoretical activity with practical educational work. This especially applies to such outstanding teachers as Ya.A. Kamensky, G. Pestalozzi, A. Disterweg, K.D. Ushinsky, A.S. Shatsky and others.

In the XIX century. experimental research began to be carried out widely, which contributed to the further deepening of the theory of learning and upbringing. Currently, pedagogical research is carried out using a whole system of various methods: pedagogical observation, the method of research conversation, the study of school documents and the products of students' activities, pedagogical experiment, the study and generalization of best practices, sociological research methods (questionnaire rating), methods of mathematical statistics and theoretical analysis of pedagogical ideas, etc. Let us dwell briefly on the essence of each of these methods.

The concept of "method" (Greek *methodos*) has been used since ancient times as a synonym for the expression "way of research, way of knowing." Modern philosophy interprets it as a form of practical and theoretical mastering of reality, a system of methods, techniques, principles and approaches that a specific science can use to cognize its subject.

In modern educational literature, the following definition is given: the method of scientific and pedagogical research is a way of studying the psychological and pedagogical processes of personality formation, the established objective laws of education and training.

To obtain a variety of information about the development of an individual, a team or other object of training and education, an optimal set of methods-research methods is selected. Let's consider the main complexes of pedagogical research methods.

It is customary to call traditional methods that modern pedagogy inherited from the researchers who stood at the origins of pedagogical science, and which are still used today. Such methods include observation, study of experience, primary sources, analysis of school documents, study of student creativity, conversation

Observation is the most accessible and widespread method of studying pedagogical policy. Its essence lies in the deliberate, systematic and purposeful perception of psychological and pedagogical phenomena. Its main requirements are: the definition of tasks, the selection of the object of research, the development of the observation scheme; mandatory recording of results; processing of the received data.

For example, a researcher is present at the lesson and notices that when the teacher presents the material in an interesting way, the children sit quietly and listen carefully. Further, he sees that some students behave actively, strive to answer the teacher's questions, pose questions themselves, while others are passive, inattentive, find it difficult to answer the teacher's questions. Observation of these phenomena allows the researcher to draw conclusions that the attention of students largely depends on the content of uranium, that active listeners have higher knowledge. Thus, observation creates the basis for certain theoretical judgments and inferences, which



are subject to deeper study and verification using other methods.

While emphasizing the acceptability and diffusion of the observation method, it is necessary at the same time to take into account its shortcomings. Observation does not reveal the inner side of pedagogical phenomena. When using this method, it is impossible to ensure complete objectivity of information.

The study of experience is another long-established method of pedagogical research. In a broad sense, it means organized cognitive activity aimed at establishing historical ties of education, isolating the general, stable in educational systems. It is closely linked with another method - the study of primary sources, also called archival.

In the modern, somewhat narrowed sense, the study of experience is usually understood as the study of advanced experience, creatively working teaching teas, individual teachers.

Sources of information when using this method are class journals, class schedules, calendar and non-class schedules of teachers, etc. In these documents, helping to establish causal relationships, the relationship between the studied phenomenon. For example, studying documentation provides valuable statistics for establishing the relationship between health and digestibility, scheduling and student performance, etc.

This is the study of home and class work, essays, essays, the results of aesthetic and technical creativity. After all, the ancients said that the creation points to the creator. The so-called "products of free time" are also of great interest.

Conversation is a method of direct communication, which makes it possible to obtain from the interlocutor information that interests the teacher, using preliminary preparatory questions. The conversation makes it possible to penetrate the inner world of the interlocutor. to identify the reasons for certain actions, to obtain information about the moral, ideological, political and other ups of the subjects. But conversations are a very complex method, requiring special emotional sensitivity from the teacher, knowledge of psychology, and the ability to listen. Therefore, it is used more often as an additional method.

A kind of conversation, its new modification - interviewing, transferred to pedagogy from sociology. It is rarely used and does not find widespread support among researchers. Questions and answers are prepared in advance and the latter are not always truthful. Interview results are usually supplemented with data obtained using other methods.

The word experiment is of Latin origin and in translation means experience, test. Psychopedagogical experiment provides observation of changes in the psychological characteristics of a child in the process of pedagogical influence on him. Unlike methods that only register what already exists, the experiment in pedagogy has a constructive character. Experimentally, for example, new techniques, methods, forms, systems of teaching and educational activity are making their way to the future. A pedagogical experiment can involve a group of students, a class, a school, or multiple schools.

The ongoing pedagogical experiments are diverse. They are classified according to various criteria - focus, objects of study, place and time. Depending on the purpose, they are distinguished:

- ascertaining experiment, in which the existing pedagogical phenomena are studied;
- checking, clarifying when the hypothesis created in the process of understanding the problem is tested;
- a creative, transformative, formative experiment, in the process of which new pedagogical phenomena are constructed.

According to the venue, a natural and laboratory pedagogical experiment is distinguished. The natural experiment, proposed by the Russian scientist Lazursky, is carried out under special conditions, in accordance with its purpose, and the processes under study proceed naturally, consistently and without the intervention of the researcher.

If you need to check any particular issue, or to obtain the necessary data, it is necessary to provide especially important careful observation (sometimes with the use of equipment), the experiment is transferred to the laboratory and is called laboratory. It is rarely used in pedagogical research, because natural experiment is closer to reality.

#### **REFERENCES:**

1. Khimmataliyev D. et al. Electronic government: problems and solutions //Журнал научных и прикладных исследований. – 2016. – №. 12. – С. 175-176.
2. Явминова Н. М. Typical problems of distance learning //Молодой ученый. – 2016. – №. 2. – С. 873-877.
3. Явминова Н., Нематжонов А. ВАЖНОСТЬ РАБОТЫ ПРОЕКТА В ESL КЛАССЕ //Актуальные научные исследования в современном мире. – 2017. – №. 4-1. – С. 11-12.
4. Khaydarov M. T., Otakhanov A. M. THE ROLE OF ECOLOGICAL CULTURE IN FAMILY CEREMONY (AS EXAMPLES UZBEKS IN FERGANA VALLEY)



- //Вестник современной науки. – 2015. – №. 11-1. – С. 42-44.
5. Otaxanov A. THE ROLE OF POLITICAL AND SOCIAL VIEWS OF THE JADED THINKERS IN OUR NATIONAL SPIRITUAL DEVELOPMENT //Экономика и социум. – 2019. – №. 6. – С. 57-59.
  6. Otaxanov THE IMPORTANCE OF USING MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING HISTORICAL SCIENCES //Экономика и социум. – 2021. – №. 5. – С. 383-386.
  7. Otaxanov A. RELATIONSHIP BETWEEN POLITICS AND RELIGION //Экономика и социум. – 2019. – №. 6. – С. 57-59.
  8. Турсункулова Ш. Т. САНЪАТНИНГ ШАХСДА МАЪНАВИЙ ЎЗ-ЎЗИНИ ТАШКИЛЛАШТИРУВЧИ ЎЗИГА ХОС ХУСУСИЯТЛАРИ //Интернаука. – 2017. – №. 5-2. – С. 71-73.
  9. Tursunkulova S. T. PHILOSOPHICAL PROBLEMS OF WOMEN'S SOCIAL ACTIVITY TODAY //Научно-методический и теоретический журнал. – 2014. – С. 35.
  10. Makulov S. Z. PHYSICAL CULTURE-THE GUARANTEE OF HEALTH //Экономика и социум. – 2019. – №. 5. – С. 129-130.
  11. Makulov S. H. Z. THE ROLE OF PHYSICAL EDUCATION AND SPORT IN EMPHASIZING THE SPIRITUAL AND MORAL QUALITIES OF STUDENTS //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 8. – С. 334-339.
  12. Makhmudov N. N., Makulov S. H. Z. FORMS AND METHODS OF INDEPENDENT LEARNING //В научный сборник вошли научные работы, посвященные широкому кругу современных проблем науки и образования, вопросов образовательных технологий 2020.-436 с. – 2020. – С. 167.