

UDC: 37.30

## BASIC PEDAGOGICAL IDEAS AND EXPERIENCES OF INNOVATIVE TEACHERS

**Gulomjonova Mokhidilkhon<sup>1</sup>**

*Teacher of department of foreign languages, faculty of agro engineering and hydro melioration,  
Andijan Institute of Agriculture and Agro technologies,  
Andijan, Uzbekistan*

**Abstract:** The relevance of the topic of this article is determined by the fact that the topic of pedagogy and education of the younger generation has always been important and relevant. After all, it is in childhood and adolescence that the basis is laid in a person, which he will carry through his whole life.

**Key words:** Teachers, theoretical, function of teaching, pedagogy, moral qualities, knowledge, professional training.

Teachers have always performed not only the function of teaching a particular subject. Teachers have been assigned and continue to play an important role in educating a worthy citizen and member of society. In addition to knowledge and skills, a child also needs to instill love for work, moral and moral qualities that will be useful to him in adult life in society.

The pedagogy of cooperation is a trend in pedagogy in the second half of the 20th century. Cooperation pedagogy is a system of methods and techniques of education and training based on the principles of humanism and a creative approach to personal development. The name of cooperation pedagogy was given by a group of innovative teachers, whose generalized experience combined the achievements of domestic and foreign psychological and pedagogical practice and science.

The origins of the pedagogy of cooperation go back to the distant 60s of the XX century in 1956 in Leningrad, the “communard movement” was born. The initiator of the socio-pedagogical movement “communards” was I.P. Ivanov, later

Doctor of Pedagogical Sciences, Academician of the Russian Academy of Education, author of the CTD methodology (collective creative activity).

In his writings, he updated the concept of “pedagogical relations”, drawing attention to the role of the educator himself. According to I.P. Ivanov, the main task of the educator is not excessive guardianship of students, which is expressed in the simple transfer of ready-made, “chewed” life knowledge to them, but the creation of “new, socially important experience”. Under the term “common care” he understood an ensemble of humane methods: motivation, persuasion and accustoming to an active attitude to the entire cross-section of life issues based on respect for the personality of each pupil.

Many educators, teachers from different regions, teaching different subjects, implemented the ideas of co-creation and cooperation with their students, building interaction with their students as a system of “subject – subject” relations. But not everyone was able to analyze their experience, to express the ideas that guided them in the pedagogical process. This was done by teachers who united as a “banner” of the ideas of “collaborative pedagogy”.

Observing weak students, the teacher comes to the conclusion that many do not have enough time to master the topic: the timing of mastering the topic by a certain program. How to teach everyone to keep up with the program? The answer to this question, in the opinion of the teacher himself, may seem paradoxical: ‘you must get ahead of the program.’ And for this, it is required to build the learning process in a different way, i.e. lesson. “The masters of precious time are the teacher and students.” The reserve of time lies in their learning, interaction, cooperation, in the teacher's understanding of their mental activity, in the ability to manage it, activate and stimulate it. [2, 58]. So the teacher comes to the ideas of anticipation and commented control.

The teacher sees his goal in including each student in active activity in all lessons, bringing ideas on the topic under study “to the formation of concepts,

sustainable skills” [2, 60]. Support schemes or supports help the teacher to achieve this goal. They are born before the eyes of students at the moment of explanation. Such reference diagrams can be tables, cards, drawings, drawings. Their purpose is to help students! Primary school students, especially first-graders, think concretely, in images, from bright pictures-toys illustrating the solution of mathematical tasks, they move on to the reference scheme. Students seem to be playing. There is some serious mental work going on.

The teacher educates by teaching, interspersing moments of education in the lesson: “the questions of the teacher, the answers of the student, the actions of the teacher, the actions of the student.” The conditions for the success of a teacher and a student are the creation of an atmosphere in the classroom: goodwill, well-being, spiritual closeness, “inner comfort”, a joyful mood when things are going well. And this, in turn, is the basis of mutual understanding between teachers and students, between parents and students, teachers and parents.

The effectiveness of the ideas and methods of S.N. Lysenkova is noted by teachers who begin to work with her graduates at the secondary school level: “thinking students, exceptionally hardworking and always smiling, ... ‘read well, talk freely, study with enthusiasm.’” S.N. Lysenkova, summing up her work, concludes her book “When it is easy to learn” with the following words: “Creating a calm atmosphere in the classroom, goodwill and mutual assistance, a sense of teamwork are also necessary components of success. Students are relaxed, free, there is no fear in anticipation of a call, they work actively and with pleasure, because the teacher's attention is focused not on mistakes and mistakes, but on lessons and victories, even the smallest ones. It is this lesson of cooperation, in which everyone succeeds, that gives rise to a sense of success in learning, a desire and readiness to solve more and more difficult tasks, to move forward along the road of knowledge” [2, 100].

The ideas of cooperation pedagogy, humane-personal technologies have found many supporters and successors. The pedagogy of cooperation gave an impetus to the creative activity of many teachers, initiated the activities of author's schools.

However, many ideas of pedagogy of cooperation and democratization of the individual met strong resistance in those years from managers, administrators, teachers, representatives of the administrative style of relations at school, as well as scientists.

A critical analysis of the “pedagogy of cooperation as an ideology of school renewal” was given by B.T. Likhachev in the textbook “Pedagogy” The scientist expressed the idea that “the theorists of the” pedagogy of cooperation without sufficient scientific justification idealize the nature of the pupil as originally perfect, fraught with all the forces of goodness and happiness; they deny the possibility of presenting pedagogical requirements to students and applying pedagogical measures of influence; they advocate leaving students to themselves in the face of negative phenomena and the pressure of a corrupting mass culture, the permissibility of only an endless dialogue with students, persuading even those who violate elementary norms of behavior. All this, according to the scientist, contradicts the scientifically based principles of pedagogy.

#### **List of used literature**

1. Valitskaya A.P. Modern educational strategies: options for choice // Pedagogy, No. 2, 1997.
2. Kapterev P.F. Tasks and foundations of family education. Mind and heart: thoughts on education. M., 1986
3. Bach, Kent: 1999, 'The Myth of Conventional Implicature', Linguistics and Philosophy, 367-421.
4. Cartography of Syntactic Structures, Vol. 3, 39-103. Oxford University Press, New York.

5. Almatova N.A. Development Of Design Skills And Abilities At Foreign Language Lessons. Economy and society. № 11(78) -s.: 2020.
6. Egamberdiyeva D.U. Methods of using computer technology in the process of teaching English. International scientific journal. Economy and society. № 6(73) -s.: 2020.
7. Nuritdinova Y.A. The use of multimedia presentations when learning English. International scientific journal. Economy and society. № 6(73) -s.: 2020.
8. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Moscow.2019.
9. Mukhitdinova F.R. Creative qualities of the students in the system of higher education. //Economy And Society. № 11(78) -S.: 2020.
10. Ilyin E.N. Path to the student. - M.: Enlightenment, 1988. Yu.Ilyin E.N. The art of communication. M., 1988.
11. N. Campanella T. City of the Sun. M 1971
12. Кан - Калик V.A. Teacher about pedagogical communication. - M., 1986.