



COMBINING TRADITIONS AND INNOVATIONS IN MODERN CONDITIONS

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Abstract

This article explores the integration of traditional and innovative methods within the educational process, with a particular focus on the pedagogy of Uzbekistan. It emphasizes analyzing key factors affecting teaching effectiveness, such as the relevance and value of educational content, students' preparedness levels, and the use of a differentiated approach to instruction.

Keywords: Pedagogy, education, traditional teaching methods, innovative approaches, teaching efficiency, educational value.

Introduction

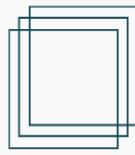
Pedagogy, one of the most ancient sciences, is subject to continuous renewal leading to its improvement in all civilised countries, among which Uzbekistan occupies its own very prominent place.

The most important feature, in our opinion, in the development and improvement of pedagogy in Uzbekistan is the desire of scientists to combine traditional methods and approaches in the educational process with new ways of presentation of material consolidation.

In order to successfully combine these opposite in their essence ways of organising the educational process, it is necessary to take into account not only the degree of readiness of the audience, but also the content value of the teaching material, its objective difficulty, educational potential. In this case, preference to one or another method (traditional or innovative) in the course of training is given at the initial stage - traditional, at the stage of consolidation - innovative.

The psychological and pedagogical basis for improving the effectiveness of training is often determined by the following factors:

- relevance of the studied material, its correspondence to the realities of modernity;
- objective degree of content of the basic educational information in the presented material in the studied programme thematic cycle;
- the presence of educational potential in it;
- a differentiated approach to the selection and presentation of material based on the individual characteristics of students;
- application in each individual case of a variety of methods that are most suitable for the realisation of educational and upbringing tasks of training.



- correct scientific forecasting of the success of training, taking into account cause-and-effect relations in the disclosure of professional knowledge on the basis of taking into account the achievements of modern science.

Of course, professionals of pedagogical labour, who have extensive experience in various spheres of knowledge, are much more capable of predicting the effectiveness of the pedagogical process than young specialists. In this regard, the need for mutual creativity of teachers of different age categories in the course of scientific seminars, discussions of teaching and educational activities increases.

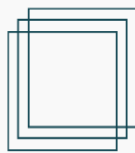
Among the general scientific methods of traditional teaching we single out analogy - direct symbolic and personal, analysis, synthesis. On the basis of these methods we use the technique of programme solution of scientific problems: algorithm of inventive problem solving, morphological analysis, brainstorming, inversion, method of universality.

Research Methodology

The research methodology of the article includes the following key aspects: analysis of traditional and innovative methods, comparative analysis: study of the peculiarities and differences of traditional and modern approaches in the educational process, systemic approach: consideration of the educational process as a holistic system including traditional and innovative elements, psychological and pedagogical approach: study of the influence of individual characteristics of students on the choice of teaching methods, identification of factors determining the effectiveness of the learning mat.

Literature Review

The topic of the researched issue was dealt with by such scientists as John Dewey [1,37] - American philosopher and pedagogue, who was one of the first to introduce the concept of active learning. His approaches were based on the principles of experiential learning and the importance of the learner's individual experience. Important conclusions were made by Lev Vygotsky [2,17], a Soviet psychologist who made a significant contribution to the theory of learning. His works on the zone of proximal development and the importance of the cultural-historical approach to learning are still relevant today. The emphasis on the 'knowledge' approach was made by Jean Piaget [3,65], a Swiss psychologist who researched children's cognitive development. His theories about the stages of intellectual development help to develop differentiated approaches to learning. We should also note A.V. Petrovsky [4,47] - a Russian pedagogue who studied the collective as a factor of learning and education. His works are relevant when organising group learning activities. A very significant contribution was made by Sh.A. Amonashvili [5,88], a Georgian teacher who developed a humane approach to teaching, oriented to the personal development of the student.



The following Uzbek scholars have actively worked in the field of research on the combination of traditions and innovations in pedagogy in Uzbekistan: M.L. Abdujabbarova [6,97] specialised in the study of the educational potential of educational programmes. [6,97] specialised in the study of the educational potential of educational programmes. She developed methodological recommendations for the introduction of innovative approaches in Uzbek educational institutions.

Z.H. Kasymova [7,52], who investigated the methods of combining national traditions with innovative technologies in teaching. She emphasised the importance of fostering students' respect for national values in the learning process.

Bakhodirova G.K. [8,46] - developed approaches to the integration of innovative technologies in educational institutions of Uzbekistan. She emphasised the need to adapt international experience to local traditions.

Davlatov O.G.[9,25] investigated ways to improve the effectiveness of the educational process through the introduction of innovative teaching methods. He considered the influence of cultural and historical heritage of Uzbekistan on the development of modern pedagogy.

These scientists made a significant contribution to the development of pedagogy in Uzbekistan, paying special attention to the harmonious combination of traditional and modern approaches.

Results

Summarising the above we can safely speak about the effective results that were revealed in the course of the study of the studied material.

1. effectiveness of the combination of methods

- o Application of traditional methods at the initial stages of training provides basic learning of the material.

- o Innovative methods at the consolidation stage allow for deeper understanding and increased student motivation.

2 Key success factors identified

- o Learners' level of preparation.

- o Relevance and content value of the learning material.

- o Differentiated approach taking into account individual characteristics of students.

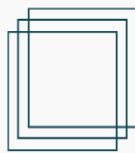
3.The role of teachers in the educational process

- o The importance of professional experience of teachers in predicting the success of learning is emphasised.

- o The interaction of teachers of different age groups improves the quality of educational activities.

4.Teaching methodology

- o Approaches have been developed that combine traditional methods (analogy, analysis, synthesis) with innovative methods (problem-solving algorithm, brainstorming, inversion).



o These approaches contribute to a deeper understanding of the material and to the development of creativity in students.

5. Pedagogical value of national traditions

o National values of Uzbekistan are harmoniously integrated with modern educational technologies, which contributes to the formation of respect for cultural heritage among students.

Conclusion

The combination of traditional and innovative methods in the educational process is an important direction for improving pedagogy. The success of this approach depends on a competent analysis of the teaching material, consideration of individual characteristics of students and interaction between teachers of different levels of professional training. Uzbekistan demonstrates an example where a harmonious combination of tradition and innovation contributes to the creation of an effective educational environment.

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