

# PEDAGOGICAL FUNDAMENTALS OF THE INNOVATIVE APPROACH TO EDUCATION IN THE DIGITAL WORLD

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## Abstract:

The article talks about the pedagogical foundations of an innovative approach to education in the digital world.

**Keywords:** digital pedagogy, education, quality, efficiency, coherence.

## Introduction

Informatization of society on a global scale, rapid changes in technologies, specific psychological characteristics of modern professionals, determine a number of requirements for education and training of the young generation. A graduate of a modern school should not only acquire the culture of new techniques and technology, but also be able to develop it, be a person with excellent potential, initiative and creative thinking. Priorities in education have shifted from the formation of currently known knowledge, skills and competencies to the development of students' intellectual and academic abilities. It is necessary to solve the tasks of developing creative abilities by organizing educational activities within each subject. The need for the formation of the student's creative abilities at school requires the development of modern technologies for educational and creative activities, forms, methods and tools of this process, appropriate didactic and educational-methodical support, a set of educational and creative tasks etc. creation requires relevance. In the concept of international education established until 2030, "creating the opportunity to receive quality education throughout life" is defined as an urgent task.

Based on this, we emphasize that the teacher is the main person in the school, depending on the level of his pedagogical skills. Pedagogical skill is an educational system carried out to the level of art. In this regard, the level of pedagogical skills means the teacher's constant work on himself and his achievements in self-education, constantly in search, perfecting his pedagogical skills and, of course, the knowledge and skills of students. depth and quality, their education is understood. All this indicates that the educational process is materially and technically provided and the level of improvement of workplaces has increased. But can we always correctly evaluate this wealth?

Experience shows that the main indicator is: compliance of the number of student places with the norm; availability of technical tools, educational and demonstration manuals, handouts for laboratory and practical training. Pedagogical skill process is based on methods of organization, expression of goals and tasks, selection of appropriate methods and forms, ability



to choose educational and technical tools, scientificity of plans. We will see the methods that determine some goals and tasks of pedagogical skills. These methods are inextricably linked with organizational and scientific theory as they organize activities. To achieve the goal of the lesson, the teacher chooses the necessary educational tools. It is known that the means of achieving the goal include teaching content, teaching methods, organizational forms of teaching, methods of influencing the class team and the teacher, and educational technical means. Since the basis of the educational material is the textbook and planning, the teacher changes and supplements it knowing the conditions of teaching.

The word method means to achieve a goal. One of the important aspects of teaching is the interdependence of the activities of the student and the teacher. The main function of this process is, among other things, that it is a single method for developing and educating students. Teaching methods means establishing the interdependence of student and teacher activities aimed at solving educational problems. Choosing the type of classification for each case is important in increasing the effectiveness of the teaching method. We are aware of the diversity of teaching methods nowadays. These are: according to sources of knowledge, according to educational issues, according to the component of the educational process, according to the student's cognitive activity, binary categorization, etc. If necessary, the teacher can use didactic materials. From our point of view, the more a teacher knows about teaching methods, the more interesting his lessons will be, because each method has its own positive and negative aspects. Such pros and cons reflect major or minor aspects depending on specific conditions.

While preparing for the lesson, the teacher chooses the methods of conversation or story, written or oral exercise. But such a choice does not give an understanding of the student's educational activity. Suppose the teacher chose the interview method. The conversation method, like a story, determines the acquisition of ready-made knowledge. It allows for educational methods and knowledge activities. Thus, the student's level of development of learning to read is not sufficient for the selection of methods of classification and teaching methods by sources of knowledge. In order to overcome this deficiency, it is possible to use the description according to the description of students' cognitive activity. Methods are divided into two groups: reproductive and productive. The first group includes the following methods: visual - explanatory (information-receptive) and reproductive. Partial research and research into the second group. A problem statement falls between the two groups, as it prefers methods of action and research and assimilation of ready-made information.

The fact is that the teaching method reflects the unity of the activity of the student and the teacher (the internal and external side of the method). The category under analysis originates from the internal side of the method, which overshadows the external side of the method. In order for this situation not to happen, it is necessary to assume that the study method is composed of the teaching method and the educational method. Take the partial-search method for example. In this case, the teacher fully formulates the solution to the problem. But at the same time, part of the information is sought by students under his guidance. For example, the teacher creates a problem situation, organizes the correct expression of the question by the student, and discusses the plan and idea to check its correctness. The student is invited to independently work on the plan or some of its parts. In other cases, the teacher makes a



problematic statement and puts the problem of independent expression of the idea before the students. It can be seen that the teacher organizes the search for the answer to the problem and guides the student. Some of the information will be passed on to them. A combination of several methods works in this. These are: question and answer, observation, conversation, story, experience, etc.

As N.K. Krupskaya said, the method is used for a growing, developing person, where the impact of the object is organically related to knowledge [2.557]. The description of the tool is determined by the properties of the material that cause its transformation: a needle is needed to pierce the fabric, a rope is needed for skin, a crowbar is needed for stone, etc. Similarly, the method of teaching and upbringing changes depending on the physical strength, life experience, knowledge and knowledge reserve of the student, and his general thinking skills.

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