

INNOVATIVE TECHNOLOGIES IN MODERN EDUCATION.

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ABSTRACT: *The article describes issues based on analyzing theoretical basis of application innovative methods in teaching process as a core of modern education. Currently, significant changes are taking place in the educational policy of our country. This is due to the transition to the position of personality-oriented pedagogy. One of the tasks of modern education is to unlock the potential of all participants in the educational process, to provide them with opportunities to display their creative abilities.*

Keywords: *educational processes, modern education, innovation, innovative methods.*

INTRODUCTION

Technology is transforming how students learn inside and outside the classroom and empowering educators to deliver immersive, personalized learning experiences that prepare students to thrive in the workplace of the future.

The world today is united by concern for the education of a citizen of the entire planet. The international educational space is intensively developing. Therefore, the world community is striving to create a global strategy for educating a person, regardless of his place of residence and educational level.

The innovative process in education is a set of procedures and means by which a didactic idea is transformed into an educational innovation. Innovation activity is a set of measures and technologies to ensure the innovation process at a particular level of education, as well as this process itself. The main functions of innovation activity include changing the components of the pedagogical process: the goals and content of education, means, methods and forms of education, management systems, etc.

The structure of innovative activity includes scientific search, creation of innovation, implementation of innovation, reflection of innovation. The main result of the search stage is the formulated innovation problem, goals and objectives of innovation. What follows is an innovative project of planned transformations. At the implementation stage, innovative activity includes the following actions: program-scenario, organizational managerial, experimental-evaluative and design-translational. In the process of reflection, the obtained results are correlated with the goals set; the resulting product is compared with its original image (model). The reflexive stage of innovation activity performs the function of feedback.

Innovative changes in the education system of our country are going in the following directions:

- ◆ changing the goals and content of education at all levels, starting from kindergarten;
- ◆ bringing them into line with humanistic guidelines and the requirements of the time;
- ◆ development and implementation of new educational standards based on a competency-based approach, development and implementation of new educational technologies;

- ♦ informatization of the entire education system;
- ♦ introduction of specialized education in secondary school;
- ♦ application of methods and forms of individualization of education;
- ♦ creation of conditions for self-determination and creative development of the individual in the learning process; creation and development of creative innovative teams of educational organizations;
- ♦ combination of the educational process with the research work of teachers, students and much more.

In view of the multidimensionality of innovative activity in education, we confine ourselves to considering only one problem - the development of modern teaching technology.

An analysis of foreign and domestic scientific and pedagogical literature allows us to conclude that pedagogical technology is connected with a systematic approach to education, covers all elements of the pedagogical system: from goal setting to designing the entire didactic process and testing its effectiveness. Pedagogical technology should be considered as a systematic and consistent implementation in practice of the designed learning process, as a system of ways and means to achieve the goals of managing this process.

METHODS AND ANALYSIS

Innovative technologies are innovations and changes in the pedagogical process and teacher and student's activities, and mainly interactive methods are fully used in its implementation.

Interactive methods are called group thinking, that is, methods of pedagogical influence, which are part of the educational content. The uniqueness of these methods is that they are implemented only through the joint activity of pedagogic students.

Such a process of pedagogical cooperation has its own characteristics, which include:

To force the student not to be indifferent during the lesson, to think independently, create and search;

Ensuring that students have a constant interest in knowledge during the educational process;

The student should strengthen the student's interest in knowledge by independently approaching each issue creatively;

In the literature on pedagogy, a scheme of the innovation process is given. It covers the following steps:

1. The stage of the birth of a new idea or the emergence of a new concept. It is also called the discovery phase.
2. Invention, that is, the stage of innovation.
3. The stage of practical application of the created innovation.
4. The stage of spreading the news, its wide application.
5. The stage of dominance of innovation in a certain field. At this stage, the novelty loses its novelty, its effective alternative appears.
6. On the basis of a new alternative, the stage of reducing the scope of the innovation through replacement.

V.A. Slastyonin considers innovation as a set of purpose-oriented innovation creation, wide distribution and use process, and its purpose is to satisfy people's needs and aspirations with new means.

The authors of the systematic concept of innovation (A.I. Prigozhin, B.V. Sazonov, V.S. Tolstoy) distinguish two important forms of innovation processes.

An innovation to the first form is introduced as a simple development. This applies to organizations that are adopting the product for the first time.

The second form refers to the large-scale development of the innovation. Innovation is both an internal logic and a dynamic system that develops legitimately over time and expresses its interaction with the environment.

The concept of "novelty" occupies a central place in pedagogical innovation. It also arouses interest in special, conditional, local and subjective innovation in pedagogical science.

V.I. Zagvyazinsky defined the new concept and said that the new in pedagogy is not only an idea, but also approaches, methods, and technologies that have not yet been used. However, the elements of this pedagogical process are complex or separately taken elements, and reflect the advanced beginnings of effectively solving the tasks of education and upbringing in changing conditions and situations.

The basis of the methodology of integrative learning technology, first of all, should be based on an activity approach. As you know, the psychological structure of activity includes the subject, goals, motives, and means of activity, actions and operations, as well as the result of activity. The subject of the joint activity of the teacher and students is the content of the studied disciplines: concepts, laws, principles, rules, tasks, problems and other educational elements. The goals and content of training are reflected in educational standards, curricula and textbooks. In integrative learning technology, a joint activity of a teacher and students is designed, aimed at solving educational problems and problems, in the process of solving which, students acquire the knowledge, skills and abilities provided for in the curricula. The educational and cognitive activity of students should be organically combined with research, communication, practical and other activities aimed at the formation and development of competencies provided for by the State Educational Standards.

In addition, as part of the professional competence of a specialist, it is necessary to single out a professional orientation: interest in the profession, readiness for professional activity, the desire to apply their knowledge, skills, and abilities in the chosen profession.

DISCUSSIONS

Traditional and Modern education are both related to each other and different from each other. In fact, modern education is inherited from the traditional education. In the past, there were no schools or institutions for children. They acquired the education or knowledge in gurukuls from their gurus who mainly focus on the rituals or customs. In contrast, to this modern education focuses on reading, writing, arithmetic and religion. With the invention of new technologies, the modern education was able to replace the indigenous education.

Such scientists as T.I. Shamova, M.M. Potashnik, N.P. Kapustin believe that the management of the innovation process in the context of the holistic development of the school should be carried out comprehensively and include the following aspects:

- ♦ working with teachers, students, parents,
- ♦ improving the work of the aggregate subject of intra-school management in order to maximize the use of resources available at the school;
- ♦ implementation of relations with the environment surrounding the school in order to most fully meet the educational needs of the society and attract additional resources to the school;
- ♦ implementation of control, analysis and regulation of innovation activities;
- ♦ implementation of information support for innovation activities.

M.V. Clarin, for example, he puts the following meaning into the concept of "innovation": "Innovation refers not only to the creation and dissemination of innovations, but also to transformations, changes in the way of activity, the style of thinking that is associated with these innovations."

Thus, the analysis of the theory of innovative activity factors leads to the conclusion that its most important direction is humanistic axiology.

The axiological approach to innovative activity means that a person devotes himself to the process of creating innovation, a set of pedagogical values created by him.

Axiology considers man as the highest value and the only goal of social development.

The innovative activity of the teacher is considered as a creative process and a result of creative activity.

V.A. Slastenin approaches the teacher's innovative activity from an acmeological point of view.

V.A. Slastenin substantiated the subjective and objective factors of acmeology that lead to high professionalism and a long creative life of a specialist. Objective factors include the quality of education received, and subjective factors include a person's talent and ability, responsibility for effectively solving production tasks, and approach to specialists.

V.A. Slastenin defines the main tasks of realizing creative individualism as follows:

- ♦ enrichment of culture that has acquired a social essence;
- ♦ updating pedagogical process and personal knowledge;
- ♦ finding new technologies that set effective and relevant standards;
- ♦ ensuring the individual's development based on self-determination and self-expression.

In this way, the formation of the teacher's creative individuality is understood as a dynamic innovative process of personal development and renewal.

CONCLUSION

Thus, innovation is the result of an innovative activity, embodied in the form of a new or improved product introduced to the market, a new or improved technological process used in practice, or in a new approach to social services.

At the same time, the student does not receive ready-made knowledge, but extracts them; moreover, knowledge as such is not the goal of education, but becomes a means of solving the tasks set. The result of such training is not only new knowledge, but also the ability to apply it to solve problems. Active educational, cognitive and research activity of a student contributes to the development of his personal qualities - abilities, responsibility, independence, etc. In the process of joint activity in a group, his communication skills, the

ability to listen, ask questions, express his opinion, lead a discussion, convince others, respect someone else's opinion.

People may improve their societies and their own lives by embracing new ideas and possibilities and broadening their horizons via education. Students must be able to interact and connect with individuals anywhere at any time in a world where geographical borders are becoming less distinct. This will allow them to communicate knowledge in more interesting and dynamic ways. The role that education plays in competitive economies is also important to take into account, since once-local sectors increasingly face global competition. It is an exciting time to be a teacher, and we should take use of it to push lawmakers nationwide, students, administrators, and ourselves to ensure that all educators are utilizing the technological resources at their disposal to the fullest.

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