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FEATURES OF USING INNOVATIVE TECHNOLOGIES TO IMPROVE THE QUALITY OF EDUCATION

Abstract: In this article, the use of innovative technologies to improve the quality of education should be theoretical, that is, the acquisition of modern knowledge and skills necessary for the successful conduct of educational activities, the introduction of educational forms, methods and tools into the pedagogical process. The theoretical basis of the use of innovative technologies in improving the quality of education was investigated; the theoretical essence of the use of innovative technologies in improving the quality of education was substantiated. The study was based on the fact that on the example of teaching sciences theoretical knowledge can be used by methodically based innovative educational technologies, able to quickly solve the problems of fully communicating theoretical knowledge to students and independently applying the knowledge obtained from them in practice.

Key words: education, innovative technologies, improving the quality of education, theoretical knowledge, methodical, problems.

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Introduction

Improving the quality of education using innovative technologies has a positive impact on the mastery of all four components of educational content (knowledge, skills, abilities, creativity). They allow students to see, express and find solutions to issues critical to a particular course. The study argues that the example of teaching science can be used methodologically sound innovative educational technologies that can quickly solve the problem of full transfer of theoretical knowledge to students and teach them to independently apply the knowledge gained in

practice. Where do innovative technologies work? When and how to use it? How much do we use innovative technologies in organizing lessons today? What is the attitude of teachers and students towards organizing classes using innovative technologies? Thus, the relevance of this study is the need to create conditions for improving innovative technologies and tools in teaching pedagogical sciences; The social order of solving the problem of improving the efficiency of teaching pedagogical disciplines and cognitive activity of students justifies the relevance of the topic.

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Materials and Methods

Naturally, today 's younger generation will be responsible for ensuring that an independent Uzbekistan will appear before the world as a great country in the future. Of course, it is important to take into account the lives of our schools and the extent to which they are a reliable representative of the future of our students. That is why our country pays great attention to the education of young people, their education, health care and several other areas, and at the heart of such efforts is ensuring that future successors become a real foundation, a strong pillar. Russian methodists E.F. Bugrimenko and G.A. Zuckenberg are divided into 2 types of game technologies, which are carried out in the educational process. [1; 3].

1. Entertaining games.
2. The developing games.

The requirements for didactic games are a little more stringent. They serve a direct educational purpose. These games have many advantages in the mental development of children, in the motivation to know them, to think logically. It facilitates and expands formation and development in students of aspiration to knowledge, inquisitiveness, inquisitiveness, resourcefulness and intelligence. These games are specially organized by a teacher for educational purposes. Developing games are designed to help students develop theoretical knowledge. New abstract concepts should be absorbed by the reader in a figurative emotional perception. This means that the teacher should know to what extent he or she used didactic and entertaining forms, norms, places and time when using games in the classroom. The use of didactic game elements in the classroom eliminates difficulties in mastering the material. Visual aids, interesting questions, humorous tasks and unexpected situations related to the type of visual and auditory activity ensure the effectiveness of the student 's mental activity. Not only the use of gaming technologies in the classroom but also the use of innovative and integrated methods of learning in the classroom, the expansion of the child 's thinking, the transfer of knowledge to the child based on thorough and real events. It serves to meet their desire for innovation, even to achieve more than just the knowledge, skills and competencies to be passed on over the course of a year, to address issues such as the child 's development of creative, demanding, responsive, thinking abilities. Innovative methods of training are defined as the introduction of innovations, the use of non-traditional methods of training, techniques, the introduction of new methods and techniques. Innovative teaching methods give positive results in the practice of pedagogical processes in comparison with the traditional system of managed education. This is due to the fact that, according to the content of traditional education, students are passively

involved in the learning process. After listening to the teacher's speech, the recipient plays the role of an informant. All students are actively involved in innovative and non-traditional teaching methods. In particular, the basis of innovative teaching methods is "brainstorming" - students answer the question posed by the teacher, one after another. Modified Education is a modified report. The teacher interacts with students through questions, answers, and discussions. "Illeprovization" is an unprepared statement. Unprepared, sudden, sudden students answer the question or task of the teacher at their discretion. "Multimedia" - "Training with the help of video programs". How to teach a specific topic using software, audio, video, television, video equipment. An "analysis of a specific situation or situation" is the study of any life event, situation or event in order to draw the right conclusions. Critical thinking - students critically express their views without repeating each other's questions. The goal of introducing innovative technologies is to make the student smart in all respects, to reveal every aspect of it and to reveal various abilities in it, and also to improve the child's skills and qualities, such as thinking, thinking, and developing speech. Increases emphasis on deepening and developing ongoing educational reforms in order to ensure their implementation in practice. In this regard, it is important to ensure that the educational process encompasses the minds of students, in particular, to increase students' knowledge, enrich them, think logically, explore, take each issue seriously and be selective. One of the most important aspects is to ensure that the student does not get bored in the classroom, that he is alert, resourceful, resourceful and attentive. Moreover, at a time when the student is not only a listener or recipient in the lesson, but also a direct participant, a free person, an independent thinker, critic, a real modern student, there is no need to do this above. A convenient and popular method and technique will be required. To do this, we want to consider the use of didactic games in pedagogical lessons. It is known that didactic games in their form mainly serve as a teaching aid, attract the attention of children and are held in a fun, interesting and understandable way. Even children with special needs, that is, students with a low level of skill, learning, can hardly master scientific theories, try to complete each task and learn easier and faster in-game activities. opportunity arises. This is because interest in didactic materials and assignments is growing, and they immediately fall into the situation.[2]

The didactic games include educational demonstrations, teacher performances and children's movements. This leads to loss of perception, sight, hearing and sense of skin. This allows the child not only to activate the senses but also to develop the thinking process in them. Helps to develop students' logical thinking skills. No doubt using didactic games will make it easier for students to learn the basics of

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science. Therefore, the organization of the lesson based on game lessons, the introduction of game technology directly into the lesson regularly - that is the goal, that is, the knowledge that must be mastered, easily and easily acquired and deepens the thinking of the student. We think it should be done. The lesson also has several objectives, ranging from the use of game technology to conducting game lessons, which directly serve as a program to shape the personality of the student. [3; 4-6] This:

- Didactic purposes;
- Educational purposes.
- Didactic purposes:
- Strengthening and mastering the knowledge system through playful activities;
- sharing experience in developing game lessons;
- organizing and solving various issues and problems.
- Educational purposes:
- to teach creative thinking, problem-solving;
- game lesson instruction;
- to be able to compromise with people, to behave in the process of interaction with people, to develop self-governance skills;
- Include important educational tools in shaping a student's personality. To achieve these goals, the learning process should be organized directly at the level of an interesting, entertaining cartoon or performance. When developing and organizing game activities, it is necessary to pay attention to the following and ensure the introduction of new qualities in the learning process.
- Develop the formation of active joint or individual acts of the student by organizing play activities;

Make changes in the growth and development of the student by demonstrating different methods and options for games. The use and implementation of didactic games in the classroom differ from traditional methods in several qualities that express an unconventional approach to the learning process. That is the organization of the educational process based on direct interesting games, providing joint actions of participants of the educational process, development of active movement and logical thinking of students as a result of the group approach to the problem. Advantages of the organization of the problem process of teaching at pedagogical lessons. Effective technology in high school today is problematic learning. Its task is to stimulate the process of active learning and to form a research method of thinking. Problem learning is one of the goals of a creative, active person. Problem learning is advanced learning technology. Modern high school technology is a complex task. Its task is to stimulate the process of active learning and to form a research method of thinking. Problem learning is one of the goals of a

creative, active person. Its task is to stimulate the process of active learning and to form a research method of thinking. Problem learning is one of the goals of a creative, active person. Problem learning is advanced learning technology. Modern high school technology is a complex task. Its task is to stimulate the process of active learning and to form a research method of thinking. Problem learning is one of the goals of a creative, active person.[7; 8]

In the process of problem education, the independence of the student in relation to reproductive forms of education increases. The essence is organized by the teacher to manage the cognitive activities of students in the acquisition of new knowledge by creating a problem situation in their learning and solving learning problems, tasks and issues. This creates a research method for learning. In the process of problem education, the independence of the student in relation to reproductive forms of education increases. The third condition of problem learning is the subjective position of the student, his or her ability to understand and set informed learning goals, as well as to evaluate their means for solving the problem and achieving the result. Problem-based learning involves the student's personality as the core of the situation. There are no problems outside the subject, the individual. The problem situation covers the needs of the student's motives as a necessary part of themselves. That is why in the learning process, problem education is considered as the basis for student learning, knowledge, formation of worldviews. The process of thinking in problem-oriented learning covers the theoretical and practical aspects of the subject, such as the reopening of the subject, that is, its new features and relationships. When solving a problem in problem training, the unknown, which is a key element of a problem situation, consists of knowledge that the student lacks. In problem situations, uncertainty is characterized by two main indicators:

- 1) the level of novelty (in relation to acquired knowledge and existing methods of movement);
- 2) the level of assimilation of acquired knowledge or methods of action (relative to the achieved level of generalization).

These two indicators play an important role in determining the difficulty level of a problem. In problem-oriented learning, a student's need to know is a sense of need for certain practical or theoretical knowledge, conditions, and methods of activity to achieve a goal. The need for knowledge is a necessary part of the problem situation and requires intellectual activity on the acquired knowledge in search of innovations. This plays an important role in the child's self-control in the thinking process. The need for knowledge is one of the necessary conditions for managing the educational process in education. The benefits of using test technologies for the control of knowledge. In the process of training young people,

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specific goals and tasks were developed to determine the qualities of spiritual and intellectual development. Monitoring and evaluating students' knowledge and intellectual development are of national importance. At the same time, the monitoring and evaluation process affects the enrichment of students' knowledge, their personal development and upbringing. It is necessary to constantly monitor the impressions of the assessments and assessments on the student's knowledge, how they react to the achievements and shortcomings of their peers. A rating system was introduced to monitor and evaluate students' knowledge on a regular basis during the school year, sometimes preventing random checks and providing opportunities for orderly, continuous assessment. [9; 10]. The task of supervision is to determine and evaluate the level of knowledge, skills and abilities of students. This determines the possibility of transferring educational materials to the next stage of training and monitors the correct choice of teaching methods and techniques by the teacher. The task of learning is clearly visible when checking students' knowledge. In the process of reinforcing a new topic or reviewing homework, students have the opportunity to repeat the previous topic, learn information that they do not understand. This is because other students in the group listen carefully to the student's point of view and respond by enriching their previous knowledge with additional information. He seeks to clarify the topic studied, preparing to add to the answers of his colleagues or answer unresolved questions. The educational function of supervision is to ensure that students prepare their lessons in a timely manner to be ready for exams, try to make the most of their free time and study the discipline. If the training and educational functions of supervision are performed correctly, it will be possible to develop the thinking, emotions and moral qualities of the individual. This is a developing function of self-control. Practical training is mainly used to consolidate the obtained scientific knowledge and control knowledge, their application in practice, to ensure the acquisition of appropriate skills and competencies.

The effective implementation of teacher innovation depends on a number of conditions. It includes the teacher's willingness to communicate in a certain way, distinguish opposing views and recognize the rationality of the situation in various situations. As a result, the teacher has a complex theme (motive), providing his knowledge and scientific activity.

Self-activation, self-improvement, self-knowledge and creativity are important topics in the work of a teacher. This allows you to form the creative potential of the teacher. An important condition for innovation is the creation of a new state of communication. A new state of communication is the ability of a teacher to create his own position of

independence, a new attitude to the world, to pedagogical science, to himself. The teacher is not confused in his own point of view, he is revealed and improved thanks to the rich forms of pedagogical experience. In such situations, the mentality of the teacher, changes in mental culture, emotional feelings develop. The next condition is the teacher's readiness for culture and communication: the teacher's innovative activity is aimed at changing reality, finding solutions to its problems and methods. One of the conditions for innovation is to change the model of communication between teacher and student. New relationships, as in tradition, should be free from elements such as coercion and obedience. They should be built in the form of mutual cooperation, mutual management, mutual assistance. The most important feature of their relationship is the creative collaboration between teacher and student.

Innovative activity is explained by the following main features:

- Conscious analysis of professional activity;
- A critical approach to standards;
- Readiness for professional news;
- Have a creative attitude to the world;
- Realize your potential, integrate your

lifestyle and aspirations into your professional activities.

This means that the teacher acts as an author, producer, researcher, user and promoter of new pedagogical technologies, theories and concepts. In modern society, culture and education, the need for innovation for teachers is measured:

1. Socio-economic modernization requires a fundamental update of the education system, methodology and technology of the educational process. In this context, the innovative activity of a teacher consists of the creation, mastery and use of pedagogical innovations.

2. The humanization of the content of education requires a constant search for new organizational forms and training technologies;

3. Changes in the nature of the teacher's attitude towards the development and implementation of pedagogical innovations.

Analysis of the teacher's innovative activity requires the use of certain criteria that determine the effectiveness of innovation. Such standards include novelty, acceptability, high efficiency and the ability to creatively apply innovation in public practice. Novelty reflects the essence of the new, the level of novelty, which is proposed as a criterion for pedagogical novelty. The acceptance criterion refers to the efforts and means expended by the teacher and student to achieve a result. Efficiency refers to certain important positive outcomes in a teacher's career. Pedagogical innovation, by its very nature, should be the property of mass experimentation. Pedagogical innovations are first introduced into the work of some teachers. At the next stage, after testing and objective

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assessment, it is recommended that pedagogical innovations be introduced to the masses.[10; 11].

Innovative activities of a teacher include analysis and evaluation of innovations, the formulation of goals and concepts for future actions, the implementation and editing of this plan, and the evaluation of effectiveness. The effectiveness of innovation is determined by the personality of the teacher. Slastenin's study identifies the key characteristics of a teacher's ability to innovate. [12; 13]. It has the following qualities:

- The creative and motivational orientation of the personality.
- This is curiosity, creative curiosity; desire for creative achievements; desire for leadership; desire for self-improvement, etc.
- Creation.
- This is a fantasy, an assumption; freedom from stereotypes, risk, critical thinking, ability to evaluate, self-observation, reflection;
- Assessment of professional activity.

This is the ability to master the methodology of creative activity; the ability to master pedagogical research methods; the concept of authorship is the ability to create the technology of action, the ability to creatively overcome conflicts; the ability to

collaborate and help each other in creative activities, etc.

Conclusion

Thus, learning efficiency depends not only on the didactic processing of content, but also from the strict selection of teaching methods, and strict training. From the above, it can be seen that the compatibility of teaching and learning methods ensures the coordination of teaching and learning activities. Problem-oriented research methods are teaching methods that focus on students' thinking and, consequently, their creative activity. In recent years, the use of didactic games as teaching methods in the practice of advanced teachers has become a habit. The effectiveness of such technologies as didactic games, modular training, collaborative technologies, and test learning technologies is that they bring educational work closer to life, as well as in each of them, the oral presentation of knowledge, visual, and elements of practical methods are applied. This process depends on the General problems of innovative pedagogical technology in teaching classes and its place in the education system. Training teachers for innovation should be carried out in two directions: the formation of innovative readiness to perceive innovations; teach them to act in a new way.

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