

## EFFECTIVE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES - TODAY'S REQUIREMENT

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### Abstract

Today's scientific and technical progress is the reason for the acceleration of changes in society, the introduction of innovations into the life of society. In particular, the influence of the education sector on the life of the society, its main importance in its change and development is felt.

**Keywords:** Rapid changes and introduction of technologies, monitoring of technical and technological progress, require their implementation in continuous education.

### Introduction

The educational process should act as a social factor of the development of the society, change and develop the society and all its spheres. The introduction of modern knowledge and skills in society and labor activities moves development. In this sense, innovations and changes in the field of education are a factor of social development. "That's why, from the first years of independence, there was a great need to reform the fields of education, science, and vocational training throughout the country. Without it, it would be impossible to change any sector of our society."

Studies show that there will be no socio-economic development in a society without highly educated and qualified personnel. So, changes in the field of society and education are inextricably linked, and the development of one is ensured by the other. Therefore, education can be regarded as one of the factors that ensure the effectiveness of the development of society. A teacher's ability to fulfill the tasks entrusted to him with conscience, intelligence and professional skills is an important factor that ensures the future of the society. "...In order to provide modern knowledge, first of all, the trainer himself must have such knowledge."

Nowadays, a teacher must meet the requirements of the times, be able to feel rapid changes in techniques and technologies, and be able to organize his activities based on these changes. That is why the effective use of innovative educational technologies in the teacher's work is a requirement of today. In recent years, a number of new concepts from other fields have entered the theory of pedagogy. This indicates that pedagogy is related to other disciplines. Most of the concepts came from the fields of technology and economics, which are the basis for the development of human thought. Today, various opinions are

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expressed about the economics and improvement of education, teacher and teaching techniques and technologies, the economy of education, computerization of teaching.

Although it is not clear when the word "innovation - newness" appeared, there are opinions that this concept entered the general sciences, from the natural sciences.

Most of such innovations were introduced in the fields of agriculture, production and medicine. As a pedagogical term, the concept of innovation is one of the new concepts, and different definitions and opinions are given to it. Innovation has been changing since the beginning of society. Some pedagogues use the word innovation in a narrow sense to improve and modernize education, while others give it a broader meaning. Some new concepts in the field of education are being replaced by reform, modernization, improvement, and optimization of teaching.

The French scientist E. Brunswick shows three types of pedagogical innovation: 1) completely new ideas and actions that did not exist before appear as innovation; 2) most innovations require adapting, expanding or changing ideas and actions at a certain time, in a certain environment; 3) pedagogical innovations happen depending on the situation. These innovations reinvigorate existing activities and ensure the effectiveness of ideas based on re-purposed by changing requirements.

American Beal and Bolen define pedagogical innovations as "complex innovation in views and application, not just innovation that includes changes in material." It describes changes and complex changes. Describing news as a process, Nayhoff admits: "This process begins with an idea and influences its change, and ends with consumers' acceptance or rejection." Marklund explains the difference between innovation and change as follows: "The concept of innovation is used in school and in the educational process in a similar way to the word change. If this change covers the school system, it is called a reform. accepted. But any change cannot be accepted as innovation. Innovation must ensure the achievement of the previously set goal. Innovation always creates one or more qualitative criteria. Encyclopaedias and dictionaries also give different definitions of the concept of innovation. For example, in the dictionary of Vuyaklia, the concept of innovation is "Innovation (Latin innovatis) is newness, change. "Innovation means introducing something new." In the general encyclopedia, the concept of innovation is defined as "new, renewal, novelty - the introduction of technical and technological discoveries and achievements into practice." In special and pedagogical literature, innovation is defined differently by authors dealing About innovation and changes, some define innovation, others as quantitative change, and the third category of people as qualitative change. In the period of socio-economic reforms, the introduction of innovations into the life of society ensures the improvement of human labor and comfort. Also, the need for innovation requires a number of changes in the field of education.

The student comes to school to get knowledge, and the teacher organizes the educational process by looking for the most convenient and effective ways to impart knowledge to the student. In order for students to work successfully, to teach students, they must know how

to apply innovations to the educational process. In order to fully and accurately apply innovation in education, it is necessary to understand its content and essence. The process of teaching through innovation optimizes the relationship between the teacher and the student. It is envisaged that both people will become active participants.

The effectiveness of the educational process depends on these interactions. Thus, an important requirement is the introduction of innovative technologies into the content of education. This requirement creates problematic situations in the course of the lesson and serves to implement a number of tasks, such as increasing the activity of students, forming independent and creative thinking skills, being able to justify their point of view, preparing them for speaking skills, and increasing the effectiveness of education.

After all, teachers, who are entrusted with the high responsibility of raising a highly educated and intellectually developed generation, will be able to achieve the most sacred goal of educating a high-potential generation only when they are carefully armed with the use of innovative educational technologies.

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