



## **THE ROLE AND SIGNIFICANCE OF USING INNOVATIVE EDUCATIONAL TECHNOLOGIES IN EDUCATIONAL PROCESSES**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
In modern conditions, technologicalization of educational processes allows to achieve the expected result with less effort and time, improves the quality of teaching and increases its efficiency. Pedagogical innovation describes the consistent introduction of innovations into pedagogical activities. The educational system and process will develop according to the didactic possibilities of pedagogical innovations. This article describes the importance and importance of using innovative educational technologies in educational processes.	Education, technology, innovation, experience, visibility, pedagogy.

### **Introduction**

According to the "National Encyclopedia of Uzbekistan", innovation has the following content and concepts: "Innovation (innovations" - introduced innovation, invention) - 1) funds spent on the economy to ensure the replacement of technology and technology generations; 2) innovations in the fields of technique, technology, management and labor organization based on scientific and technical achievements and best practices, as well as their application in various fields and spheres of activity. a new approach to the attitude towards the population, society, group, enriching this attitude with somewhat stable elements should be understood. Here it is understood that the views of the author directly express the essence of social relations and an innovative approach to them.<sup>1</sup> Based on this, each person, as a citizen, expert, leader, employee, as well as a participant in the process of various social relations, organizes a unique innovative activity. The American psychologist E. Rodgers in his research on the socio-psychological aspects of social relations with an innovative character, innovation in social relations, the categories of persons participating in this process, their attitude to the novelty, the level of readiness to accept the novelty, understand its essence, and the innovative

<sup>1</sup> National encyclopedia of Uzbekistan. Zebuniso-Konigil / Volume 4. Members of the main editorial board: M. Aminov and others. - T.: "Uzbekistan National Encyclopedia" State Scientific Publishing House, 2002. - p. 169.

character between certain categories of persons. The technologies used in the process of innovative education are called innovative educational technologies or educational innovations. Innovation takes many forms. The following are the main manifestations of innovation:

- new ideas;
- specific goals aimed at changing the system or direction of activity;
- unconventional approaches;
- unusual initiatives;
- advanced working methods

The aim is to obtain the highest possible result from the spent money and effort in the application of innovations in the educational system or educational activities. Innovation differs from any innovation in that it must have a changeable mechanism that allows for management and control. In education, as in all fields, there is talk about "innovation", "innovation" and activities that represent their essence.

If the activity has a short-term, integral system characteristic and serves only to change some elements in the system, it is called novation (updating). However, if the activity is carried out on the basis of a certain conceptual approach, and its result serves the development of a specific system or its radical change, it is called innovation. In the scientific literature, special attention is paid to the distinction between the concepts of "novation" (updating, innovation) and "innovation" (introducing something new). For example, V.I. According to Zagvyazinsky, the concept of "new", "innovation" represents not only a specific idea, but also an approach, method and technologies that have not yet been used in practice. But in this case, the elements of the process consist of whole or separate elements, and reflect the ideas of effectively solving the tasks of education and upbringing in changing conditions and situations. In fact, innovation is a tool, and in most cases it is a new method, methodology, technology, etc. appears. One of the most important aspects of modern education is the achievement of an innovative nature of the pedagogue's activity. In developed foreign countries, the issue of achieving an innovative nature of pedagogue activity has been seriously studied since the 60s of the last century. In particular, H. Barnett, J. Basset, D. Hamilton, N. Gross, R. Carlson, M. Miles, A. Havelock, D. Chen, R. Edem, F.N. Gonobolin, S.M. Innovative activity, innovative approach to pedagogical activity, grounding of innovative ideas and their effective implementation in the works carried out by researchers such as Godnin, V.I.Zagvyazinsky, V.A.Kan-Kalik, N.V.Kuzmina and V.A.Slastenin, the content of practical actions regarding the active use of them in the activity of the pedagogue by being informed about pedagogical innovations created in foreign countries and in the republic. By essence, innovation is considered a dynamic system of innovation in an attitude or process. Innovation as a system by itself represents the internal logic of a relationship or process, and secondly, the consistent development of the introduced innovation over a certain period of time and its interaction with the environment. V. A. Slastenin considers innovation to be a set of purposeful, directed processes aimed at creating, spreading and using new things. According to the author, any innovation aims to satisfy the needs of social entities and stimulate their aspirations with the help of new tools. The concepts of "new" and "innovation" are important in any innovation. The novelty introduced into various attitudes and processes is manifested in the form of private, subjective, local and conditional ideas.<sup>2</sup> A private innovation refers to changing, updating one of the elements related to a relationship,

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<sup>2</sup> Yoldoshev J.G., Usmanov S. Advanced pedagogical technologies. - T.: Teacher, 2004.

object or process. Subjective novelty represents the need to renew the object itself. Local innovation serves to describe the practical significance of the innovation being introduced for a separate object. Conditional innovation serves to highlight the set of certain elements that ensure the occurrence of a complex, progressive update in a relationship, object or process. R. N. Yusufbekova focuses on considering innovations from a pedagogical point of view. In particular, it is emphasized by the author that pedagogical innovations are the content of a pedagogical phenomenon that may change, leading to a previously unknown, unrecorded situation or result in the process of education and training. Russian scientists - A.I. Prigozhin, B.V. Sazonov, V.S. Tolstoy, N.P. Stepanov and others and focused on studying the innovation process and its components.

Here they recognize that there are two approaches to the organization of the innovation process: 1) the individual micro level of innovation (according to which some new idea is put into practice); 2) the micro level representing the interaction of separately introduced innovations (in this place, the interaction, unity, competition and replacement of one by the other are considered important). A. I. Prigozhin, B. V. Sazonov and V. S. Tolstoy tried to establish a systematic concept of innovation in their research. Here, the authors distinguish the following two important stages of innovation processes:

1. Development of new ideas (m: planning of development of a certain type of product by an enterprise, organization).

2. Large-scale development of the novelty (specific product). Unique approaches to the organization of innovative processes are observed in higher education institutions.

They are:

1. Gnostic-dynamic approach (according to it, pedagogues have knowledge, skills, and knowledge of pedagogical innovations, their types, creation, implementation, advanced pedagogical (educational) innovations created in foreign countries and their study, taking into account local conditions, consistently acquire skills, acquire experience in actively applying pedagogical innovations in their activities).

2. Individual activity approach (in which pedagogues achieve a certain consistency in applying pedagogical innovations in practical activities, relying on their individual capabilities, abilities, and experiences).

3. Multi-subject (dialogic) approach (this approach represents the use of innovations in the pedagogical process by mutual acquaintance with colleagues, in particular, the activities of pedagogues with many years of work experience, professional skills and experience, their recommendations and instructions for effective, targeted and continuous application of educational innovations) .

4. Humanistic approach (this approach serves to clarify the feasibility of taking into account the capabilities, desires, interests, knowledge, skills and qualifications of learners when applying innovations in the pedagogical process).

5. Individual-creative approach (according to it, each pedagogue organizes the educational and training processes on the basis of creative developments based on the subject being studied, the

essence of the educational material, as well as his own opportunities, potential, skills, and work experience).<sup>3</sup>

In essence, innovative activity consists of scientific research, creation of developments, experimental and test work, creation of a new improved product based on the use of scientific and technical achievements.

The innovative activity of a teacher is determined by:

- readiness to use the innovation;
- acceptance of pedagogical innovations;
- level of innovation;
- development of communication skills;
- creativity

Innovative activity requires the acquisition of BKM on the basis of directing the mental, mental and physical strength of the pedagogue to a specific goal, supplementing practical activities with theoretical knowledge, developing knowledge, design, communicative speech and organizational skills. According to the law of sharp instability, the overall perception of the pedagogical process and events will change, the formed pedagogical innovation will be evaluated and the importance and value of this innovation will be recognized. The law of implementation represents the vitality of innovation, according to which new pedagogical innovations are spontaneously or consciously put into practice very quickly or rapidly. The law of modeling (stereotyping) characterizes the fact that most pedagogues have a new way of thinking and are active in implementing innovations. In this process, initially innovative ideas become an obstacle to the implementation of more advanced innovations.

The regularity of periodic repetition and return of pedagogical innovations represents the revival of innovations in new, more favorable conditions. Today, it is important for pedagogues to have innovative skills and qualifications. In order for pedagogues to master the skills and competencies of innovative activity, they must have an innovative approach.<sup>4</sup> By its essence, innovative activity by pedagogues takes place on the basis of the acquisition of skills and competences, based on their decision to adopt an innovative approach. Therefore, the development of science, technology, production and technology will lead to fundamental changes in the education system. Modernization of the education system takes place based on the needs of the state and society for qualified personnel, and the needs of the individual to receive quality education. The use of pedagogical technologies in educational practice is a structural element of the modernization of the educational system. The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, urges forward, encourages creativity, and guarantees the quality of the educational process. For this reason, it is necessary for every teacher to be able to consistently apply innovations in his work, fully understanding the nature of innovations.<sup>5</sup>

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<sup>3</sup> Rozieva D., Usmonboeva M., Halikhova Interactive methods: essence and application / Met.qoll. - T.: DTPU named after Nizami, 2013. - 115 p.

<sup>4</sup> Tolipov O', Usmonboeva M. Practical foundations of pedagogical technologies - T.: 2006. - 260 p.

<sup>5</sup> Innovative educational technologies / Muslimov N.A., Usmonboeva M.H., Sayfurov D.M., Torayev A.B. - T.: "Sano Standard" publishing house, 2015. - 150 p

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