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THE ADVANTAGES OF USING INNOVATIVE TECHNOLOGIES IN IMPROVING THE QUALITY OF EDUCATION

Abstract. *The article deals with the benefits of using innovative technologies to improve the quality of education. In order to develop scientific methodological recommendations, methods of observation, testing, sociometric, mathematical-statistical processing and analysis of scientific results and evidence have been used. Social and pedagogical peculiarities of the use of innovative technologies in teaching pedagogical sciences are shown. Effective criteria for the use of innovative technologies in improving the quality of education have been studied, and methodological recommendations and methodological guidelines on the problem have been developed. Learning using innovative technologies to improve the quality of education positively affects the learning of all four components of educational content (knowledge, skills, qualifications, creative activities).They give readers the opportunity to independently build, express, find solutions and solve problems, that is, situations that are very important for specific subjects. 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.*

Keywords: *Technology of Test Training, Educational Technologies, Guidelines, Modular Education, Innovative Technologies, Quality Of Education, Technologies Of Cooperation.*

I. INTRODUCTION

In the traditional learning system, the learner receives knowledge under the pedagogical influence, and the student's activities will not be active in creative nature. Every day it is confirmed that education based on education, including interactive technologies that create a new pedagogical, innovative, competent

situation in the teaching of various subjects, gives much higher efficiency than traditional education. Every day it becomes clear that teaching using interactive methods affects the development of cognitive abilities, creative abilities and practical skills of students and the organization of their independent thinking.

Learning using innovative technologies to improve the quality of education positively affects the learning of all four components of educational content (knowledge, skills, qualifications, creative activities). They give readers the opportunity to independently build, express, find solutions and solve problems, that is, situations that are very important for specific subjects. 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. Where do innovative technologies have an effect? When and how to use it? To what extent do we use innovative technologies to organize lessons today? What is the attitude of the teacher and student to the task using innovative technologies? Thus, the relevance of this study is that: the need to create conditions for improving innovative technologies and tools for teaching pedagogical sciences; Social order to solve the problem of increasing the efficiency of teaching pedagogical sciences and cognitive activity of students is based on the relevance of the topic.[1; 2.]

In the field of methodology of innovative research in education today the research of R. Mavlonov, N. Muslimov, Yu. Yuldasheva, innovative approach to education based on pedagogical technologies N. N. Azizkhojayev, U. Tolipov, U. Nishaniliyev, B. Ziyamuhamedov, etc. Problems of intensification of the approach in the education of F. Y. Izlikev. M. Ochilov, B. Rakhimov. The study by N. Muslimov deals in detail with the structure of vocational and pedagogical activity and its important components.[5; 6; 7.] During the years of independence, a very close approach to innovation was found in the works of our scientists, such as S. Ochilov, O. Muslimova, M. Ochilov, U. Makhkamov. In addition to work directly related to pedagogical activities, work on creative development issues played a significant role in innovation. In the works of M.I. Mmutov, V.A. Slastenina, etc.

Great interest in problems of creativity, criticism of extensive collection of knowledge, creative work of students and teachers on reading, "Explosion" diversification in the education system has led to the relevance of another block of innovative tasks related to standardization of education and improvement of its quality. In the following years N. Shodiev, E. Seithalilov, Sh. Kurbanov, O. Tolipov, U. Inoyatov, R. Sh. Akhliddinov, L. Golish, S. Volkov, O. Rashidov, associate their research with the development of state educational standards. In order to justify the system of use of innovative technologies in improving the quality of education and to develop scientific and methodological recommendations, familiarization with the literature on the use of innovative technologies in improving the quality of education, Determining the problem of using innovative technologies in improving the quality of education, determining the current state of using innovative technologies in improving the quality of education, The identification of factors and criteria for the use of innovative technologies in improving the quality of education and the organization of testing are the main objectives of the study.

II. MATERIALS AND METHODS

When determining advantages of the use of innovative technologies in improvement of quality of education methods of monitoring, skilled and test, test, sociometric, mathematical-statistical processing and the analysis of scientific results and proofs were used.Our country pays great attention to the education of young people, their education, health and a number of other spheres, and such efforts are based on the guarantee that future heirs will be truly strong. Russian Methodists E.F.Bugrimenko and G.A.Zukermana [4.] they divide the game technology into 2 types, which are implemented in the course of training.

Entertaining games.

The training games.

The requirements for didactic games are somewhat more serious. They serve an educational purpose directly. These games have some advantage in children's mental leaping, encouraging them to know, logical thinking. Will contribute at the same time to the formation and the development in the pupil of qualities of diligence, resourcefulness, resourcefulness, resourcefulness and intelligence. These games are

organized by a teacher specifically for educational purposes. New abstract concepts the reader must achieve the emotional perception of the image. Thus, the teacher should know to what extent he used didactic and entertaining types of games in the lesson, know the norm, place and time. The use of didactic game objects in the lesson eliminates difficulties in learning educational material. Visual aids, interesting questions, humorous tasks, surprises related to the type of activity related to vision and hearing, ensure the efficiency of the reader‘s mental activity. The lesson uses not only game technologies, but also innovative and integrative methods of education, expansion of the child's thinking, provision of knowledge to the child based on cognitive and life events. They serve to address issues such as meeting their aspirations for innovation, achieving more knowledge, skills and skills to be provided during the year, developing a child‘s creative, demanding, responsive, thinking skills.

The Innovative Method of Education is a method of innovative education characterized by introducing innovation, using unconventional methods and teaching methods, introducing new methods and methods, meaning "innovative" English "in" - "new" vacation "-" introduction. "Innovative teaching methods produce positive results in the practice of pedagogical processes compared to the traditional managed education system. The reason is that, according to the content of learning managed by traditional methods, students passively participate in the learning process. Listening to the teacher‘s lecture and hearing what he said, he plays the role of an informant receiver. All students take an active part in the innovative and non-traditional method of education. In particular, the basics of innovative methods of teaching "mental attack" are the answers to one of the students to the question asked by the teacher. "Modified learning" is a lecture in which the form is changed. The teacher conducts a lesson in the form of communication with students through question-and-answer, discussion. "Ileprovization" - description without preparation. To questions or tasks asked by the teacher, without preparation, from mouth to mouth, suddenly pupils answer in their own way. "Multimedia" - "lessons with video programs." A method of conducting a lesson using software, voice, visual, television, video devices on a specific topic. "Analysis of a specific situation

or state" - analysis of any life event, situation, an event to make the correct conclusion. "Critical thinking" -Charters express their thoughts with a critical approach, without repeating each other in the questions asked by the teacher. The purpose of implementation of innovative technology is the comprehensive judgment of the reader, disclosure of each its aspect and identification in it various abilities and also improvement of such abilities and qualities as thinking, thinking, speech development of the child. It increases the focus on deepening and advancing reforms in modern education, convinced that they will be implemented in practice. One of the most important aspects is to ensure that the student does not miss the lesson, that the educational process achieves this goal fully in the student's mind, especially to increase knowledge, enrichment, logical thinking, and search, serious approach to each issue, to be attentive and attentive. In addition, the reader will need a convenient and comprehensive method and methodology to implement the above at a time when the lesson is attended not only by the listener or receiver but also by the direct participant, the free person, the independent thinker, the critic, the real Contemporary. For this purpose, we want to consider the application of didactic games in the lessons of pedagogy. It is known that didactic games in the form generally serve as the tutorial, drawing the attention of children, are held at the interesting, interesting, clear level. Even children in need of special assistance, that is, students with a low level of learning, who receive education, who are difficult to learn scientific theories, try to perform every task, and in the game activity, there is an opportunity to learn easier, faster. Because of the interest in performing didactic materials, tasks are increasing, they begin directly with this situation. Didactic games include the visibility of education, teacher speech, and the movement of children. As a result, there is a uniqueness of perception, vision, hearing, skin sensations. This ensures the growth and development in the child not only of the activity of the senses but also of the process of thinking in them. Contributes to the growing ability of logical thinking in the reader. The use of didactic games will undoubtedly make it easier for students to learn the basics of science. Therefore, we believe that it is necessary to organize a lesson on the basis of game classes, to bring to the lesson the technology of the game directly on a permanent basis, so that the

knowledge to be mastered is easily and easily mastered, in order to deepen reading thinking. Still, in the lesson, there are several goals from the application of game technology and carrying out game classes, which directly serve as a program for the formation of reading personality.[8] These are: - didactic goals; - educational goals.

Didactic goals: - Strengthening and thorough mastery of the knowledge system through game classes;

Exchange of experience in the development of gaming sessions;

Organization and solution of various issues and problems.

Educational goals:

Training in creative thinking, approach to the problem;

give instructions when performing gaming practice;

The ability to behave in the process of communicating with people, to form skills of self-control;

Absorption of important educational tools in the formation of he personality of the student.

In order to implement these goals, the educational process should be organized directly at the level of the Moroccan, interesting multifilm or performance. When developing and organizing game classes, it is necessary to pay attention to the following and ensure the introduction of new qualities in the learning process.

Development of the formation of active joint or private activities of the student through the organization of game classes;

Achieving changes in the growth and development of the reader, demonstrating the various modes and options of the game.

Assuming that gaming technologies will bring the following new qualities to the educational process, we considered it necessary to abandon traditions and be based on the principles of novelty and unconventionality of the new century.

The introduction of a model demonstrating the educational rocess, that is, a new method for the content of educational material;

Determine what form of activity leads the reader in the game model;

The game is directly through the game, but in fact, approaching the educational process and the transformation of the educational activities of students;

Ensuring the unity of the implementation of educational and educational goals;

Organization and management of activities by the teacher and implementation by students;

Widespread use of data and knowledge systems.

Game training should perform the following tasks:

give students a holistic view of a particular learning activity that they must master in the game;

Mastery of individual and group decision-making on entry into educational activities and mastering a subject based on social experience;

Development of theoretical and practical thinking while mastering knowledge and solving problems;

The formation and creation of conditions for the active development of educational activities and the process of mastering knowledge.

The application and introduction of didactic games in the lesson differ from traditional methods in a number of qualities expressing an unconventional approach to the educational process. That is, thanks to the organization of the educational process directly on the basis of interesting games, ensuring the joint movement of participants in the educational process, a group approach to the issue, an active movement and the development of logical thinking of students are formed. The advantage of organizing a problematic educational process in pedagogical classes. Effective teaching technology in the current high school is problem-based learning. Its task is to promote an active cognitive process and the formation of a research method of thinking. Problem learning is consistent with the goals of creative, active personality education. Problem-based learning is advanced learning technology. The technology of instruction in the current efficiency high school is problem education. Its task is to promote an active cognitive process and the formation of a research method of thinking.

The thought process in problem education covers theoretical and practical aspects, such as the activity of inventing educational science, namely its new features and relationships. In solving a problem in problem education, an essential element of the problem situation is the unknown, consisting of knowledge that is

missing from the student. Uncertainty in problem situations is characterized by two main indicators:

The level of innovation (in relation to the acquired knowledge and existing methods of action);

The degree of assimilation of the acquired knowledge or ways of action (relative to the achieved level of generalization). These two indicators are important in determining the degree of complexity of a problem issue. The student's need for knowledge in the educational process consists in feeling the need for certain practical or theoretical knowledge, conditions and methods of activity on the way to achieving the goal. The need for knowledge is a necessary part of the problem situation and requires reasonable activity to the mastered knowledge in search of novelty. It plays an important role in the child's self-control in the process of thinking. The need for knowledge is a necessary condition for managing the learning process in training.[9.]

The advantage of using test technologies in knowledge control is that in the process of education of young people specific goals and tasks have been developed to determine the qualities of spiritual and intellectual development. Monitoring and evaluating the knowledge and mental abilities of students and students are important on a state scale. At the same time, the process of monitoring and evaluation affects the enrichment of the reader‘s knowledge, the development and education of his personality. When controlling knowledge, it is necessary to constantly monitor what points and grades leave an impression on the reader and student, how they relate to the achievements and shortcomings of their comrades in the study. The Student and Student Knowledge Monitoring and Evaluation System are introduced regularly during the school year, and sometimes prevents random checks and opens up opportunities for orderly, ongoing evaluation. Regulatory tests have the following advantages:

Test questions involve testing many abilities; - although it is useful to determine the overall level achieved by learners in studying a large amount of complex material with different arcs;

Provides an opportunity to select the most talented students.

The lack of regulatory tests is striking if the educator does not determine to what extent he is willing to move on to the next boss-CIC.

When testing by criteria, the results are unchanged, comparable to permanent standards. For example, a driving licence is a requirement for the extradition of Christ that must be matched to an existing standard of knowledge. It cannot be compared to the abilities of a worker in another sphere. Standardized tests are based on a program with specific requirements of the standard and are designed to determine the knowledge, skills and skills of the learner. They have types of diagnostics that determine and determine the achieved level, abilities (as well as interests). Tests that determine the level achieved are standardized tests that awaken the amount of knowledge learned by learners in a particular area. [10] The use of such tests for the whole group or individually, in the calculation of results can be used a different system of points. Diagnostic tests are used individually to identify problems in education.

Specialized disciplines make the most extensive use of closed tests, open tests, Compliance tests, and correct sequence tests.

Open tasks. If the student can answer freely, the test task will have an open forum.

It is assumed that the Shooting Men respond briefly and unambiguously, consisting of one, two words. This should be described in the ticket attached to the test. Space required for the answer is left on the blank of the form.

For example, the "concept of test" was first used in the year. Closed tasks. Such a task will consist of approval and several answers, one of these answers will be correct, the rest-correct but wrong. The number of responses offered can range from two to five or more.

Didactic requirements to the preparation of test tasks: the sphere of professional activity is the sphere of application of professional knowledge, skills and skills, the name of which is adapted to the names of economic spheres. All prepared test tasks are not unambiguously valid. For test questions to be ideal, a number of requirements must be met when drafting them. These include the feasibility of training material of test tasks content; material importance; scientific accuracy;

sequence; viscosity and harmony; Stratification by the degree of assimilation; efficiency (kumulyativnost); Language sensitivity and accuracy; unambiguity; strictly certain time; compactness; the standard of complexity; No additional signs of a correct response; variability; The relationship between form and content. Now let 's take a quick look at these requirements:

Compliance of the educational purpose. The content of test tasks should be oriented to educational purposes. The set of learning objectives has a hierarchical structure. Therefore, without realizing a relatively close goal. The overall (relative) goal cannot be achieved. Each test question should ensure the realization of a certain educational goal.

Importance of material. Test questions include the most important, basic parts of the training material. The number of jobs in a test is usually limited.

Therefore, all topics that are directly addressed may not be fully covered. The student 's conclusion from the general state to the private (deductive) and vice versa, the conclusion of some facts from the general (inductive) shows how much he assimilates the application of theoretical provisions in exceptional cases, and the knowledge of details-his ability to explain theoretical foundations.

Scientific accuracy. The test includes truthful data that can be justified through abstract, knowledge. Controversial opinions in science are not recommended to be included in test questions. The nature of test assignments basically requires a pre-known, accurate answer.

Sequence. The tasks in the test must be linked by essentially general knowledge relating to a certain science. Consistency manifests itself in that the same job response correlates (correlatively) with the results of the general test.

Viscosity and harmony. It is important that the total number of tasks in the test is distributed according to the topic and parts. At the same time, it is necessary to fully cover all aspects of the science studied.

Stratification by the degree of learning. It is necessary to draw up test tasks in which the degree of learning of a certain component of the educational material is different (knowledge, description of what is remembered, productive and creative thinking). Cognitive level test jobs are based on restoring previously learned data.

Memory capacity will be important. When testing at the reproductive level, the reader thinks independently on the basis of the data obtained earlier, and when performing the task relies on previously known rules and algorithms (directions) in science. In this case, it follows the path of recreating, implementing the memorable. Test tasks for productive creative thinking test the ability of the subject to apply certain general methods independently to certain conditions specified in the task. Fruitful creative thought activity is carried out not on the basis of ready-made rules and algorithms, but according to certain rules, which were created or recreated in the process of activity in new conditions. Compiling test assignments based on the above requirements requires teachers to have knowledge of test compilation theory.

For this purpose:

It is necessary to tell students about the system of evaluation of test results, to show on the example of answers of students what knowledge is evaluated medium, good and excellent.

When evaluating, you must analyze the test result and specify what to pay attention to when repeating this material.

When evaluating, it is important to encourage pupils, but not always to encourage one or two readers in a naughty way. It should be noted that the responses of each student on the results of the test should be objectively analyzed.

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