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## THE USING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Sojida Botirova

*Teacher Tashkent State Technical University named after Islam Karimov*

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## THE USING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

**Cover Page Footnote**

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**Erratum**

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## THE USING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Botirova Sojida Jomurodovna, teacher  
Tashkent State Technical University named after Islam Karimov

**Abstract:** *This article highlights the introduction of new teaching methods and proven information transfer technologies using the educational process.*

**Keywords:** *education, educational process, innovation, information technology, media technology, new methods, the system teacher - pupil.*

## ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Ботирова Сожида Жомуродовна, преподаватель  
Ташкентский государственный технический университет

**Аннотация:** *В статье освещено введение новой методики преподавания и проверенных технологий передачи информации с применением образовательном процессе.*

**Ключевие слова:** *образования, учебный процесс, инновация, информационная технология, система преподаватель – ученик, медиатехнология.*

## O'QUV JARAYONIDA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

Botirova Sojida Jomurodovna, o'qituvchi  
Islom Karimov nomidagi Toshkent davlat texnika universiteti

**Annotatsiya:** *Ushbu maqolada o'quv jarayoniga innovatsion o'qitish metodikasini olib kirish va axborot texnologiyalarini qo'llashning o'ziga xos xususiyatlari, muammolari yoritib berilgan.*

**Kalit so'zlar:** *ta'lim, o'quv jarayoni, innovatsiya, axborot texnologiyasi, ustoz-shogird tizimi, mediатехнология.*

At present, the state educational system is awaiting a transition to a new degree of development and the existing teaching methods require a radical restructuring. It is extremely necessary to introduce a new teaching methodology and proven information transfer technologies with the use of educational films, in which any block of information that is difficult to transmit becomes easily digestible and widely available.

To this end, it is necessary to widely use new technologies in the field of education and culture. The use of digital technology (sound - image) is necessary not only to improve the level of education of students and young people, but also to

involve the majority in the educational process, which is the main condition for developing the potential of society. The importance and significance of this problem have multiplied and continuously increased with the transition from the individual (one teacher - one student) to mass (group) training, when the audience is a whole class or audience.

In order to solve this problem in modern conditions of development of science and technology, information and telecommunication technology, given the accelerated and continuous growth in demand for knowledge (education), it is necessary to introduce the latest methods of media technology in the teaching process in educational institutions of all systems.

Currently, in educational institutions in the educational process (mainly in higher and secondary specialized educational institutions), various techniques and technical means of teaching, such as: projectors, slide projectors, television complexes, computers, moderators, language schools and many types of active teaching methods: business games, organizational activity games, distance learning, traditional lectures, seminars, practical training classes, colloquia, debates, round tables, conferences and others.

The essence of the content of media technology and its application in the process of teaching and learning is that with this method, subject to its normal organization and skillful use, all students, regardless of their ability and education, have a personal interest in the subject and the problem under consideration. So actively participate in the discussion process. At the same time there will be almost no opportunity to escape. "It can be said without exaggeration that people should play a decisive role in the workplace for the spiritual health of the intelligentsia. The words of the intelligentsia always resonate in the mind and heart of the people "[1]. Currently, in the educational process there is a "student-audience-teacher" scheme, in which, firstly, the teacher-carrier plays an authoritarian role, and the result of training is evaluation, and secondly, knowledge is distributed across disciplines that do not overlap. School methodology does not provide for free analysis in the learning process, it is a deviation from the discipline. Thirdly, an increase in the communicativeness of the audience is not considered as a factor revealing the individual abilities inherent in each individual student of the school, which has an "impersonal character".

In contrast, when introducing the "teacher-meditating" educational process with a specialized follow-up methodology, the barriers created in the "student-audience-teacher" scheme noticeably disappear, and a free, democratic, open working environment is established between the teacher and the student, forcing liberate the listener, freely think and openly express his opinion (even if this is not quite right).

Teacher-meditating. The position of the teacher is democratic. The assimilation of the subject is achieved by increasing the natural interest in learning. According to the

curriculum, intellectual, developing thinking and judgment are used. The result of training are understanding and mastering the discipline.

Consistent universal content. The disciplines in which they are trained overlap. Free analysis is allowed. The focus of the educational process is aimed at comprehending the internal relations of the studied subjects.

Social character. One of the main tasks of the teacher is the purposeful building of the communicativeness of the audience and each pupil of the school for the disclosure of the individual abilities inherent in it.

The proposed concept of a secondary education methodology only complements, without eliminating the introduction of the teaching standard. This addition is focused on improving the quality of information transfer and on enhancing the role of education and upbringing of young people in a targeted, phased reform.

This addition is focused on improving the quality of information transfer and on enhancing the role of education and upbringing of young people in targeted, step-by-step reform of society.

Digital technologies allow:

- simulate audio and visual processes of any complexity, simplifying them for perception and memorization.
- specialized - created by the curriculum, will significantly increase the interest in learning. The time of transmission and assimilation of information significantly reduced, which optimizes the educational process.
- educational - method of structuring information using a plot, a method by which a large block of curriculum information is sequentially presented. This technology is a natural incentive process that stimulates interest in learning and develops students' thinking[3].

The barriers arising between the student and the teacher disappear, since the goal of the teacher's communication with the students is not the presentation of information, but discussion and consolidation. In this case, the teacher becomes a member of the discussion. Thus, the existing educational practice is expanding, which is role communication, and in the proposed methodology, the teacher and students are asked questions (interpersonal communication), where the participants of the dialogue (teacher – student) are personalities expressing themselves in the course of communication.

The purpose of classes with students is to educate our wards with competent users who can make the most of the opportunities provided by the computer. They should be able to use e-mail, a scanner, a printer, multimedia capabilities, and competently communicate with programmers when conducting collaborative work. Among the many ready-made software packages, students should be able to choose the right ones and, of course, cannot do without various word processors when using a computer as a tool for preparing text for printing.

One of the difficulties of learning is that their interests and needs are wide and varied: from operating and filling the database to using multimedia devices in training programs. When studying even simple editors, students need an individual approach. In order for all the things gained by students to be used during their studies, it is advisable to carry out independent work in the form of an electronic laboratory practical work that allows you to independently develop skills and abilities. The workshop deals with hypertext information technologies, which can be defined as technologies for processing semantic information based on the use of hypertext. The essence of these technologies is to provide students with the possibility of a hierarchical organization of the material by using the method of transition by reference to the places of interest and concepts [3].

Students learn how to create hyperlinks when studying Windows applications that have the "insert hyperlink" option (for example, Word, Excel, etc.). In these applications, they create hyper transitions to another file, to an object (textual or graphic) in the same document, to a specific object of another document. When exploring PowerPoint, hyper-transitions are used when creating presentations that freely branch out depending on the user's reaction. The development of skills with hypertext continues in the course of "Internet technology". Students become familiar with the main tags of the hypertext markup language. The study of the topic ends with the creation of a mini-site. At the same time, within the framework of the project, students choose a topic, search for textual and graphical information, design in HTML format. The choice of topics is determined by the specific learning objectives, but usually the project activities of philology students in the field of information technologies are not limited to the subject matter framework, but require the involvement of students' knowledge in the field of linguistics, their creative thinking, research skills. Most of the design (information gathering, analysis, research, expertise, etc.) provides an opportunity for the student to create creative independent work on the subject [4].

Each student usually moves along their own "educational trajectory", but for all, it is motivated, conscious, and is usually successfully passed. As a result, a large number of mini-sites are created, mostly students in the process of learning comprehend real processes, learn to use information and telecommunication technologies in their future profession, acquiring skills of conscious application of modern information and communication technologies in their professional field. As a result, a purposeful, phased restructuring of the state's education system implies consideration of the effect of education in the necessary global vision of the country's future.

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