



WAYS TO IMPROVE THE EFFECTIVENESS OF EDUCATION WITH THE HELP OF INNOVATIVE TECHNOLOGIES

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Annotation: in this article, the use of active methods of teaching in the educational process through ways to improve the effectiveness of education using innovative technologies. Primary acquisition of knowledge, consolidation of knowledge vatakomilization, formation of skills are developed. Choosing teaching methods, analyzing the content of the educational material before the exam, it is important that from the methods of Fidelity, the creative thinking of the learners, their perceptual abilities, life experience, adaptability to real activities. Teaching informational-developmental methods are told about the use of methods by which students receive educational information in a ready-made form or a statement of the teacher: lecture, narration, explanation, conversation, independent work with a book.

Keywords: Music, method, technology, innovation, logic, image, reflection, blitz, interview, boomerang, hierarchy.

Currently, great importance is attached to a high level of quality and efficiency of pedagogical training in the entire educational system of our republic, especially in the higher pedagogical education system, and various pedagogical studies are carried out in this regard. Much of this research is focused on improving educational effectiveness through the introduction of advanced pedagogical technologies into education in the purpose of teaching and its high results, and the technologization of education is one of the most important tasks.

The use of active methods of teaching has appeared in front of the teaching process. It is represented by new tasks that consist not only in giving knowledge to those who receive education, but also in providing cognitive interests and abilities, creative thinking, the formation and development of skills of independent mental work. The emergence of new tasks is justified by the intense development of information.

From active teaching methods are different stages of the educational process. Primary acquisition of knowledge, strengthening and improving knowledge, is used in the formation of skills. When choosing teaching methods, it is important for everyone to first analyze the content of educational material from the methods of fidelity to be able to adapt to the creative thinking of the learners, their perceptual abilities, life experience, real activity. Teaching informational-developmental methods include the methods by which students receive educational information in a ready-made View, or the way in which the teacher's statement is received: lecture, narration, explanation, conversation, independent work with a book.

Below are descriptions of certain trainings (technologies)that can be applied in the teaching process: the method of "networks" – aimed at teaching the student – student to logical thinking, to expand the scope of general thought, to independently use literature.

The " 3x4 " method focuses on the ability of student - students to think freely, to give a wide

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range of ideas, to analyze and draw conclusions in the educational process alone, in a small group, to give a definition.

The method of "blitz game" is aimed at correctly organizing the sequence of actions, logical thinking, teaching the selection of what is needed from multiple, diverse thoughts, data based on the subject being studied.

The "interview" technique is aimed at teaching the student - student to ask questions, hear, answer correctly, correctly compose a question.

The "hierarchy" technique aims to train them in logical, critical, creative thinking through the use of simple to complex, complex to simple transition techniques.

The "boomerang" technique aims to enable student –students to work with different literature, texts during the course, outside the classroom, to memorize the material studied, to be able to speak, to articulate the thought freely, and to evaluate all student – students during one lesson.

"Student" training – work with student-students individually is aimed at eliminating the barrier between the teacher and the student, teaching ways to work in cooperation.

The training "teacher personality" is aimed at independent thinking on the topic" requirements for the teacher's personality", which reveals the innovative activity of the teacher, and at outlining thoughts through a creative essay.

The technique of "communication" is aimed at attracting the attention of teachers to the audience, working cooperatively in the course of the lesson, teaching its organization.

The "management" technique is aimed at introducing and teaching teachers to methods in managing the audience and student – students to methods in the process of work.

Blitz-Game Technology.

This technology is aimed at teaching the reader to correctly organize the sequence of actions, to think logically, to select the need from multiple, diverse thoughts, information on the basis of the subject being studied. During this technology, student students are able to transfer their independent thoughts to others, as this technology creates a complete context for this.

Goal:

This technology helps listeners to independently determine the sequence of actions shown on the papers distributed, first alone, and then be able to pass their opinion on to others or remain in their own opinion, being able to agree with others.

If the number of Solo mistakes is between 30 and 40, such listeners do not have enough organizational skills, have difficulty organizing any work or activities, or allow pala to part. Therefore, they will have to study in separate courses or get used to thinking logically.

If the number of mistakes is higher than 40, such listeners are not enough organizational, logical thinking, they will have to work on their own, or they will have to study in special trainings, courses.

If the number of errors is up to 30, then in these groups the listeners tried to understand each other, managed to convince each other and, as a result, achieved the same result. So, a sincere attitude was established in the group, thoughts came out of one place.

If the number of mistakes of the group is from 30 to 40, it is in this group that it is difficult for listeners to come to an alternative, disputes are superficial or unreliable, or the members of the group are slow to understand each other, or those who are carefree about the task, or those who get carried

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away from disillusionment of each other, or that all Sincere attitude was not reflected in this group.

If the number of Group mistakes is more than 40, the ahzos of this group could not agree with each other at all, there was no mutual persuasion. Everyone remained in his mind. A sincere attitude is established.

Note: another type of task evaluation performed is as follows: listener responses given by the trainer —if half of the correct answer has coincided with many, it means —satisfactory 75% if correct —well, 100% if correct —can be marked as excellent. we use the game technology" blitz " — in operas for children.

Avaz Mansurov's B.Israel and F.Written to a libretto by Safarov –

The content of the opera" The Sultan of animals " is introduced to be read. Handouts are distributed to students.

This technology is aimed at correctly organizing the student – student sequence, logical thinking, teaching the selection of what is needed from multiple, diverse thoughts, data based on the subject being studied. During this technology, student – students are able to transfer their independent thoughts to others, as this technology creates a complete context for this.

These technologies help listeners to independently determine the sequence of actions shown in the papers distributed, first alone, and then be able to transfer their opinion to others or remain in their opinion, to be able to agree with others.

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