

## THE IMPORTANCE OF USING INNOVATION AND PEDAGOGICAL TECHNOLOGIES IN TEACHING THE UZBEK LANGUAGE

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**Abstract:** In this article, modern, innovative, interdisciplinary methods and various pedagogical technologies aimed at improving the quality of education, which are currently used in the teaching of philology or other subjects, are mentioned.

**Keywords:** interactive, pedagogical, innovative, ORES technology, method, individual, thinking, reinforcing, logical.

A.I. Prigogine understands innovation as purposeful changes that introduce a new, relatively stable element to a specific social unit - organization, population, society, group. This is an innovator's activity.

Innovative technologies are the introduction of innovations and changes to the pedagogical process and teacher and student activities, and mainly interactive methods are fully used in its implementation.

Interactive methods are the so-called collective thinking, that is, the methods of pedagogical influence are a component of the educational content. The uniqueness of these methods is that they are implemented only through the joint activity of pedagogues and students.

Such a process of pedagogical cooperation has its own characteristics, which include:

- To force the student not to be indifferent during the lesson, to think independently, create and search;

- Ensuring that students are constantly interested in knowledge during the educational process;

- The student should strengthen the student's interest in knowledge by independently approaching each issue creatively;

- Organization of always cooperative activities of the teacher and the student.

Researchers (A.L. Prigozhin, B.V. Sazonov, V.S. Tolstoy, A.G. Kruglikov, A.S. Axiezer, N.P. Stepanov, etc.) distinguish two approaches to studying the components of innovation processes: the individual microlevel of innovation and the microlevel of the interaction of individually introduced innovations.

In the first approach, some new idea introduced to life is highlighted. In the second approach, the interaction of new ones introduced separately, their unity, competition and, as a result, the replacement of one by another. Scientists distinguish the concept

of periodicity of life when analyzing the microstructure of the innovation process. This concept stems from the fact that innovation is a measurable process.

The innovative technology and methods used in the education system are of great importance in helping the students to achieve high levels of knowledge and to have their own personal and independent views. Each teacher should carefully study and research every element of the innovative pedagogical technologies used in the lesson before starting the lesson.

Currently, the main pedagogical technologies are empirical, cognitive, heuristic, creative, inversion, adaptive, inclusive and other technologies. It depends on the skill of the teacher to be able to choose these technologies during the lesson.

ORES technology is used to solve controversial issues, conduct debates or at the end of a training seminar (in order to find out the opinions of students about the training seminar) or after studying a section based on the curriculum can be used because this technology allows students to defend their opinion, think independently and freely, express their opinion to others in a reasonable way, openly argue, and at the same time, the knowledge acquired by students in the educational process it teaches students to analyze, to assess their level of mastery, and to develop a culture of debate.

This technology helps students to clearly and succinctly express their opinions on a simple piece of paper that is distributed, and to state supporting or counter-arguments.

**Transfer technology.** This technology is carried out in several stages:

**Step 1:**

- the teacher, together with the students, determines the topic of the debate or the problem to be discussed or the studied section;
- the teacher informs the students that first each student will work individually, then work in small groups, and finally, at the end of the lesson, they will work as a team;
- during the lesson, it is mentioned that every student can fully express his opinion freely.

**Step 2:**

- papers with 4 stages of ORES technology are distributed to each student:
  - O (express your opinion);
  - R (give reasons for your statement of opinion);
  - E (give an example (evidence) to prove your stated reason);
  - S (summarize your opinion).
- Each student fills in the 4 stages of the ORES on the distributed paper individually, expressing their thoughts in writing.

**Step 3:**

- after each student has completed their paper, the teacher asks them to break into small groups or he/she divides the students into small groups using different grouping methods sends;

- the teacher distributes to each group papers in the format of 4 stages of ORES technology;
- the teacher offers small groups to summarize the ideas and arguments in the papers written by each of them in a large format and write them in 4 stages.

**Step 4:**

- in small groups, each student first introduces the group members with his/her thoughts on each stage. After studying all the opinions of the group members, the members of the small group begin to summarize them;
- group members summarize the 4 stages of ORES and prepare for its defense;
- each student can defend and prove his/her opinion during the summarization of ideas.

**Step 5:**

- small groups defend the generalized opinions: the representative of the group reads each step separately (without commenting as much as possible). It can prove certain sections, that is, tell why the group came to this opinion.

**Step 6:**

- the teacher concludes the lesson, expresses his reaction to the expressed opinions;
- turns to students with the following questions:
  - a) What did you learn and what did you learn from this lesson?
  - b) What was the effect of this lesson?
  - c) What qualities does this topic nurture in students, what does it shape, what qualities does it develop?

EXPLANATION: The above questions can be asked by the teacher to the students based on the content and purpose of each lesson.

For example:

Topic: The participle is the meaningful center of the sentence.

O (express your opinion);

The main part that forms the meaningful center of the sentence and unites other parts around it, expressing the meanings of affirmative-negative, person-number, tense and mood is called participle.

R (Give a reason for your opinion statement): Since the clause forms the meaningful center of the sentence, it is possible to form a sentence through the clause without the participation of other clauses.

E (Give an example explaining (proving) the stated reason): Coming. We will go.

S (Summarize your idea): The above word forms a sentence. If there is no participle in the sentence, the sentence has no meaning. The words "we are coming" and "we are going" are the meaningful center of the sentence. The word coming represents the present tense. "We will go" is expressed in the future tense. In conclusion, it can be noted that in the process of teaching students are treated as

individuals, the use of various pedagogical technologies and modern methods directs them to independent, free thinking, research, creative approach to every issue, most importantly, strengthens their interest in studying and science.

Achieving such a result in practice requires the use of innovative and information technologies in the educational process. They are very different. Current modern methods or technological lessons that help to increase the effectiveness of teaching help to form logical, intellectual, positive, critical, independent thinking in students, educate positive qualities and develop their abilities.

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