

# USING INNOVATIVE TECHNOLOGIES OF IMPROVING THE EFFICIENCY OF EDUCATION

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## ABSTRACT:

**The article investigates the conditions and prerequisites for involving students in the educational process. The mechanisms of interaction between teachers and students in the process of reading lecture courses based on innovative technologies are analyzed.**

**KEYWORDS: quality of education, student participation in the educational process, active learning environment, information technology.**

## INTRODUCTION:

Changing educational standards requires a modern university to make efforts to adapt to rapidly changing conditions, to meet new requirements for the educational process. The future of university education, training of a modern type of specialist presupposes an increase in the activity and responsibility of both teachers and students. At the same time, some well-established pragmatic models and concepts are losing their value. "The utilitarian trend in higher education is not conducive to solving the problem of the uncertain future of universities and the coming changes. Most universities are forced with increasing efforts to reinvent and create sustainable models that are able to involve students in a specific educational process that opens up new opportunities for them "[1; 233].

## LITERATURE REVIEW:

Erik De Corte examines that successfully learns and effectively solves problems one who is able to simultaneously perform two functions: perform a task and at the same time organize and evaluate (self-regulation) his own activities aimed at performing tasks: navigate the conditions, plan the course of the solution, evaluate and reflect.

He cites these examples throughout his analysis. Here are some examples of self-regulation of cognitive activities.

- While reading text: the student regularly interrupts reading to ask himself if his interpretation of the text is coherent and consistent.
- While writing the text: the student re-reads his own text from time to time to check the consistency of the argumentation.
- While solving a problem: the student is able to understand when the solution process reaches a dead end. In this case, he says to himself:
  - I need to read the terms of the problem again;
  - Did I miss something in the conditions of the problem?
  - Until when was the decision correct? Where exactly did I go wrong?
  - Is it possible to restructure the task or consider it from a different angle?

In addition, another aspect that we need to pay attention to is that E. Brown and D. Campion

showed that more successful students outperform the lagging in the development of self-regulation skills [Brown, Campione, 1994]. They confirmed previous findings that self-regulation skills improve the ability to transfer knowledge and skills from one subject area to another.

A.Schonfeld showed that if in high school mathematics is taught in a way that is traditionally considered correct, students acquire the following beliefs that undermine their willingness to succeed in solving problems:

- Solving a math problem should not take more than a few minutes;
- The ability to solve a math problem is a matter of luck [Schoenfeld, 1988].

Erik De Corte promotes these ideas in his article: "Effective learning is not an exclusively individual activity, but rather a largely "distributed" one, those, learning effort is the action that brings the learner together, their partners in the learning environment, and available resources and tools (including technology)".

#### **METHOD:**

In accordance with the goals of improving the methods of organizing the educational process at philological faculties, two studies are carried out:

- Whose tasks are: to determine the advantages and disadvantages of using multimedia in the process of lecturing;
- Identifying the need for advanced training of teachers to master innovative means of presenting educational material;
- Analysis of the factors influencing the attendance of students of lectures, the effectiveness of the use of innovative technologies in teaching practice;

-Determination of the degree of satisfaction of teachers with the attendance of lectures [3; 156].

The main results of the study make it possible to assess the quality of interaction between the teaching staff and students in lectures.

Revolutionary shifts in information technologies naturally increase the importance of the active use of multimedia by teachers in the process of forming a new educational environment, which is the basis for improving the quality of modern education. Students get the opportunity to assimilate lecture material at a higher level, not only through visual perception with the help of interactive technologies, but also, ultimately, to operate with a large amount of information, developing an information culture.

According to this study, two-thirds of the teaching staff use technical means and innovative computer technologies in their pedagogical work in the process of delivering a lecture course. Among those teachers who do not use technical means and innovative computer technologies, a little more than half hold the position of professor and about every two out of five respondents are associate professors. A third of teachers who do not use innovative means in lecture practice have more than 10 years of work experience.

It is of interest to compare the opinions of students and teachers regarding the influence of innovative computer learning technologies on the process of mastering lecture material. Every fourth teacher and every fifth student believe that the use of computer technology greatly facilitates the perception and assimilation of the material. At the same time, every third teacher and about half of students believe that the use of innovations only partially facilitates the educational process.

**ANALYSIS:**

On the contrary, computer technologies (CT) distract from the lesson, complicate the process of mastering the material, connecting equipment can take a lot of time - every sixth teacher and every fifth student thinks. It should

be noted that every sixth lecturer and about a third of students drew attention to the fact that excessive use of computer technologies can often substitute for the presentation and explanation of the lecture material (Table 1).

Table 1. Influence of innovative CT on the process of mastering the lecture material

№	Respondents  Answers	Teachers			Students, %
		% from all of us interviewed	% of those who have CT uses	% of those who have CT Does not use	
1	Significantly facilitates - visual perception improves the assimilation and understanding of the material	26,9	42,9	-	22,1
2	Partly facilitates assimilation - the material is structured visually	32,8	40,5	20,8	47,9
3	CT scans distract from the lesson, do not facilitate, but complicate the process of mastering the material	10,4	-	29,2	15,1
4	The process of connecting CT equipment takes a long time	6	2,4	12,5	7,2
5	Excessive use of CT by the teacher replaces the presentation of the lecture material	16,4	7,1	33,3	31,9
6	Others	7,5	7,1	4,2	-

Among the teachers who use technical means and innovative technologies in the course of the lecture course, the overwhelming majority are confident in the effectiveness of their application. Lecturers who do not use innovative technologies in the educational process believe that excessive enthusiasm for technical means distracts from the lesson, complicates the process of assimilation, and replaces the presentation and explanation of the material. Only every fifth teacher who does not practice new educational technologies noted that they can partially facilitate the perception of the content of the taught courses.

Typical arguments of those who avoid innovative technologies boil down to doubts about their effectiveness for the assimilation of educational material by students (more than a third of the respondents). Every fourth respondent believes that innovative computer technologies distract students from comprehending lecture material and partly contradict classical university education.

The most common technical means used by most teachers are multimedia presentation systems. According to a survey of faculty members, among teachers who deliver lecture courses, four out of five associate professors and

two out of three professors use multimedia quite often.

Thus, a comparative analysis of the assessments of teachers and students shows that the habits of media consumption within the framework of the youth subculture form among students overestimated expectations with respect to the frequency of using multimedia in the educational process, which does not always seem justified from the point of view of the lecturer.

The teaching process at the university, especially lecturing, is becoming more complex and requires the use of active learning strategies. At present, the simple transmission of a certain amount of knowledge to students seems to be insufficient. The teacher should form such an educational situation that would actively involve students in the educational process, include them in a single "team" aimed at the production of knowledge. Consequently, the direct presence of the student in the classroom is the main prerequisite for such involvement.

More than half of teachers on a mandatory basis or periodically monitor the attendance of lectures by students. At the same time, two out of five respondents do not do this for various reasons: one in four believes that it is not their responsibility, and one in six does not have enough time to control.

The task of producing an active learning environment presupposes, along with an assessment of the content aspect of the assimilation of the course being studied by students, the accounting of attendance. The data obtained in the course of the study indicate that 59.1% of the interviewed lecturers take into account the presence of students at lectures when giving them a final grade in their subject. Teachers who do not mark students at lectures consider it unnecessary to take into account attendance when passing an exam or credit, i.e.

there is a direct relationship between the corresponding indicators - monitoring attendance and accounting for attendance when setting the final grade by the faculty.

"According to psychologists and teachers, the absence of lectures by students is influenced by the low motivation of students, problems with teachers, as well as the lack of interest and involvement of the student in the educational process. Students who entered the university with a high USE score. Do you control the attendance of lectures by students, % 95 towards the end of their studies turn into "middle peasants". Only those who entered the university based on the results of the Olympiads retain a stable interest in learning. This is another evidence in favor of the need to create active learning environments" [2; 58].

According to our research, teachers see the main reason for the absence of lectures by students in insufficient motivation (lack of interest in learning, laziness - 41.5%). In the second place are the reasons related to the organization of the educational process, in the third place are the individual characteristics of the presentation of the material, the presentation of the text of the textbook, the inability to interest the subject.

It is interesting to note that students rank these factors in reverse order. In the first place as a reason for missing lectures are the lecturer's professional competencies, and in the last place - his own laziness and lack of interest in learning. Comparative analysis also shows that the opinion of teachers and students coincides only with regard to the absence of classes for objective reasons (inconvenience of the schedule, work, etc.)

Every third of the teachers proposed a number of measures to increase the attendance of lectures: to strengthen control over the attendance not only by teachers, but also by the academic part; improve the quality of lectures

and stimulate students' motivation to learn; make a more "optimal class schedule". According to the respondents, it is also advisable to increase the level of career guidance among future applicants.

The pronounced pragmatic orientations of modern students and a purely instrumental approach to acquiring knowledge, as a rule, form a consumer attitude among young people towards the material presented and do not imply a critical attitude either towards themselves or towards the content of the course. As you know, the modern student subculture of information perception (screen culture), in its essence, hinders the deep assimilation of meanings. Superficial, formal assimilation of information prevails, i.e. theoretical provisions do not become elements of a systemic vision of the subject. And this is often facilitated by the excessive use of audiovisual materials and Internet technologies by students. That is why it is important to stimulate students to adequately understand what is being said, along with what is presented visually with the help of innovative computer technologies. Practice shows that innovative technologies are more likely a means of supporting the educational process, which, of course, implies an urgent need for their development and effective use.

#### **CONCLUSION:**

Ways to increase lecture attendance and motivate students to engage in a new type of educational environment are associated with

overcoming numerous barriers and disunity of key role positions. The teacher should move from the role of translator of expert knowledge to the role of coordinator of effective interactions for the production of knowledge.

One of the important factors contributing to this transition is the use of modern computer technology. A significant barrier to the formation of a new educational environment can be considered a mismatch in the expectations of teachers and students about the intensity of their use. At the same time, one should take into account the risks arising from the widespread penetration of various technical devices and the Internet into educational practices. The expansion of the practice of using such means should be combined with the development of critical thinking and the priority of the semantic content aspects of the subjects studied.

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