

## INNOVATIVE METHODS USED IN THE EDUCATIONAL PROCESS

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**Annotation:** *This article describes the innovative and interactive methods widely used in the educational process, case studies, their types, application, advantages. Today, there are more than 100 types of interactive methods, each of which can be used effectively in the educational process, depending on the nature of the educational material, the age and psychological characteristics of students. The formation, development and improvement of the educational process depends on the potential, creativity and pedagogical skills of the teacher.*

**Keywords and phrases:** *innovation, modeling, demonstration, debate, interactive methods, case-study, innovative approach.*

The word innovation is a Latin word meaning “innovate, implement, change”. It consists of the following methods: (“Modeling” (training), “Demonstration”, “Working in small groups”, “Brainstorming”, “Critical thinking”, “Debates”, “Have a point of view”, “Everyone teaches everyone”, “Role-playing games”, “Study of a certain situation”, “Modified report”, “Games”, “Bingo”, “Information technology (computer) organization”, etc.

The modeling (training-exercise) method of teaching involves a device, instrument, or situation designed to recreate real life.

***Application:***

- developing the skills needed in different situations;
- in the development of simple, complex mechanical and electrical devices, operational skills and decision-making;
- Strengthening management skills in dangerous and urgent situations;
- When applying previously learned principles in real life situations.

***Advantages:***

- ensures student activity;
- Enhances memory.

**Demonstration.** Demonstration means "I will show, I will prove." In this method, the Teacher shows the students the order of the task. Students should then be given the opportunity to complete the assignment independently.

***Application:***

- indicating the order of performance of the task;
- problem-solving and analytical skills training;
- technical safety training;

- In teaching to work with technical means and tools.

***Advantages:***

- the student can see with his own eyes;
- be able to help understand and remember;
- increase interest;
- It is a very active form of teaching.

**Role-playing games.** In this way, students recreate real-life situations. It allows them to test and test new types of activities that can be applied in practical work activities.

***Application:***

- shows the opportunity to try a new type of activity;
- teaching students to apply in theoretical practice;
- In increasing student activity.

***Advantages:***

- Restoration of "real life";
- deeper involvement of students in the topic;
- Allow students to take a different approach to the problem.

**Debates.** Debates are a teaching method that ensures that all students (or the bulk of the class) are actively involved in the discussion in substantiating their point of view. Using this style develops critical thinking. The student must reject his or her point of view. Because the debate is factual, the teacher deliberately escalates the discussion by dividing the class into two groups (giving the groups conflicting views, giving controversial assignments). If this method is done in writing, there will be written debates.

***Application:***

- Ensuring active participation of students in the debate;
- training in problem solving skills;
- When it is possible to express an opinion clearly and concisely.

***Advantages:***

- Teach students to argue;
- to form a culture of debate;
- Improve reasoning skills.

In modern conditions, innovative methods are also used in the education system. Among them, the most popular methods are interactive methods, which are known by a single name.

**Interactive methods** are methods that help to organize the interaction of students in the acquisition of knowledge, skills, abilities and certain ethical qualities, as well as their interaction with the teacher.

These types of methods are an important component of interactive learning. Today, there are more than 100 types of interactive methods, each of which can be used effectively in the educational process, depending on the nature of the educational material, the age and psychological characteristics of students.

Recently, the case-study method has been successfully used in the practice of education in foreign countries, and today it is becoming increasingly popular in the education of the

republic. Therefore, the essence of this method (technology) is discussed here.

**Case-study** technology "Case" - a suitcase, method, "study" problem situation, situational analysis or analysis of problem situations.

1) technology that helps students develop the skills to find the most optimal options by analyzing a clear, real problem situation;

2) teaching techniques used to describe real situations.

The main tasks of technology are to develop analytical skills and critical thinking, to ensure the unity of theory and practice, to demonstrate different views and approaches to the problem, to make decisions and provide feedback on its consequences, and to evaluate alternative options in case of uncertainty.

Indeed, the case-study teaches students to study and analyze any meaningful situation. It is based on elements that reflect the general essence of the process of solving a particular problem situation. These are: forms of education, teaching methods, teaching aids, methods and tools of educational process management, methods and tools of scientific research on problem solving, methods of collecting information, their study, methods and tools of scientific analysis, teacher and student ( methods and means of educational communication between the student), learning outcomes.

Case-study technology was first used in 1870 to teach at Harvard Law School in the United States. This technology began to be used in the 1920s at Harvard University School of Business. The first collection of cases was published in 1925 based on Harvard University reports on business. At present, the technology is widely used in foreign countries in the fields of economy and business. Efforts to introduce this technology in the educational process in Uzbekistan have intensified during the years of independence.

The following types of case studies are used in modern teaching practice:

- Cases focused on problem analysis and decision analysis;
- Cases representing a decision or an integral problem;
- Cases that allow you to analyze and evaluate student performance.

There are also ready-made versions of the Case-study for use in education. However, the most effective way is to achieve independent creation of cases for each subject. Harvard University alone produces 700 cases a year. They cost \$ 10. But some cases cost from \$ 500 to \$ 1,000. The London School of Business and other business schools are involved in creating cases, bringing together about 340 participants.

Technology develops students' interest in the subject, practical skills, skills of creative analysis of the situation and the right decision-making, allows them to actively master knowledge on the basis of various problem situations and their solutions.

With the help of "Case-study " students will acquire the following skills:

**1. Analytical skills** distinguishing information from information, classifying them, separating necessary and unnecessary information, analyzing, presenting; for this a person must be able to think clearly and logically.

**2. Practical skills** ability to analyze the real situation, depending on the complexity of the problem, to apply the most important theories, methods and principles.

**3. Creative skills.** It is not important to solve the situation (problem) on the basis of logic, but to find and analyze several solutions to the problem on the basis of a creative approach.

**4. Communication skills.** According to him, the student should be able to debate, defend his point of view, convince others of his decision, prepare a very short and convincing report.

**5. Social skills.** In the process of discussing a decision, students should be able to analyze the behavior of others, listen to others, support the opinions of others in a debate, express an opinion contrary to the opinion put forward, and be self-directed.

**6.** It is important for self-analysis to be able to behave in the process of discussion, to be an example to others.

Every teacher should be able to achieve a well-founded case study based on case studies.

An important feature of the case studies is the provision of students with a list of literature on solving a problem situation, providing them with methodological guidelines, instructions and, of course, the teacher's own version of the solution to the problem. The list of references should be directly relevant to the problem under study.

Because cases are used in educational practice in foreign countries to organize practical and scientific research, they usually have a complex structure and an average (European), large (USA) size. In many cases, cases are not resolved in a single course of study, but are resolved throughout the entire semester, even the academic year. It is advisable to use their experience in this area in graduate work (bachelor), master's dissertation (master), graduate project work (advanced training courses). Due to the nature of the teaching material, it does not have a simple, complex structure, that is, the use of mini-tests has practical value, which is confirmed in educational practice.

As mentioned, in foreign countries, large-scale, complex research cases are widely used, and their solution is carried out throughout the semester, even during the academic year. These cases can also be used effectively in the education system of Uzbekistan. At the same time, in order to strengthen the studied topic, it is useful to use small, simple - mini-cases. The most important differences between complex and simple mini cases are reflected in their size, level of complexity, and structure.

As it is understood, in the application of case studies in the educational process, the teacher's solution must be provided at the end of the process (lesson). The didactic value of this solution is determined by the fact that on the basis of this solution students have the opportunity to analyze, compare, identify errors made by how accurately, efficiently and purposefully perform their learning activities.

The introduction of innovative approaches to the educational process consists of three-stage approaches (lower, middle and upper levels), it is important to choose the most optimal stage approach.

It should be noted that the science teacher should be able to choose one of the lower, middle and upper level approaches in the implementation of innovative approaches, in addition to the relevant methods and tools of information and communication technologies and forms of teaching in the presentation of the topic.

It is known from the scientific and methodological literature that the efficiency of traditional teaching methods does not exceed 60-65%. The continuous use of scientific

research, innovations, inventions, new non-traditional, interactive, modern pedagogical technologies and information and communication technologies in the educational process to increase the percentage of useful work will increase the level of knowledge of students.

We know that the formation, development and eventual improvement of the educational process depended on the potential, creativity and pedagogical skills of the teacher.

The main task in the implementation of the national training program is to train highly qualified teachers who will provide the younger generation with deep, thorough knowledge, broad thinking, professional skills, eager to create, search, apply innovations, teach students to think independently, be innovative defined as.

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