

**ACTUALITY OF INNOVATION TECHNOLOGIES IN MODERN
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Abstract:The article under consideration underscores the significance of innovative pedagogical technologies within the contemporary educational framework. The objectives and tasks of innovative pedagogical practices are delineated, and a range of methods and techniques employed by innovative technologies are identified as the most efficacious in the context of Russian language instruction. Additionally, the significance of a personality-oriented approach in teaching is underscored.

Key words:innovative technologies, information and communication technologies, key competences, personality-oriented learning, methods and techniques of teaching, project method, integrated classes, non-traditional forms of independent work.

In contemporary society, it has become imperative for educators to acquire proficiency in and utilise innovative technologies and novel pedagogical approaches in order to effectively instruct students. Contemporary educators are no longer faced with the following questions: "How to make the lesson interesting and engaging using new methods?" or "How to captivate students with their subject?" The primary objective of education is not merely the acquisition of a specific body of knowledge, skills and abilities by the student, but rather the cultivation of a young individual as an autonomous agent of educational praxis. The modern approach to education is predicated on the activity of students, directed by the teacher. The overarching objectives of contemporary education, underpinned by the implementation of innovative approaches within the educational framework of independent Uzbekistan, are inherently aligned with this fundamental goal: the cultivation of a creative and proactive personality, equipped with the capacity and inclination to autonomously pursue and enhance their learning and development. In the contemporary societal context, it becomes imperative for educators to acquire and employ innovative technologies and novel instructional methodologies in their pedagogical practice. Contemporary educators are expected to address the following questions: "How to make the lesson interesting and engaging using new methods?", "How to captivate students with their subject?" The fundamental objective of education is not merely the acquisition of a specific body of knowledge, skills and abilities by the student, but the cultivation of a young individual as an autonomous agent of educational activity. The modern approach to education is predicated on the activity of students, directed by the teacher. The overarching objectives of contemporary education, informed by the

implementation of innovative approaches within the educational framework of independent Uzbekistan, are aligned with this fundamental goal: the cultivation of a creative and proactive personality, equipped with the capacity and motivation to learn and evolve independently.

The following are the most common innovative directions in the educational process:

- information and communication technologies;
- personality-oriented learning;
- project and research activities;
- game technologies.

Information and Communication Technologies. This technology entails the integration of teaching various disciplines with informatics, as well as the computerisation of assessment and communication in general. The integration of the computer into the educational process enables its utilisation at any stage of the curriculum. Students are instructed in the use of fundamental software applications and are furnished with electronic textbooks and manuals to facilitate their understanding of the subject matter. The utilisation of a computer and a projector enables the teacher to present the material. Presentations, diagrams, audio and video files help students understand the topic. Creating slides and diagrams helps structure knowledge and memorise new material.

The advent of computing technology, the Internet, and bespoke software has rendered distance education, virtual field trips, web-based conferences, and remote consultations a viable prospect.

It is imperative to instruct students in the appropriate utilisation of the Internet, search engines and social networks. When utilised effectively, these digital tools can serve as a vast repository of information and facilitate seamless communication between students and instructors.

The creation of a teacher's personal website has become increasingly prevalent, enabling the dissemination of educational materials such as books, textbooks, articles, and audio and video resources. This approach facilitates remote answering of students' queries, fostering a dynamic and interactive learning environment.

The adoption of a personality-oriented pedagogical approach is also recommended. The application of innovative technologies is most effective when combined with a personality-oriented approach to learning, as well as with efforts to identify ways to unlock the creative potential of the student. In this paradigm, the student is recognised as the primary agent in the educational process. The objective is to cultivate the student's personality, taking into account their unique qualities. Consequently, the responsibility for adapting to the educational system and style of the teacher does not lie with the students; rather, the teacher, leveraging their skills and knowledge, organises training according to the distinctive characteristics of the groups.

In order to fulfil this role effectively, it is essential for the teacher to possess a comprehensive understanding of the psychological, emotional and cognitive characteristics of the student group. Utilising this understanding, the teacher formulates lesson plans, selects methods, and determines the most effective ways to present the material. It is imperative to stimulate students' interest in the subject matter, fostering a collaborative environment in which the teacher functions less as a leader and more as a partner and advisor.

Project and research activities. The overarching objective is to cultivate the capacity for autonomous and innovative data exploration, the formulation and resolution of problems, and the utilisation of information from diverse domains of knowledge. The educator's role entails

fostering students' enthusiasm for the pursuit of knowledge and establishing an environment conducive to its actualisation.

Collaborative projects foster the development of communication skills, the capacity to identify solutions to problems, and the ability to engage with others' perspectives, offering constructive feedback and adapting to criticism.

The application of this technology fosters the ability to understand the world, analyse facts, and draw conclusions.

Game technology. The value of game technology lies in its capacity to function as a form of recreation that also serves an educational purpose, thereby stimulating creativity, self-expression, and the fulfilment of personal aspirations. It is noteworthy that this technology is particularly well-suited for novices, as it aligns with their developmental needs.

The following can be attributed to the main objectives of modern innovative educational technologies:

- development of intellectual, communicative, linguistic and creative abilities of students;- formation of key competences (social-adaptive (civil), information-technological, general cultural, speech, personal, educational-cognitive);- development of abilities and skills that influence the educational-cognitive activity and transition to the level of productive creativity;- formation of fundamental knowledge in the learning youth, which will allow them in the future to obtain new knowledge and raise

These goals define the objectives of innovative teaching:

The following elements are to be considered in order to optimise the educational process:

- the creation of an environment of optimal cooperation between teacher and students;
- the development of long-term positive motivation for learning and self-learning;
- the careful selection of material and ways of its presentation.

Innovative technologies in the education system are represented by a complex of three elements:

1. The content that is transferred to students. The purpose of this content is to cultivate competencies that are commensurate with the contemporary world. This content must be meticulously structured, elegantly presented in multimedia format, and communicated through contemporary channels.

2. The pedagogical approach must prioritise active student engagement. The passive reception of knowledge is to be eschewed, and the active participation of students is to be encouraged.

3. Means of learning, including information, technological, organisational and communication components.

The contemporary innovative approach to teaching is predicated on the following technologies:

These include the technology of critical thinking development through reading and writing, the technology of developmental learning, the technology of problem-based learning, the technology of project method, and information technology, amongst others.

The integration of these technologies within the classroom milieu confers a multitude of advantages. The learning process becomes more engaging for students, thereby increasing their level of activity and cultivating their ability to independently acquire knowledge through interaction and search. The quality of the knowledge acquired is enhanced, research skills and abilities are developed, and analytical abilities are formed. Concurrently, the learning process fosters the development of communicative and leadership qualities of

personality. When employing innovative technologies in the instruction of Russian language, the following pedagogical approaches and techniques are recommended for implementation in instructional settings:

- 1) Associative series;
- 2) Didactic games;
- 3) Brainstorming;
- 4) Group discussion;
- 5) Essays;
- 6) Key terms;
- 7) Mixed up logical chains;
- 8) Work with tests;
- 9) Search tasks;
- 10) Non-traditional forms of independent assignment;
- 11) Case study method.

The project method is another promising approach, as it has been shown to effectively develop critical thinking and research abilities in the audience, as well as to activate their creative activity and media competence.

For educational projects, the following aspects are of particular importance:

- 1) the purpose of the research, practical or creative activity must be clearly defined;
- 2) the problem arising in the course of the research or a specially created problem situation must be identified;
- 3) a hypothesis related to the way or ways of solving this problem must be put forward;
- 4) specific objectives of the project must be formulated, and mechanisms for collecting and processing the necessary data and analysing the results obtained must be defined;
- 5) based on these objectives, a clear plan for the project must be drawn up.

The development of cognitive activity is promoted by non-traditional classes, which help to increase the student's interest in the subject in particular and in learning in general. A plethora of classifications exist for non-standard classes, encompassing a wide array of instructional approaches, including, but not limited to: lesson-seminar, lesson-talk, lesson-workshop, lesson-excursion, lesson-research, lesson-game, lesson-quiz, lesson-project defence, lesson-discussion, lesson-conference, lesson-theatrical performance, lesson-journey, lesson-credit, and lesson-lecture. The majority of these approaches are designed to address the challenges associated with differentiated learning, to stimulate learning activities, to enhance cognitive interest, and to cultivate critical thinking. Non-traditional forms of Russian language classes provide a systematic analysis of linguistic information and facilitate the development of language observation skills. Consequently, it is recommended that these innovative approaches be incorporated into the pedagogical practices for students.

It is estimated that a student speaks for an average of 10-15 minutes during three pairs. While teachers may not be surprised by this data, it will undoubtedly prompt them to reflect on the issue. Consequently, the relevance of integrated lessons is indisputable in the contemporary context.

Integrated lessons are characterised by several distinctive features. Primarily, these lessons are distinguished by their clarity, compactness and enhanced informativeness of the teaching material. Secondly, the logical interdependence and interrelation of integrated disciplines (these lessons are based on the principle of proximity of the content of the leading topics).

In the development of an integrated lesson, the teacher must first establish the purpose and objectives of the lesson. The disciplines for interdisciplinary links are then selected based on these objectives, as well as the optimal load on different types of activities and the necessary information for the realisation of the entire project. The integration of technology in the educational process is advantageous in that it can be applied not only during the entirety of a lesson, but also at specific stages, such as challenges, comprehension, and reflection. The integration of diverse technological resources and multimedia devices within the learning process affords educators the opportunity to more effectively convey new material to students. Integrated classes foster a comprehensive and nuanced understanding of the world, emphasising the interconnectedness of phenomena and objects, the value of mutual assistance, and the diversity of material and artistic culture. The primary focus is not necessarily on the assimilation of specific knowledge, but rather on the cultivation of figurative thinking. Furthermore, integrated classes enable young people to actualise their creative potential by engaging in composition, fantasy, reflection, analysis and critical thinking, facilitating the assimilation of the laws and specifics of their native and/or studied language, and enhancing their vocabulary. Additionally, these classes can foster an increased interest in various scientific disciplines.

Moreover, a significant benefit of integrated classes is that they frequently take a playful form and incorporate a wide range of motor activities, including dynamic pauses, physical exercises, role-playing, and moving games, as well as theatrical performances. It is evident that a substantial proportion of the workload associated with the preparation for such lessons is shouldered by the instructor. This encompasses the selection of a topic, the formulation of a problem-solving approach, the development of a discussion plan, and the design of questions. However, it is evident that this pedagogical approach is particularly efficacious within the context of Russian language instruction.

Despite the plethora of options and the efficacy of non-traditional classes, there are often impediments to their utilisation. The integration of non-standard creative elements into the conventional lesson plan is a highly desirable objective. Such elements may include lexical or vocabulary dictation, the creation of crossword puzzles within the classroom environment, the incorporation of commented writing or warning dictations, and the utilisation of didactic games. The purpose of a didactic game is to arouse interest in learning, in the learning process, in science. The integration of students in didactic games has been shown to lead to a substantial enhancement in their interest in learning, thereby rendering the material more accessible and significantly boosting performance. The importance of entertaining didactic games lies in their ability to alleviate stress in students, transcend language barriers, and foster a positive emotional atmosphere conducive to further motivation in the study of the Russian language.

It is imperative to acknowledge the significance of unconventional forms of independent assignments in the pursuit of unveiling the creative prowess of students. These assignments are meticulously crafted to not only reinforce the conceptual knowledge, practical skills and abilities that students have acquired, but also to provide a platform for the demonstration of autonomy and the formulation of solutions to non-standard inquiries or tasks.

Types of independent tasks:

- creative work;
- preparation of a presentation, creation of video clips;
- expressive fiction reading;

- dramatization of a work of fiction or its excerpt;
- continuation of unfinished works;
- observation (photo and video recording) with subsequent commenting;
- writing from memory.

The implementation of such tasks is conducive to the alleviation of monotony and routine in learning, the activation of cognitive processes, the development of generalisation skills, and the systematisation of material on a given topic. These tasks afford students the opportunity to assume the roles of author, illustrator and teacher. It has been demonstrated that students experience a heightened level of engagement when they are afforded the opportunity to participate actively in the lesson, to seek the reasons for mistakes, to formulate questions and not only to answer them. In other words, they wish to adopt an active communicative position in the lesson. The onus, therefore, falls on the teacher to facilitate the recognition of students' roles within the classroom, ensuring that learning activities are transferred into the realms of education and creativity.

It is evident that contemporary higher education institutions possess a vast array of innovative technologies to facilitate pedagogical activities. The utilisation of these technologies in the educational process is contingent upon two factors: firstly, the teacher's ability to recognise and embrace changes in the external environment; and secondly, the technical capacity of educational institutions.

In the contemporary educational environment, encompassing institutions at both the secondary and post-secondary levels, there is a growing imperative for the integration of advanced technological resources. These include interactive whiteboards and multimedia installations, which have been shown to enhance learning outcomes. Furthermore, it is essential that the physical workspace of educators is equipped with personal computers or laptops, ensuring seamless connectivity to the internet. Teachers of practical classes apply innovative technologies and modern teaching methods in their daily work, which include active and interactive forms. Active methods entail direct student participation and an active role in the educational process. Interactive forms facilitate knowledge assimilation through auditory and visual perception. These methods refer to group forms of learning, in which students are encouraged to collaborate, receive group knowledge, and assume individual responsibility. Teachers have noted the expediency of conducting such types of work in the classroom as:

- Lessons-excursions;
- Lessons-meetings with famous people, specialists in various fields, creative persons;
- Creative lessons: staged plays, role-playing games, creation of newspapers, collages;
- Watching movies and videos with further commenting or performing certain tasks;
- Solving various issues through various methods and techniques, such as "brainstorming";
- Group tasks.

Consequently, students cultivate the capacity to acquire new material, analyze it, and draw independent conclusions from their reading. They also learn to summarize and systematize the data obtained, engage in discussion, and debate. The employment of innovative methods in the educational process has evolved from a mere necessity to an imperative for the realization of educational goals. Conventional pedagogical methods are being superseded by contemporary approaches, as innovations facilitate the formation of an individual who is adept at navigating modern trends and capable of making autonomous decisions.

However, this transition from traditional to innovative approaches must not be haphazard; rather, it should be a meticulously planned and methodically analyzed process. All changes must be meticulously designed, and in multiple directions: psychological and pedagogical, socio-pedagogical, and directly pedagogical. A pivotal component of effective education is the establishment of a conducive and supportive classroom environment. It is imperative for all educators to prioritize psychologically stable functioning. This fosters a sense of openness and trust, thereby facilitating the realization of each student's creative potential. The employment of techniques such as humor, lyrical digressions, historical and economic elements, and other forms of deviation, in addition to the judicious correction of errors and the promotion of cognitive engagement, is instrumental in fostering a conducive psychological atmosphere within the classroom.

The efficacy of innovative technologies in enhancing the effectiveness and efficiency of lessons, and in rendering the learning process more engaging and productive, is well-documented. The contemporary pedagogical experience in the implementation of innovative technologies in the educational process demonstrates that achieving high results is impracticable through the exclusive utilization of conventional teaching methods at higher education institutions (HEIs). The integration of innovative pedagogical approaches enables the resolution of several challenges, including the cultivation of an engaged civic disposition among young learners and the transformation of the nature of interaction between students and instructors.

The teaching process is undergoing a radical transformation in its priorities. The role of the teacher is evolving from a mere instructor to a facilitator of an environment that encourages students to engage in independent study, explore their own creative potential, and apply theoretical concepts to real-life scenarios. Innovative pedagogical technologies have become an integral component of every lesson, and the role of the teacher has evolved from a mere reciter of material from a textbook to that of a highly qualified worker who applies the achievements of modern science and technology in his or her activity.

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