

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 10 Volume: 102

Published: 05.10.2021 <http://T-Science.org>

QR – Issue



QR – Article



Tuxta Ametovna Yuldasheva

Chirchik state of pedagogical institute
Senior teacher, Tashkent region

MODERN INNOVATIVE TECHNOLOGIES IN EDUCATION

Abstract: The article is devoted to the consideration of the important issue of the application of modern innovative technologies in education and open innovation as part of the new pedagogical paradigm and state policy in the field of education.

Key words: pedagogy, education, methodology, cluster.

Language: English

Citation: Yuldasheva, T. A. (2021). Modern innovative technologies in education. *ISJ Theoretical & Applied Science*, 10 (102), 244-247.

Soi: <http://s-o-i.org/1.1/TAS-10-102-13> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.10.102.13>

Scopus ASCC: 3304.

Introduction

Nowadays many people have heard such concepts as "interactive technologies and methods", "innovations", "multimedia educational materials" and many others. At first glance, the words are complex and unexplored, but on the other hand they have a similar meaning. The point is that a modern vocational school at this stage of education must meet certain requirements. This mainly concerns the equipment in classrooms with computers, projectors, that is, information resources. There are various pedagogical innovations in vocational education, and each institution uses its most "established" or traditional innovative technologies in education.

Educational technology (technology in the field of education) is a set of scientifically and practically based methods and tools to achieve the desired result in any field of education. The concept of "educational technology" seems to be somewhat broader than "pedagogical technology" (for pedagogical processes), because education includes, in addition to pedagogical, a variety of social, socio-political, managerial, culturological, psychological and pedagogical, medico-pedagogical, economic and other related Aspects. On the other hand, the concept of "pedagogical technology" refers (which is obvious) to all sections of pedagogy. • In foreign literature there are the following related terms: • technology in education - technologies in education, • technology of education - educational technologies, • educational technology - educational technologies. • Application

of the technological approach and the term "technology" to social processes, to the field of spiritual production - education, culture - is a relatively new, more complex phenomenon for social reality.

Cluster ("bunch") - the selection of semantic units of the text and their graphic design in a certain order in the form of a bunch. Clusters can become a leading technique at the stage of challenge, reflection, and a lesson strategy as a whole. Making some notes, sketches for memory, we often intuitively distribute them in a special way, arrange them into categories. Cluster is a graphical technique for organizing material. Our thoughts are no longer piled up, but "thundered", ie. are arranged in a specific order.

The rules are very simple.

In the center is our theme, and around it are large semantic units.

The cluster system encompasses more information than we get in normal work.

This technique can be applied at the stage of the challenge, when we systematize the information received before acquaintance with the main source (text) in the form of questions or headings of semantic blocks.

This technique has great potential at the stage of reflection: correcting incorrect assumptions in preliminary clusters, filling them in based on new information. A very important stage is the presentation of new clusters. The task of this work is not only the systematization of the material, but also

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

the establishment of cause-and-effect relationships between the "clusters".

The sequence of actions is simple and logical:

1. At the beginning, in the middle of a blank slate (chalkboard), Word document, Present Point slide, write a keyword or sentence, which is the "heart" of the idea, topic.

2. Around "throw" words or sentences expressing ideas, facts, images that are suitable for this topic.

3. As you write, the words that appear are connected by straight lines with a key concept. Each of the "satellites", in turn, also has "satellites", new logical connections are established.

As a result, we get a structure that graphically reflects our thoughts and determines the information field of a given topic.

When working on clusters, the following rules must be observed:

Don't be afraid to write down whatever comes to mind. Unleash imagination and intuition. Continue working until time runs out or ideas run out.

Try to build as many connections as possible. Don't follow a predetermined plan. The cluster system allows you to cover the excess amount of information. In further work, analyzing the resulting cluster as a "field of ideas", it is necessary to concretize the direction of the theme's development.

The following options are possible:

- Enlargement or detailing of semantic blocks (if necessary)

- Highlighting several key aspects to focus on

Clustering is used both at the stage of calling and at the stage of reflection; it can be a way of motivating mental activity before studying a topic or a form of systematizing information based on the results of passing the material.

Depending on the goal, the teacher organizes individual independent work of students or collective activities in the form of a general joint discussion. The subject area is not limited, the use of clusters is possible when studying a wide variety of topics.

There are different types of clusters.

- classic cluster - paper cluster - a cluster with word numbering for composing a story - a cluster using individual or plot pictures instead of writing words - group clusters using different fragments of the same topic in each group in order to compose a collective story - reverse cluster - grammatical cluster.

At the beginning of the lesson, the teacher writes down a topic (key word) in the center of the blackboard and asks the students to write in a notebook, think and write everything that comes to mind in connection with this topic around this word. After a few minutes, invite the students to exchange their ideas in pairs, then share them with the whole class and write them down on the chalkboard.

The teacher gives additional categories either himself or helps students with leading questions, helps students to formulate them on their own.

Paper cluster. It can serve as a means of developing skills not only in writing, but also in reading. In this case, students receive flashcards with individual words, sentences or even a small text on a given topic. They read them, arrange them, if necessary, stick them on a sheet in a certain order around the keyword. The clusters are then checked, discussed and graded - at the discretion of the teacher. Preparing a paper cluster does not have to be a teacher's job. This work can be excellent homework for students. Have students in one class prepare a key word sheet and corresponding cards for students in another class at home, and vice versa. In the first case, you can check and evaluate your homework, in the second - the correctness of compiling paper clusters in the lesson by other students. Both classes will thoroughly work through the topic of the lesson.

Cluster with word numbering.

It is advisable to use such a cluster when it is necessary to determine the sequence of events when composing a story or oral presentation of a topic. This method is well suited for working with primary school students and those who are studying a foreign language, since it is for them that it is most difficult to determine the order of sentences in the text: where to start a presentation of events, how to develop it and how to end it. A cluster with word numbering is made collectively as follows: the topic (key word) is written in the center of the board, then the students name all the words and phrases that come to mind in connection with this topic. When all of the vocabulary suggested by the students is written on the chalkboard, the class begins to discuss the sequence of events in the story. The teacher helps with leading questions and, together with the students, puts down the sequence numbers next to the words written on the board: next to the words that should be used in the first sentence, put number 1, in the second - number 2, etc. Recommendation: to make it easier for students to navigate cluster and do not skip words when composing a story, you can write numbers with colored crayons: all numbers 1 - in one color, numbers 2 - in another, etc.

Art Cluster (Cluster with Pictures): A cluster using plot pictures instead of writing words is an effective method for learning a big topic when working with elementary school students and when learning a foreign language for the first time. The construction principle is the same. In the center of the sheet, a picture is pasted on a specific topic, around which students paste or draw its constituent components. Ready-made pictures can contain only one object (thing, living creature, some color, etc.) or a whole plot (natural phenomena, human activities, etc.)

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

Subject Art Cluster. For example, the theme "Vegetable Salad". A bowl of salad is drawn or pasted in the middle of the sheet. Pupils should choose vegetables from the pictures offered to them and stick (draw) them around the main theme. The students then tell the cluster what their salad is made of. In terms of history, a similar cluster can be formed along the feudal ladder, studying feudal society in the 7th grade.

Subject Art Cluster. For example, the topic is "Occupation of people at different times of the year." There are 4 people in the center, dressed for the seasons. There are 4 signs of the seasons around: snowflake, rain, snowdrop, sun. Behind them are several pictures of children riding sledding or skiing, swimming and sunbathing, harvesting vegetables on the field, etc. 2-3 pictures for each season. History can be used to study the topic of the occupation of people in different periods of history.

Group cluster. Group cluster means the distribution of fragments of one topic in a group.

Students must determine for themselves that the topic of the lesson will be the Ancient Persian Kingdom. At other stages, students can themselves create reverse clusters for their classmates or for students in other classes - as they read the text or from memory. This will help them repeat and consolidate the topic, activate vocabulary, and the further use of student clusters will help the teacher to test the knowledge of the content of the topic by the students and their vocabulary. (In a similar way, you can check your knowledge of terminology). Assignment for the listeners of the master class. Using Bloom's *chamomile*, express your attitude to the information received on the topic "Types of clusters" Technique Bloom's "Chamomile" Description: "Chamomile" consists of six petals, each of which contains a specific type of question. Thus, six petals are six questions. Example.

Simple questions - questions, answering which you need to name some facts, remember and reproduce certain information: "What?", "When?", "Where?", "How?"

Clarifying questions. Such questions usually begin with the words: "So you say that ...?", "If I understood correctly, then ...?", "I may be wrong, but,

in my opinion, you said about ...?". The purpose of these questions is to provide the student with opportunities for feedback on what they have just said. Sometimes they are asked for the purpose of obtaining information that is not in the message, but implied.

Interpretive (explanatory) questions. They usually start with "Why?" and are aimed at establishing causal relationships. "Why do the leaves on the trees turn yellow in autumn?" If the answer to this question is known, it "turns" from an interpretational into a simple one. Consequently, this type of question "works" when there is an element of independence in the answer.

Creative questions. This type of question most often contains the particle "would", elements of convention, assumptions, predictions: "What would change ...", "What will happen if ...?", "How do you think the plot will develop in the story after ...? "

Assessment questions. These questions are aimed at clarifying the criteria for evaluating certain events, phenomena, facts. "Why is something good and something bad?", "How does one lesson differ from another?" etc.

Practical questions. This type of question is aimed at establishing a relationship between theory and practice: "How can you apply ...?", "What can be done from ...? ", "Where can you observe in everyday life ...? ", "How would you entered the place of the hero of the story? "

Various techniques, methods, technologies are not an end in themselves. The result is important. The teacher should evaluate his success by the success of his students. Non-traditional pedagogical technologies increase the motivation for learning and children's interest in school, create an environment of creative cooperation and competition, foster in children a sense of self-esteem and respect for differences, give them a sense of creative freedom and, most importantly, bring joy.

I would like to finish with the words of the ancient thinker Confucius: "He who, turning to the old, is able to discover new things, deserves to be a teacher." Therefore, when determining the goals, look back at what has already been done.

References:

1. Yuldasheva, T., & Kadirova, K. (2020). Teaching Russian with Innovative Approach. *European Journal of Research and Reflection in Educational Sciences*, 8(7).
2. Ametovna, Jy. T., & Nazarovna, K. H. (2020). *Primenenie integracii pri obuchenii russkomu jazyku v nacional'nyh gruppah. Suz san#ati*,(3).
3. Jyldasheva, T. A. (2021). *Metody issledovanija v metodike prepodavanija russkogo jazyka*.

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

- Academic research in educational sciences, 2(2).*
- Ametovna, Y. T. (2021). Features of the methodology of teaching russian as a foreign university. *International Engineering Journal For Research & Development, 6(ICDSIIL)*, 3-3.
 - Yuldasheva, T. X. A. (2020). Boshlang 'ich sinfda izohli o 'qish jarayonini qo 'llash. *Science and Education, 1(Special Issue 2)*.
 - Jyldasheva, T. A. (2021). Vidy kommunikacii i kommunikativnye bar`ery v mezhkul`turnom obshhenii studentov inojazychnyh grupp. *Academic research in educational sciences, 2(4)*, 2027-2030.
 - Bykova, O. P. (2011). *Obuchenie russskomu jazyku kak inostrannomu v inojazychnoj srede (na primere uzhnokorejskih universitetov)*. Moskva.
 - Drozdova, T. V. (2018). Osobennosti obuchenija studentov monologicheskomu vyskazyvaniu na inostrannom jazyke v vuze. *Gumanitarno-pedagogicheskie issledovanija, 2(2)*.
 - Bykova, O. P. (2009). O nekotoryh osobennostjah obuchenija russskomu jazyku kak inostrannomu (rki) v uslovijah otsutstvija russskoj jazykovej sredy Specifics of teaching Russian as a foreign language in the absence of the Russian language environment. *Vestnik Moskovskogo gosudarstvennogo oblastnogo universiteta. Serija: Pedagogika, (2)*, 164-170.
 - Loshakova, E. L., Uspenskaja, L. I., & Haritonova, O. V. (2016). Organizacija obuchenija russskomu jazyku inostrannyh studentov i russskogovorjashhhih bilingvov v uslovijah stazhirovki v jekonomicheskom vuze. *Mir nauki. Pedagogika i psihologija, 4(5)*.