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XORAZM MA‘MUN AKADEMIYASI**

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Ota-onalar hovli va xonadonlarni tartibga solish, ovqat pishirish, kir yuvish va kiyim-kechakni yamash, ro'zg'or asboblari va uydagi jihozlarni ta'mirlash sohasida bolalar mehnatini tashkil etadilar. Bunda ota-ona yumushlarni bolalarga ularning jismoniy, aqliy, ruhiy imkoniyatlarini hisobga olgan holda topshirishlari kerak. Ishni topshirish bilan cheklanmay, bola uni qanday bajarayotganini nazorat qilib turish, lozim bo'lsa, maslahat, ko'mak berishi, ruhlantirib turishi maqsadga muvofiqdir. Bola mustaqil topshiriqni bajarish jarayonida rejadagi ishni uddalash uchun sarf etiladigan xomashyo, mablag, vaqt, kuchini aniqlash, kerakli uskunalarni tayyorlash, sozlash malakalarini egallab boradi. Matbuot, radio, televideniya xabarlari, o'qituvchilar, tarbiyachilar tomonidan berilgan tejamkorlikka oid ma'lumotlar, ota-onalar hamda keksalarning bu to'g'ridagi maslahatlari, tanbehlari ham bolada mazkur tushunchaning kengayishiga ijobiy ta'sir etadi'' [6, 1-b].

Tejamkorlik oila budjeti, bozor iqtisodiyoti va islohatlarini bosh markazida turuvchi tushunchadir. Bu narsani hech kim va hech qachon inkor qila olmagan. Ayniqsa, bugungi raqamlashtirish sohasidagi islohotlar buning yaqqol misolidir. Raqamlashtirishning ham negizida aslida iqtisodiy tejamkorlik yotibdi.

Demak, o'tmish donishmandlari ham tejamkorlikka, iqtisodiy madaniyatga befarq qaramaganlar, balki uni yosh kelajak avlodga singdirishda, ularni to'g'ri tarbiyalashda muhim bir vosita deb qaraganlar. Ijodkorlikka, yaratuvchilikka, bunyodkorlikka, barcha ne'matlardan tejamkorona, unumli foydalanishga undaydigan bu manbalar iqtisodiy madaniyati yuksak yoshlarni tarbiyalashda va kamol toptirishda asqotadigan tengi yo'q xazinadir. Shuningdek, bu jarayonda ota-onalarning o'rni hech narsa bilan qiyos qilinmaydigan darajada katta. Chunki o'quvchilar vaqtlarining katta qismini o'z oilasida yaqinlari bilan o'tkazishadi, bunda ular oilada turli ishlarda, uy yumushlarida kattalarga yordam berishlari kerak bo'ladi va bu bilimni tajriba bilan uyg'unlashishiga olib keladi. Shu qatorda ota-onalar ham iqtisodiy jihatdan bilimga ega bo'lishlari, zamon bilan hamnafas bo'lishlari talab qilinadi.

Xulosa va takliflar. Xulosa o'rnida shuni ta'kidlash mumkinki, raqamli jamiyat egalariga xos xususiyatlarni kamol toptirishda boshlang'ich ta'lim hal qiluvchi o'rin egallaydi. Chunki raqamlashtirish jarayoni katta tezlikda axborotlarni tahlil qilish va iqtisodiy tafakkurni talab qiladi. Bunday jarayonga moslashishda mehnat unumdorligi hamda mehnat orqali tejamkorlik tushunchalarini shakllantirish muhim ahamiyatga ega. Mehnat orqali tejamkorlik g'oyasini singdirish metodlari va bu bilan ijobiy natijalarga erishish yo'llarini tahlili dars jarayonida ro'yobga chiqadi. Raqamli iqtisodning qaror toptirishdan maqsad ham har jabhada tejamkorlikka erishish mezonidir.

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CLASSIFICATION OF INNOVATIVE TEACHING TECHNOLOGIES OF FOREIGN LANGUAGE

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Annotatsiya. Maqolada ijodiy texnologiyalar va ularning tasnifi muhokama qilinadi. Ishning maqsadi ingliz tilini o'qitishning innovatsion usullaridan foydalanishni tahlil qilish, zamonaviy metodlarni tavsiflash va tahlil qilishdan iborat. Chet tillarni o'qitishda innovatsion texnologiyalarni joriy etishning ijobiy samaralari ko'rib chiqiladi. Ta'lim jarayonining maksimal samaradorligiga erishish uchun o'qituvchi birlashtirishi kerak bo'lgan asosiy innovatsion texnologiyalar va o'qitish strategiyalari aniqlanadi.

Kalit so'zlar: *ijodiy texnologiyalar, innovatsion usullardan foydalanish, chet tillarini o'qitish, o'quv jarayonining samaradorligi, innovatsion texnologiyalar, o'qitish strategiyalari.*

Аннотация. *В статье рассматриваются креативные технологии и их классификация. Цель исследования анализ использования инновационных методов преподавания английского языка, описание и анализ современных методик. Рассматриваются положительные эффекты от внедрения инновационных технологий в преподавание иностранных языков. Выявляются основные инновационные технологии и стратегии обучения, которые педагогу необходимо комбинировать для достижения максимальной продуктивности образовательного процесса.*

Ключевые слова: *креативные технологии, использования инновационных методов, преподавание иностранных языков, продуктивности образовательного процесса, инновационные технологии, стратегии обучения.*

Abstract. *The article discusses creative technologies and their classification. The purpose of the study is to analyze the use of innovative methods of teaching English, description and analysis of modern methods. The positive effects of the introduction of innovative technologies in teaching foreign languages are considered. The main innovative technologies and teaching strategies are identified that the teacher must combine to achieve maximum productivity of the educational process.*

Keywords: *creative technologies, use of innovative methods, teaching foreign languages, productivity of the educational process, innovative technologies, teaching strategies.*

Education, being one of the main cultural and social institutions, acts as a key tool for innovation and one of the leading factors in the development of human resources in the knowledge society of the 21st century. As Martin Stewart Weeks rightly notes in one of his works, "...only shifts in culture provide changes in social systems. Ultimately, innovations lose all meaning if they do not provide changes in culture as a basis for positive shifts in the social system." Education should now perform completely new functions, such as: assistance in the development and stimulation of the "inner forces" of the individual in a situation of educational alternative and educational choice; development and support of an individualized and personalized educational environment in order to assist the developing individual in the successful construction and implementation of their own unique educational route and life path; joint creation of new conditions, methods and tools of pedagogical interaction, including the design and implementation of a wider repertoire of educational and pedagogical discourses (individualization, differentiation and personalization). Innovative technologies in education are a special mechanism through which new means and methods of the educational system are implemented.

Innovative methods allow achieving certain goals in the process of learning a foreign language, such as: 1) accessibility of perception of authentic knowledge; 2) systematization of educational material; 3) implementation of a creative approach; 4) self-development; 5) removal of the psychological barrier (fear of communication, making a mistake). The use of innovative methods in the learning process involves proficiency in digital technologies by both parties to the educational process.

Learning with the help of innovative technologies involves the safe and productive use of gadgets and the capabilities of the Internet in the process of cybersocialization of students. Therefore, the use of modern technical teaching aids is harmoniously combined with a creative approach in education. Let us give some examples from the practice of school classes.

Innovative technologies in teaching foreign languages have such didactic properties as multimedia, interactivity, non-linear presentation of information, informativeness and gamification [2]. The following didactic functions can be distinguished:

- ✓ activation of attention, emotional involvement and cognitive processes of students;
- ✓ effective memorization of information due to visualization and audiolization;
- ✓ development of motivation for learning;
- ✓ implementation of adaptive and inclusive learning;
- ✓ implementation of problem-based teaching methods;

- ✓ increasing the intensity of learning;
- ✓ receiving quick feedback;
- ✓ use of new interactive forms of work;
- ✓ organization of synchronous and asynchronous communication;
- ✓ implementation of group research projects;
- ✓ organization of self-assessment and group assessment;
- ✓ organization of research projects;

Interactive learning technologies are considered as ways of acquiring knowledge, forming skills and abilities in the process of learning a foreign language and interaction between a teacher and students as subjects of educational activity.

One of the first new learning technologies was the development of distance learning. Distance education technology initially assumed only the presentation of educational materials and distance learning. Distance courses were considered as analogs of textbooks of the traditional form of education, but with a change in the emphasis of the teaching methodology from general to individual. Different forms of education influenced the development of distance technology. Some researchers consider the first historical form of distance learning to be training by mail, which appeared in the early twentieth century. This form of self-education was introduced and was more convenient for the development of correspondence courses for people who became students in adulthood. Significant changes occurred with the creation of an open distance education system, that is, education that would have feedback with the educational environment. Effective educational work required high-quality didactic support for various types of substantive educational information on various media (paper and electronic), developed taking into account the requirements of pedagogy, psychology and other sciences. In distance learning, in addition to traditional ones, they began to use educational electronic publications, computer-training systems, audio and video materials, the global Internet, etc.

The process of reforming modern education involves ensuring high-quality subject training of specialists in the context of reducing the classroom load and increasing information. One of the ways to solve this problem is to introduce new, more effective teaching methods and technologies. These include e-learning, distance learning technologies.

In the context of developmental learning, it is necessary to achieve maximum student activity, which is ensured by interactive teaching methods. Unlike active methods, interactive methods are focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process.

The main factor in creative learning is the initiative of students. The student ceases to be an object of influence and becomes a full-fledged subject of communication. He is responsible for his work to the same extent as the teacher for his.

- Creative learning is nothing more than teaching creativity, and it is also a creative activity.
- The personality of the teacher is of great importance. The teacher must be a bright, creative, talented person. The creative teacher can teach creativity to another.
- Creative teaching methods: case method, brainstorming method, empathy method, inversion method, synectics method.
- The main goal of the case method is to teach group analysis of a problem and independent decision-making using a specific situation (case).
- The essence of the synectics method is to make the unknown known, and the familiar - alien, to turn the unknown into the known means to study the problem and get used to it, after which the reverse operation is performed - usually it is made alien. This is achieved using four types of operations: personal assimilation, direct analogy, symbolic analogy and fantastic analogy.
- The inversion method is focused on finding solutions to a creative problem in new, unexpected directions, most often traditional views and beliefs present in logic.
- Various analogies are used in solving creative problems: concrete (material) and abstract. In situations of imaginary analogy construction, sometimes-good heuristic results are given by such a technique as hyperbolization (significant increase or significant decrease in the scale of the object under study). Most often, empathy is the personification of one person by another. In solving a

creative problem, empathy is considered as the personification of a person with an inanimate object, process, and system.

- Empathy in solving a creative problem is understood as the identification of a person with a technical object, process, and some system. When the empathy method is used, the object is attributed with the feelings, emotions of the person himself: the person identifies the goals, functions, abilities, pros and cons, for example, of a machine, with his own. The person seems to merge with the object, the object is attributed with behavior that is possible in a fantastic version.

The goal of brainstorming is to gather as many ideas as possible from all students within a limited time to solve a problem. Brainstorming encourages students to be creative and allows them to express their thoughts freely.

Having named the problem, the teacher invites students to express ideas, comments, etc. All proposals are written on the board or on a large sheet of paper without comments or questions; the number of ideas is encouraged, ideas can be deepened or changed. As a result of joint searches, a table is compiled.

Note that the students argued each proof against their objections. Thus, the "brainstorming" method, as we see, develops into a discussion. A mandatory condition: we start the discussion after the previous work is completely completed - naming the causes of a particular problem.

Having analyzed the above-mentioned platforms, we can say that they all make the learning process more interactive and exciting, thereby arousing the interest of students. As experience shows, the greatest interest among participants in the educational process is caused by the game format of exercises, in connection with which these resources can provide greater technical support to foreign language teachers.

Based on the main trends of the modern educational process, we summarize the characteristic features of obtaining knowledge in modern conditions: the use of a set of knowledge and skills from various fields; compliance of the proposed topics with the interests and needs of students; creative focus, stimulation of self-realization of the individual; orientation towards a practical, socially significant result.

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TA'LIMNI TASHKIL ETISHNING NORMATIV HUQUQIY ASOSLARI

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Annotatsiya. Ushbu maqolada ta'limni tashkil etishning normativ-huquqiy asoslari muhokama qilinadi. Ta'lim tizimining samarali faoliyat ko'rsatishi uchun normativ-huquqiy hujjatlar va qonuniy asoslar muhim rol o'ynaydi. Ushbu maqolada O'zbekiston Respublikasida ta'lim jarayonini tartibga soluvchi qonunlar, qarorlar, davlat dasturlari hamda ularning ta'lim sifatini oshirishdagi ahamiyati haqida batafsil ma'lumot berilgan. Ta'limni rivojlantirishda davlat siyosati, xalqaro standartlarga moslashish va huquqiy asoslarning roli tahlil qilinadi.

Kalit so'zlar: Ta'lim tizimi, normativ-huquqiy asoslar, qonunlar, davlat dasturlari, ta'lim sifatini oshirish, davlat siyosati, xalqaro standartlar.

Аннотация. В данной статье рассматривается нормативно-правовая база организации образования. Нормативные документы и правовые основы играют важную роль для эффективного функционирования системы образования. В данной статье дана подробная информация о законах, постановлениях, государственных программах, регулирующих образовательный процесс в Республике Узбекистан и их значении в повышении качества образования. Анализируется роль государственной политики, адаптации к международным стандартам и правовым основам в развитии образования.