About the Importance of Using Innovative Technologies in Primary School Classes and Educational Technologies

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ABSTRACT

one of the first main and necessary problems in the implementation of teaching with the help of information and communication technologies is the comprehensive scientific, practical, problematic and, finally, sufficiently demonstrative and dependent on one or another event, law or technological process of the transmitted knowledge, the lesson. It is explained by the fact that it must be filled with clear and understandable applications and exhibits that complement its content.

Special attention is being paid to educating elementary school students, who will be the main participants in building the future of our country, with high morale. It also provides an opportunity for primary school students to become healthy and fully mature individuals, and to receive regular education to awaken their passion for learning.

The concept of "innovation" represents a specific situation in terms of content. Innovation is an activity aimed at changing the internal structure of a certain system. According to the "National Encyclopedia of Uzbekistan", innovation has the following content and concepts: funds spent on the economy to ensure the replacement of generations; 2) innovations in the fields of technique, technology, management and labor organization based on scientific and technical achievements and best practices, as well as their application in various fields and spheres of activity, in relation to a specific social unit - organization, population, society, group a new approach to the relationship, enriching this relationship with some stable elements should be understood. Here it is understood that the views of the author directly express the essence of social relations and an innovative approach to them. Based on this, each person, as a citizen, specialist, leader, employee, and also as a participant in the process of various social relations, organizes a unique innovative activity.

The technologies used in the process of innovative education are called innovative educational technologies or educational innovations.

Educational innovations are forms, methods and technologies that are used to solve existing problems in the field of education or in the educational process based on a new approach and can guarantee a

more effective result than before.

Educational innovations are also called "innovative education". The concept of "innovative education" was first used in 1979 at the "Club of Rome".

Educational innovations are divided into several types. They are the main types of educational innovations Innovations have different forms. The following are the main forms of innovation:

➢ new ideas;

➢ specific goals aimed at changing the system or direction of activity;

➢ unconventional approaches;

➢ unusual initiatives;

➢ advanced working methods

The aim is to obtain the highest possible result from the spent money and effort in the application of innovations in the educational system or educational activities. The difference between innovation and any innovation is that it must have a variable mechanism that allows for management and control.

In education, as in all fields, there is talk about "innovation", "innovation" and activities that represent their essence.

If the activity has the characteristics of a short-term, integrated system and serves only to change some elements in the system, it is called novation (updating).

After all, if the activity is carried out on the basis of a certain conceptual approach, and its result serves the development of a certain system or its radical change, it is called innovation.

In the scientific literature, special attention is paid to the difference between the concepts of "novation" (updating, innovation) and "innovation" (introducing something new). For example, V.I. According to Zagvyazinsky, the concepts of "new" and "innovation" represent not only a specific idea, but also approaches, methods and technologies that have not yet been used in practice. In this case, the elements of the process are integrated or separate elements, and reflect the ideas of effectively solving the tasks of education and training in changing conditions and situations.

Pedagogical innovative process laws According to the laws of sharp instability, the overall perception of the pedagogical process and events changes, the formed pedagogical innovation is evaluated, and the importance and value of this innovation is recognized.

The law of implementation represents the vitality of innovation, according to which new pedagogical innovations are spontaneously or consciously put into practice very quickly or rapidly. The law of modeling (stereotyping) describes the fact that most pedagogues have a new way of thinking and are active in implementing innovations. In this process, initially innovative ideas become an obstacle to the implementation of more advanced innovations.

The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, urges forward, encourages creativity, and guarantees the quality of the educational process. Therefore, it is necessary for every teacher to fully understand the essence of innovation and be able to consistently apply it to his work.

The basis of educational technology is the idea of managing the educational process and students in order to ensure that they achieve the intended goal in the specified conditions and time. Simply put, educational technology is the effective organization of interaction between students and pedagogues to ensure the achievement of learning goals in the educational process. When choosing elements of educational technology (methods, tools, ways and forms), it is necessary to first study their theoretical foundations and then apply them in practice. For this, it is necessary to understand the

meaning of basic words and phrases related to pedagogical technologies.

Summary. Today, it is worth interpreting as an unimaginable situation to organize the lesson process without multimedia tools, which make up the series of information and communication technologies included in the school system. After all, today's information and communication technologies have surpassed the scale of the past, when they were evaluated as a system that forms the economic infrastructure of this country, and have become an integral part of social, political, economic and cultural life. In the end, the educational processes of the school teaching life sciences open its ears to activities organized on the basis of information and communication technologies, which are the fruit of the development of this science, which is an echo of social and cultural life.

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