Studying the Level of Teachers' Use of Innovative Methods

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Abstract. *This study analyzes the level of teachers' use of innovative pedagogical methods. The objective is to identify the role of teachers and their methodological approaches in selecting educational technologies to develop foundational competencies in students. The research argues that a subject teacher must determine the core competencies defined for the class and topic in their lesson plan, carefully choosing teaching methods and approaches accordingly. It emphasizes the necessity to pre design pedagogical technologies and guarantee positive outcomes, measured by how well students master the learning material. Furthermore, the study highlights that enhancing teachers' qualifications and equipping them with modern knowledge is a national priority in educational policy.*

When choosing educational technologies for the formation of basic competencies in students, the teacher of educational subject determines the basic competencies specified for this class in the calendar subject plan. After that, the method and method of conducting the lesson are selected, taking into account the topic that needs to be studied and the competencies to be formed. The first President of our Republic, in his report on the topic "A well-developed generation - the foundation of the development of Uzbekistan" at the ninth session of the first convocation of the Oliy Majlis, said: "We are facing such an urgent issue that cannot be ignored as providing educators with modern knowledge, improving their education and skills (emphasis ours). In my opinion, this is the main problem in changing the education system. We demand that teachers give our students modern knowledge. However, in order to give modern knowledge, first of all, the educator himself must have such knowledge" [2].

The globalized world invites young people with knowledge and skills to an open and transparent competitive arena at any time. Therefore, only innovative approaches to education can form a competitive tolerance for competition. The development and implementation of methods and techniques for applying the content, problems and solutions of innovative pedagogical technology to the process of studying subjects taught on the basis of DTS is a requirement of the time. Innovative pedagogical technology, as a pedagogical project, provides for the purposeful organization and implementation of the cognitive activity of students (students) on the basis of their sciences. Its different aspects from the methodology: 1. It is designed in advance. 2. The final positive result is guaranteed. The criterion for determining this result is the level of mastery of the educational material, which is provided by the effectiveness of the didactic process, which is based on the technology of clearly setting didactic problems and solving them. "We set ourselves the goal of creating all the necessary opportunities and conditions for our children to grow up not only physically and spiritually healthy, but also to become harmoniously developed people with the most modern intellectual knowledge and a well-rounded generation that fully meets the requirements of the 21st century." To achieve this goal, the role of new pedagogical technologies and their implementation is incomparable[2].

CLUSTER (cluster - knot, bundle) - a way to create an information map - to collect ideas around some main factor in order to centralize and determine the essence of the entire structure. It accelerates the activation of knowledge, helps to freely and openly involve new interconnected ideas on the topic in the thinking process. They get acquainted with the rules for creating a cluster. In the middle of a blackboard or a large sheet of paper, a key word or the name of a topic consisting of 1-2 words is written. By association, words and sentences related to the topic are added next to the key word in small circles called "companions". They are connected with the "main" word using lines[3]. These "companions" may have "small companions". The writing continues for the allotted time or until the ideas run out. Innovative pedagogy is the dominant theory, taken as the basis for solving theoretical and practical problems. According to the innovators, the usual classical pedagogical theories are outdated, and in new conditions it is impossible to educate the current generation in this way. This is the general situation in the current pedagogical science. Innovation is very important in this situation. Pedagogy is a system of knowledge. Objectivity, expediency, consistency, non-contradiction are its main characteristics. The pedagogical system, like any scientific theory, is designed, unified and sustained by the principles that form the system, that is, it is important that this system is based on basic knowledge. Interactive teaching methods As in all areas, a great revolution has occurred in education. That is, modern teaching methods are widely used. The use of modern teaching methods leads to high efficiency in the teaching process. It is advisable to choose these methods based on the didactic task of each lesson. Enriching the traditional lesson form with various methods that activate the activities of students can lead to an increase in the level of mastery of students. Currently, in a number of developed countries, methods that form the basis of extensive experience in the use of modern pedagogical technologies that guarantee the effectiveness of the educational process are being used under the name of interactive methods. Interactive teaching methods are currently the most widespread and widely used in all types of educational institutions. At the same time, there are many types of interactive teaching methods, and there are currently suitable ones for the implementation of almost all tasks of the educational process. In practice, it is possible to distinguish those that are suitable for specific purposes and apply them accordingly. This situation has now created the problem of choosing the right interactive teaching methods to achieve certain goals. This requires a rational organization of the lesson process, the teacher to increase the interest of learners and constantly stimulate their activity in the learning process, the division of educational material into small parts, the use of methods such as brainstorming, work in small groups, discussion, problem situations, reference texts, projects, role-playing games to reveal their content, and the encouragement of learners to independently perform practical exercises [11, 12, 13]. The interactive method is a solution to an activity or problem in a collaborative manner through mutual dialogue, mutual discussion, and thinking. The advantage of this method is that the entire activity teaches the student to think independently and prepares them for an independent life. When choosing interactive teaching methods, the educational goal, the number and capabilities of learners, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc. are taken into account. Interactive methods are understood as methods that activate learners and encourage independent thinking, and in which the learner is at the center of the educational process. When these methods are used, the educator encourages the learner to actively participate [14]. The learner participates throughout the process. The benefits of a learner-centered approach are manifested in the following:➢ higher educational effectiveness of learning; ➢ high motivation of the learner; ➢ consideration of previously acquired knowledge; ➢ adaptation of the educational process to the goals and needs of the learner; ➢ support for the learner's initiative and responsibility; ➢ learning through practice; ➢ creation of conditions for two-way feedback.

Thus, the use of interactive methods in the process of teaching subjects has its own characteristics. A thorough study and practical application of each interactive method used in educational practice expands the thinking of students and has a positive effect on finding the right solution to the problem. It increases the creativity and activity of students. When analyzing various theoretical and practical problems through interactive methods, students' knowledge, skills, and competencies are expanded and deepened. From the above, it becomes clear that it is necessary to appropriately analyze interactive teaching methods and classify them on this basis. Below we will give general

considerations on this issue. When classifying these methods, they can be divided into interactive methods, interactive teaching strategies, and interactive graphic organizers. Currently, the most popular interactive teaching methods are: Interactive methods: "Case study" (or "Learning cases"), "Blister survey", "Modeling", "Creative work", "Problem learning" and others. Interactive teaching strategies. "Brainstorming", "Boomerang", "Gallery", "Zigzag", "Step-by-step", "Iceberg", "Rotastia", "Rounded snow" and others. The separation of interactive teaching strategies from the composition of interactive teaching methods is based on the fact that the approach to organizing group work is, in a certain sense, comparable to the strategic approach [15]. In fact, these strategies also belong to interactive teaching methods to a greater extent, and there are no other differences between them. Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?", etc. The distinction between interactive graphic organizers is based on the fact that in such activities the main ideas are expressed in writing in various graphic forms. In fact, working with these graphic organizers also refers to interactive teaching methods in more detail, and there are no other differences between them. Interactive teaching methods are often used simultaneously with various forms of training technologies. The use of these methods increases the activity of training participants and improves the effectiveness of training. In this regard, according to the above classification, the following can be conditionally cited, taking into account the convenience of using some current interactive teaching methods with various forms of training technologies. New ones may appear. Presentation of work results BBB Table - I know / I want to know / I learned. Allows you to conduct research on the topic, text, section. Develops the skills of systematic thinking, structuring, analysis. They are introduced to the rules for compiling a table. They formalize the table in separate small groups. They answer the questions "What do you know about the topic" and "What do you want to know" (creating a guiding framework for the work ahead). They fill in sections 1 and 2 of the table. They listen to the lecture and read independently. In independent small groups, they fill in section 3 of the table.

The VENNA diagram is used to compare or contrast aspects 2 and 3 and common aspects. Develops the skills of systematic thinking, comparison, comparison, analysis. Get acquainted with the rules for drawing a VENNA diagram. In separate small groups, they draw a Venn diagram and fill in the non-intersecting places (x). They unite in pairs, compare and fill in their diagrams. At the intersection of the circles, they draw a list of information that is common to two or three circles.

1. You choose to use a circle or a rectangle.

2. You choose the appearance of the drawing - whether the chain of reasoning is straight or not.

3. Direction indicators determine the direction of your searches: from the initial situation to the search.

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