

## **"THE USE OF INNOVATIVE TECHNOLOGIES IN TEACHING PRIMARY SCHOOL"**

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**Abstract:** This article shows the effective aspects of the use of innovative methods in primary school, the process of integration between disciplines, the possibilities of information and communication technologies in the creation of innovative methods. The article also recommends “Rainbow Gloss”, “Double Fingers”, and innovative “Crossword” methods.

**Keywords:** innovation, method, innovative activity, innovative environment, pedagogical innovation, technology, information technology.

The most important and central issue of a teacher's innovative activity is the effective and quality organization of the educational process. Pedagogical innovations in innovative activities: the creation and application of new methods and techniques of teaching ensure the effective and quality organization of the educational process.

Pedagogical innovation is a means of enriching and developing the theory and practice of education and upbringing by making changes in pedagogical activity that were previously unknown in the educational process. Indeed, modern pedagogical technologies increase the productivity of the educational process, shape the process of independent thinking of students, increase students' enthusiasm and interest in knowledge, strengthen the acquisition of knowledge, the ability to use them in practice. In the newly formed primary school, the child's thinking is very important. Therefore, the introduction of pedagogical innovations in the educational process, the use of pedagogical technologies in education, the use of various innovative methods and techniques, the constant search for increasing the effectiveness of education has become a necessity today. It is known that today in the course of the lesson "Brainstorming", "Crossword", "Sinkway", "Museum", "Keys Studio", "Insert", "Venn diagram" and "BBB" technologies are used in the organization of the educational process. . In this article, we recommend several other innovative methods that serve to ensure the effectiveness and quality of the teaching process.

The “advertising” method is mainly effective in elementary school reading lessons. This method can be used in the stages of the teaching process: asking for a previous topic and reinforcing a new topic. In the process, the teacher gives the students handouts in the order appropriate to the topic, in which they advertise "Advertise!" The basic rule is that the compound is written. Students will be required to advertise the topic given in the handouts, the person, or subject-specific attributes, behaviors, excerpts from the work, and role-plays. This method can also be used to recommend poetry, fairy tales, stories, and small works in other genres for extracurricular reading lessons. In doing so, the student or group of students recommends small works of poetry, fairy tales, stories, and other genres to other students to read, using different forms of advertising in the recommendation process. The advantages of the "advertising" method can be seen in the following:

- Students' speech develops, the ability to speak in front of a group, to express themselves freely is formed;
- A meaningful organization of the teaching process is achieved, students' interest in the lesson increases, they develop respect for books, increase their desire to read works of art;
- Students' worldview expands, a healthy competitive environment emerges, the ability to respect the opinions of others, listen to them attentively, concentrate and think.

The “double fingers” method is one of the most effective methods that can be used in mother tongue lessons. The name of this method arouses interest in the child to perform it. The method can be used at different stages of the lesson. For example, it is effective to use the subject of numbers in home language lessons as a homework assignment. The “pair of fingers” method reflects the integration of the mother tongue and the applied arts. Students' fingers are used in the application of the method. In this case, the teacher explains to the students to write numbers and arithmetic words on the fingers of the right hand using manual labor, and on the fingers of the left hand to draw pictures of persons-objects with the amount indicated, and in the last step two when the fingers of the hand are joined, it is emphasized that a correspondence is formed between the number and the quantity indicated. The "Double Fingers" prepared in advance by the teacher is shown as an example and explained by the image: the number 2 on the index finger of the left hand and the paper with the word "account" are attached, the right hand is attached. A picture of an onion is drawn on the index finger. When we pair two fingers, the word “Two onions” is formed. As we continue, we draw pictures and write numbers on the rest of our fingers.

A pictorial view of the “double fingers” method

The following knowledge, skills, abilities and qualities are formed in children through the method of "double fingers":

- Aesthetic taste of the student is formed, creative thinking increases, interest in art and painting increases;
- With the development of motor skills of the student, his intellectual thinking ability is formed;
- increase the interest of the teaching staff in the lesson, encourage them to be active, as well as find out how well they understand the topic;
- In addition to the science of the native language, the student's interest in mathematics, drawing and technology increases. This is because the reader draws, cuts, and calculates on his fingers in the process of making the “Double Fingers”;

It is advisable to use the “rainbow shine” method for elementary grades. This method can also be used in native language, mathematics and reading lessons. For example, in mother tongue lessons, when classifying words into categories, such as puppet, car, laugh, cry, yellow, big, small, nine, and so on. The task of placing words in the 'k' color line on the air color line is given. This method can be used when dividing numbers into room units in a math class. That is, if we take the first color of the rainbow as a one-digit number, the color of the second row can be an example of a two-digit number.

The following knowledge, skills, abilities and qualities are formed in children through the method of "rainbow color":

- the reader remembers which category of words the words belong to through colors;
- The student develops ideas about natural phenomena, develops love for the environment and nature, the skills of its preservation;
- Students' worldview and imagination expand, attention, thinking, intelligence and ingenuity develop.

The crossword puzzle method is one of the most widely used methods and can be found in a separate textbook for each class. In the preparation of crossword puzzles are used mainly

computer program Microsoft Word, which is a tool of information and communication technology. However, it can be seen that computer-generated crossword puzzles are more effective than their predecessors. It is true that Microsoft Excel is a bit complicated and based on formulas, but it is a requirement of the time that teachers have knowledge in the field of information and communication technologies.

- Innovation crosswords can be used at every stage of primary education, as well as in the teaching process of senior classes.

The situation before filling in the crossword - In the process of solving the innovative crossword, if students answer incorrectly, our "smiley" becomes upset, if they answer correctly, "smiley" can be seen laughing. The advantage of crossword is, checking the correctness of the answers given by the students is determined by the computer program, not by the teacher, and appears on the screen. if the answers are correct and clear, we can see words of praise for the students on the screen.

In conclusion, in a process where the information and communication system is developing at a high level, it is very important that the primary education teacher has in-depth knowledge and analysis of techniques and technologies and is knowledgeable and skilled at the level of innovation. To do this, in the process of organizing the lesson to be able to choose and apply methods that are understandable, easy and interesting for all students, to use visual aids, to introduce new technical means, to encourage students to work creatively, independently, correct and effective use of pedagogical technologies. If the teacher is able to organize the lesson meaningfully on the basis of creativity, the student's interest in science will continue to grow.

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