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EDUCATION SYSTEM**

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НАПРАВЛЕНИЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ТРУДА И СЛУЖБ ЗАНЯТОСТИ	
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**EFFICIENCY OF USE OF INNOVATIVE MODELS OF EDUCATION IN TEACHING
ECONOMY**

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Annotation: *This article provides analytical information about the process of teaching economics in my country, the use of innovative models in education, international standards in teaching, the effectiveness of the use of new pedagogical technologies.*

Key words: *learning technologies, traditional technologies, interactive method, taxonomy, modular learning technology, individual and differential opportunities*

Since the first years of independence, our country has attached great importance to ensuring the constitutional rights of our citizens to education, the further development of educational structures, and the full coverage of the population by all forms of education and upbringing. It is based on the Law on Education and the National Curriculum, which provide great opportunities for the development of the national education system.

Thirty years ago our country declared its independence and entered a new stage of historical development. Every sane person deeply understands the need for an objective assessment of the achievements and results of the economic and social development of Uzbekistan over the past years.

Major reforms taking place in our society require the supply of ideologically and politically mature, theoretically, practically and professionally trained personnel for various sectors of the economy and other industries. Science and technology and the social development of society depend on the activity of the individual, which in turn directly imposes specific requirements on education and training, training.

Modern society has its own rapidly and profoundly changing nature, and such changes are reflected in the structures of social structures, including relations between independent states, the individual and society,

demographic policy, and urbanization. Education, as a separate component of the structure of the world community, must take into account all the changes taking place in society and, on this basis, change its structure and content.

The main features and didactic content of traditional technology include:

- ✓ Designed for education, training and advanced training;
- ✓ Ensures the assimilation by students of the content of education at the reproductive level, as well as its control and evaluation;
- ✓ Explanation based on leading methods and exhibitions;
- ✓ The main activity of students is listening and memorization;
- ✓ Didactic criterion - to remember and apply what has been learned.

- ✓ Didactic scheme: study of new material-reinforcement-control-assessment;

Advantages:

- ✓ planning, economics;
- ✓ effective management of the educational process;
- ✓ Ability to use new ways of expressing knowledge.

Disadvantages:

- ✓ Limited individual and differential possibilities of the educational process;
- ✓ Low potential of mental development of the student.

The interactive method is an integral part of the educational process, a set of teaching methods aimed at activating both the teacher and the student at the same time.

The authors of this technology are American scientists J. Carroll and B. Bloom. The end result differs from traditional teaching technology in the level of knowledge acquired by students.

1-table.

Some differences between traditional and interactive lessons ⁴⁷

Basic concepts	Traditional lesson	Interactive lesson
Application level	It is used in the form of programs convenient for	It is used in the form of convenient forms of interactive

⁴⁷ Jumaniyozova M.T. Ilg`or pedagogik texnologiyalar va ularni amalda qo`llash. A.Avloniy nomidagi XTXQTMOMI. – Toshkent 2010.

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	them on all topics.	lessons on some topics. For other topics, the traditional lesson is used.
Course Objectives	Course Formation, consolidation of knowledge, skills, abilities.	Independent thinking on the topic of the lesson, draw conclusions, explain them, teach to defend.
Tasks of the teacher and methods of work	Explain, reinforce, control, give tasks on a new topic	Organization, management, control of independent work of students and presentations, substantiation of final conclusions
Lesson preparation requirements	Preparation of lesson plans, notes and teaching aids	Preparation of interactive lesson plans, assignments for independent work, handouts, other necessary tools.
Requirements for student preparation	Completion of the tasks of the previous lesson.	Know the basic concepts and basic information on the topic of the new lesson.
Student tasks and methods of work	Listening and mastering the teacher, completing assignments.	Independently think over the tasks set by the teacher, compare their opinions, conclusions with others and come to a final conclusion
Time distribution	The teacher spends most of the lesson time on explanation, analysis, explanation of tasks and control over the assimilation of the material.	Most of the study time is spent on independent tasks, exchange of ideas, observation, debriefing and defense.
Lesson module and algorithm	Modules and lesson algorithms are used by each teacher in accordance with the methodology used.	Each lesson is conducted in accordance with pre-prepared modules and algorithms, projects
Student activity level	The teacher is active in all respects, the students are active in concentration, understanding, thinking, doing tasks.	Active forms of both teachers and students: teacher-student; student-student; student-small group; small group-small group; student-teacher; small group - educator; teacher group.
Expected Result	Acquisition of knowledge, skills and abilities of students on the topic	To form students' own opinions and conclusions on the topic, to teach them to learn on their own.

In this regard, the American psychologist and educator B. Bloom created a taxonomy of pedagogical goals in the areas of cognition and emotions. This is Bloom's taxonomy.⁴⁸ Taxonomy is a theory of classification and systematization of complexly structured areas of existence. In his opinion, the development of thinking occurs at the level of cognition, understanding, application, analysis, generalization, evaluation.

Key Feature:

- ✓ The task is set to achieve by each student a single level of knowledge, training and skills in the conditions of individual time, style and form of development;
- ✓ Determines the planned learning outcome (full learning standard) for all students;
- ✓ The content of educational materials is divided into separate sections ("learning elements", "content unit", "small blocks", etc.);
- ✓ For each block of assimilation, a test (control task) is prepared on a two-point scale (passed, failed).

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