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Use of New Innovative Technology in Teaching in High Schools

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Abstract: The article provides information on the wide implementation of information and communication technologies in the educational process, the creation of a base of educational resources and the increase in the efficiency of their use, as well as the use of new innovative technology in the teaching of biology in secondary schools.

Keywords: Information and communication technologies, educational resources, innovative technology, interactive methods, integration, trend.

Introduction. In the world, special attention is being paid to increasing the efficiency of students' learning by widely introducing information and communication technologies into the educational process, creating a base of educational resources and increasing the efficiency of their use. Today, the use of innovative technologies in the teaching of biological science gives good results. Knowledge and skills acquired from biology are not enough, biological processes must be analyzed using models. The uniqueness of the proposed interactive methods in teaching students and their mastery at a high level, the achievement is that they are implemented only as a result of the joint activity of the teacher of biology and the student. Improving the effectiveness of teaching biological sciences depends on the correct organization of creative research with the correct understanding of basic concepts and phenomena.

The process of informatization of education supports the integration trends of knowledge of the surrounding reality and its various subjects, development of various methodological approaches to use the possibilities of new information technologies for the development of the student's personality, raising the level of knowledge, developing creative abilities and critical thinking is an urgent issue. It is an important task to develop the strategy of finding solutions to both academic and practical problems, to predict the process and to explain the results of exemplary solving of educational problems in the use of computers in science education.

Literature review and methodology. To increase the effectiveness of education in our republic, to introduce audio, video and other modern technical tools into the lesson process, to develop interactive methods of teaching in the introduction of computer technology to the teaching process of the main subjects of the curriculum M.Kh.Lutfillaev, L.M.Karakhonova, GS.Ergasheva, B.M.Domonov, F.M.Lutfillaeva and R.R.Eshimov conducted scientific research.

The process of informatization of education supports the integration trends of knowledge of the surrounding reality and its various subjects, develops different methodological approaches to use the possibilities of new information technologies for the development of the student's personality, increases the level of knowledge, develops creative abilities and critical thinking.

The use of information technology tools and multimedia programs in the teaching of science is an important task for the development of strategies for finding solutions to both educational and practical problems, the formation of computer skills for predicting the process and explaining the results of exemplary solutions to educational problems.

Results. The teacher repeats every biological concept that is emphasized both theoretically and practically, in order to determine the level of mastery of the student, he demands oral and written

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expression of the subject, and in necessary cases, he forces the students to creatively research the observed phenomena together with the students. After explaining the new topic and performing the above-mentioned situations, the teacher allows the student to independently solve the events and biological processes related to the topic, and helps them in necessary situations, which increases the student's interest in biological knowledge.

Conducting supervision lessons conducted jointly by the teacher with the students in the conditions of live communication makes it possible for the students to ask the teacher all the questions and issues that interest them in their spare time without being shy or shy and to find answers to all the questions that interest them. This causes students to master biology at a high level. Usually, the number of students in one class in academic lyceums and schools is not less than 35-40. It is very difficult to achieve a high level of mastery of all students in the process of teaching in such groups. In such cases, the teacher of biology has to use the skills of working with a team (group) while giving theoretical knowledge, while introducing students to laboratory or practical work, or while solving exercises and problems in biology. When evaluating problems, the teacher tries to ask all students, not only high-achieving students, but also average and even very low-achieving students, how they think and feel about the problem.

In the organization of laboratory and practice classes, as much as possible, great attention should be paid to organizing the free and independent work of as many students as possible in harmony and cooperation with the teacher. left Taking this into account, it is appropriate to use new pedagogical technologies of teaching in order to highly activate students' learning and cognitive activities in different forms of lesson processes in all directions of the field of biological science . In addition to the methods of working in solidarity and cooperation with students, it is appropriate to use various pedagogical technologies during practical-laboratory classes . Giving individual tasks to each of the students performing the experiments, giving them tasks, and perfectly harmonizing and summarizing their private and group activities are important conditions for the development of the modern education system.

Especially when doing independent work, various didactic materials include problematic, interesting questions, creative tasks, projects, games, crosswords, etc., aimed at developing students' creative work and thinking skills, as well as handouts, cards, questionnaires, instructions, practical work organization used by the teacher during the teaching process. including technological maps and others.

When developing such tasks and materials, it is necessary to pay attention to the following.

focus on solving problems;

direction to carry out research;

focusing on the analysis of different situations and situations;

to conduct experiments;

guide the search and discovery of news.

Conclusion. Such assignments are constantly updated with the latest advances in science. Periodically updated and other popular scientific sources, scientific-technical, scientific-methodical magazines and collections, Internet system, public information, inventions, discoveries, dissertation works, monographs and scientific pamphlets are used. When doing all this, the teacher chooses the teaching technology depending on the type of the lesson, that is, he designs a technological map, and based on the sequence in that technological map, the practical work process performed during the lesson is described. In doing so, the teacher can also use various graphic organizers (a tool for visual presentation of organizing thought processes). When choosing them, the structure of the topic, its content, the composition of the information in it, or problematic situations are taken into account.

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