MODERN METHODS OF USING INNOVATIVE TECHNOLOGIES
IN THE COURSE OF THE LESSON

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ABSTRACT

The beginning of any game is, first of all, an emotional attitude to the game, to the perception of game tasks, when the child's mental activity and imagination are activated. I usually create a game setup in a fun way, sometimes using slides, drawings, and movie clips.

The next structural element of the game are game tasks, which are connected with educational tasks. To combine didactic (educational) and game tasks, the rules of the game are necessary. They organize the behavior of the players, provide the players with equal conditions. An obligatory structural element of the game is its result. The result can be visual. The range of capabilities of information technology is much wider and depends on the imagination, creativity and technical preparedness of the teacher, but in any case, we can conclude that the use of information technology in teaching the Uzbek language not only intensifies the learning process, but also increases the motivation of a modern student to study, stimulates his cognitive interest and increases the effectiveness of group and independent work. The introduction of information technology in the educational process changes the traditional view of education, making it possible:

• improvement of the methodology and strategy for the selection of content, methods and organizational forms of training corresponding to the tasks of developing the personality of the student in modern conditions of informatization of society;

• the creation of methodological training systems focused on the development of the intellectual potential of the learner, on the formation of skills to independently acquire knowledge, carry out information-educational, experimental and research activities;

• creation and use of computer testing, diagnosing, monitoring and evaluating systems;

• implementation of the possibilities of electronic textbooks as a means of training, an object of study, a means of control, a means of communication, a means of processing information. When modeling, developing and implementing electronic means of teaching the Uzbek language of various genres, the following proposed and described in the study can be used

• types of electronic resources, principles for the selection and organization of educational material, assistance systems and feedback mechanisms, types of multimedia visualization, a system of test diagnostics of language and speech knowledge, skills;

• models of electronic teaching aids, diagnostics, and control — local manuals of various genres, diagnostic tests, a hypertext textbook, a training complex based on hypermedia technologies;

• a universal form for describing educational material for implementing an author's idea in a software shell;

• systems of trajectories for the development of educational material when working in a hypermedia environment;

• types and forms of work with various electronic resources, taking into account different learning conditions and for the implementation of different educational tasks. In the course of the study, the following were created, tested and implemented in the educational process:

• local electronic manuals in the native language: a manual for beginners to learn the Uzbek graphics, alphabet and phonetics; a manual teaching the work with the Uzbek-foreign dictionary.

- tests to consolidate and control the assimilation of knowledge. All sections of the EA and their components are interconnected, located in a common software shell. Each component in the indicated sections of the electronic textbook is accessible to the user from any other component.

In conclusion, I want to emphasize that an electronic textbook is significantly different technologically from paper and should be supported by electronic technologies, which include: animation, multi-level and multivariate tasks, hypertext, etc., which ensures the adaptability of the content of electronic textbooks for various circles users.

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