

Ўйин фаолияти диққат, хотира, фикрлаш, тасаввур ва барча когнитив жараёнларнинг ривожланишига таъсир қилади. Демак, масалан, ўйин технологиясининг педагогик ва дидактик аҳамияти шундаки, у унинг иштирокчиларига ўзини намоён қилиш, фаол позицияни эгаллашга ўрганиш, ўзини синаб кўриш имконини беради.

Хулоса. Ўқитувчининг вазифаси - ўқув фаолияти иштирокчисининг фаол когнитив фаолиятга бўлган истаги амалга оширилиши мумкин бўлган максимал педагогик вазиятларни топиш. Ўқитувчи доимий равишда ўқув жараёнини такомиллаштириши керак, бу эса дастур материални самарали ва сифатли ўрганиш имконини беради. Шунинг учун ўйинлардан фойдаланиш жуда муҳимдир.

Фойдаланилган адабиётлар рўйхати:

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FORMATION OF DIRECTIONS OF INNOVATIVE TECHNOLOGIES AND TEACHING OF ECONOMIC DISCIPLINES

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Innovative educational technologies that are developed and used depending on the specifics and structure of the educational material of the relevant economic discipline. These technologies are able to complement each other in order to ensure a comprehensive pedagogical process of the functioning of educational institutions, which are granted the right to professional training in specialties related to the economy and management of production and consumer processes. The use of innovative educational technologies in the teaching of economic disciplines is associated with the development of the competitiveness of an educational institution in the market for the provision of educational services in the field of economics [1-18]. An educational organization is able to integrate various educational programs that are implemented in the activities of

competent teachers. In particular, a university in whose activities these technologies are used is able to occupy leading positions in the educational space of the city and the region and to form and expand stable ties by external, including foreign partners.

Depending on the degree of novelty, there are different levels of innovation in the system of applied educational technologies:

- the first - the developed educational product has no analogues and is characterized by objective novelty in modern economic education;
- second - there is an improvement in the already used educational technology with the development of qualitatively new elements of the organization and provision of educational material;
- the third is the application of what is known in the new educational conditions in accordance with the new goals of training specialists in the field of economics.

The specificity of educational technologies already used for a long time is the orientation to reproductive training, the assimilation of ready-made patterns of understanding economic systems and actions in socio-economic processes [2, 5, 9, 13]. Innovative technologies are aimed at expanding the following qualities of students:

a) effective perception of the novelty of modern economic theory and practice of participation in economic processes; timely study of actual socio-economic problems with the establishment of links between them; consideration of the problems of the functioning of the private and public sectors of the economy in new perspectives determined by the peculiarities of modern society;

b) establishing qualitatively new ways of considering options for available economic resources with obtaining the highest possible level of economic income with the lowest level of costs and expenses;

c) increasing the level of development of technologies for training and internship by students, a description of the material and technical conditions for implementation, the degree of development of a financial and economic justification for implementation, a description of possible difficulties in using and ways to overcome them;

d) the practical significance of the skills and knowledge acquired in the process of education, which should be confirmed by the demand in the labor market.

Innovative activities of an educational institution aimed at improving the effectiveness of educational technologies in economic disciplines can be carried out in several interrelated areas, such as:

1) improvement of educational material, which implies the formation and development of competencies adequate to modern practice of socio-economic processes (this content should be rationally structured and presented in the form of multimedia educational materials that are transmitted using modern means of communication);

2) introduction of modern teaching methods - active methods of forming competencies based on the interaction of students and their involvement in the educational process;

3) construction of a modern training infrastructure, which includes information, technological, organizational and communication components;

4) creation of an educational-scientific-pedagogical complex as an innovative scientific and educational substructure that combines the activities of an educational institution that trains specialists in the field of management and economics, and organizations of various forms of ownership cooperating with it as potential employers of future specialists;

5) modernization of the content and technologies of teacher education on the basis of the implementation of a variety of forms of professional training, overcoming the narrow previous specialization of economic education;

6) development and development of effective ways for students to obtain skills and knowledge in the future profession: self-study, organization of work in small groups, joint design, training through obtaining new economic and labor experience, team training, training in the process of debates and discussions, etc.

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ҚИЛИЧБОЗЛАРНИ ТАЙЁРЛАШНИНГ ЗАМОНАВИЙ ТЕНДЕНЦИЯЛАРИ

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Назарий билим ҳар қандай ўқув фанини ўқитишнинг асосий асосидир. Жисмоний тарбия ва спорт университетининг талабалари, айниқса, қиличбозликни секция гуруҳида чуқур ўрганаётган талабалар учун қиличбозлик тушунчаси назариясини муваффақиятли ўзлаштириш ва спорт маҳоратини изчил ривожлантириш учун, ушбу