



# THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR THE USE OF INNOVATIVE TECHNOLOGIES IN THE CONTEXT OF TEACHING ECONOMICS

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<b>Received:</b> September 20 <sup>th</sup> 2022 <b>Accepted:</b> October 20 <sup>th</sup> 2022 <b>Published:</b> November 28 <sup>th</sup> 2022	Socio-economic changes in society require advanced professional education, in which the emphasis is shifted from a narrow-profile approach to training specialists to the multilateral intellectual and spiritual development of the student's personality. Such education can be provided only with the transition to student-centered learning based on innovative technologies. This article discusses about the theoretical foundations of innovative technologies in the pedagogical process, to develop methodological recommendations for teaching the discipline "Economics", based on pedagogical innovative technologies, the solution of which should be practical results.

**Keywords:** Competitiveness, educational services market, direction, professional growth, creative search, personal growth, innovative activity, scientific activities, methodological activities

Fundamental changes in the socio-economic life and the state-political structure of Uzbekistan have necessitated the modernization of the higher education system. Together with science, socio-political institutions, and culture, the higher education system is becoming the most important factor in creating an innovative economy in Uzbekistan on a fundamentally new technological basis, a key means of developing human potential and ensuring democratic freedoms for a highly moral, intellectually and physically developed personality.

The crisis of the vocational education system testifies to the gap between the dramatically changed living conditions and the educational system, its goals, types, content and learning technologies. The traditional learning technology based on the logic of science should be supplemented with new technologies based on the laws of cognitive activity. The main figure in the educational process becomes the student himself, acting not as an object, but as a subject of learning [1]. The traditional organization of teaching and learning comes from the fact that the teacher is an expert, and students are passive recipients of knowledge. This organization of the educational process suppresses incentives for open discussion, which is necessary to identify and mitigate differences between subgroups. Dependence on learning from the teacher inhibits the development of higher-order subconscious thinking skills, intercognitive skills that are valued in today's economy. Students do not actively interact with the content of training and, thus, do not participate in the processes of selection, evaluation, control and formulation of problematic tasks. They do not have enough opportunity to learn by trial and error. This

dependency on learning from the teacher inhibits the development of problem-solving skills, stifles initiative, and disrupts the self-education skills needed to solve various problems and tasks.

The goals of innovative education are:

- ensuring a high level of intellectual, personal and spiritual development of the student;
- creation of conditions for mastering the skills of the scientific style of thinking;
- teaching the methodology of innovations in the socio-economic and professional spheres.

Innovative education focuses on the student and the teacher, assuming them to be subjects of the educational process. Their interests - spiritual, intellectual, cultural - serve as a prerequisite for the formation of professional thinking, and therefore are placed in the center of attention of such education. Anthropocentrism as a property of innovative education implies a high level of student independence, his ability to self-manage, a teacher is required to have a high level of pedagogical competence, initiative and technological functional literacy.

The key concept of innovative education is the concept of "professionalism". Professionalism in the pedagogy of higher education is understood through the prism of quality, quality standard, reference level [2].

Most educators understand professionalism as:

- a certain level of skill in solving professional problems;
- ability within the framework of his profession to reliable, trouble-free operation;
- Creativity in non-standard situations, search for effective solutions;
- high intellectual and personal level of development;
- availability of key qualifications and competencies [3].



At any level, educational innovation develops in five stages.

The first stage is the initiation of innovation and the decision on the need to introduce innovations of a certain type. The initiation can be brought to life by the internal motivation of the leader of the organization, but most likely the cause is external or internal pressure: the order of the ministry, the order of the industry for a new specialist, changes and processes within the organization itself. Normally, an innovation strategy and analytical work on its implementation should be carried out by a leader with the rank of rector, vice-rector and dean (director, head teacher). In practice, often the initiative for innovation comes not from above, but from below - from innovative teachers.

The second stage is theoretical, i.e. substantiation and development of innovations on the basis of psychological and pedagogical analysis, forecasting how the innovation process will develop and what are its negative and positive consequences (economic, legal, etc.). This stage is the most difficult, since pedagogical reflections and the ability to "think of a different pedagogical reality" (G.P. Shchedrovitsky) suggest: Possession of psychological and pedagogical theory; the ability to build your ideas into a single concept; justification of the necessity or inevitability of innovation; Identification of factors contributing to the introduction of innovation.

This stage also involves information support of the planned innovation. Careful work at the second stage entails success at the stage of introducing innovations into the pedagogical process.

The third stage - organizational and practical - is the creation of new structures that contribute to the development of innovation: laboratories, experimental groups, etc. These structures must be mobile, autonomous and independent. At this stage, it is important to find supporters of the innovative idea, especially from among influential and authoritative persons in the organization. In addition, it is necessary to anticipate the attitude towards innovation of many other employees from among those who are directly affected by these innovations. This stage of the innovation process ends with the conviction of the majority of members of the organization of the need for innovation and the creation of a favorable emotional and motivational background.

The fourth stage - analytical - is the generalization and analysis of the resulting model. At this stage, it is necessary to realize at what level the innovation process is carried out; correlate the state of the educational institution as a whole (or the state of teaching a

particular subject) with the prognostic state that was supposed to be achieved as a result of the innovation. If the correspondence did not take place, it is necessary to find the answer to the question: why?

The fifth stage is the implementation, it can be trial, and then complete. Success at this stage depends on three factors:

from the material and technical base of the educational institution (or educational environment) where the innovation is carried out;

from the qualifications of teachers and leaders, from their attitude to innovation in general, from their creative activity;

On the moral and psychological climate in the organization (the degree of conflict, the degree of cohesion of employees, staff turnover, public assessment of their work, etc.). So, V.I. Dobrynina and T.N. Kukhtevich directly note that the introduction of innovations in higher education is largely hampered by high conflicts along the lines of "teacher-student" and "teacher-teacher" [4].

The structure of innovation activity can be described in different aspects: axiological, reflexive activity, socio-psychological, etc.

The axiological approach to innovative activity reveals it from the standpoint of the teacher's value orientations. In the process of mastering the innovation, the teacher assigns universal cultural and pedagogical values to the extent that the level of development of self-awareness and the depth of the inner world allow it. Professional consciousness is internally motivated, it is it that allows the teacher to self-determine regarding the introduction of innovation in the educational process. As the works of V.N. Myasishcheva, S.L. Rubinstein, K.A. Abulkhanova-Slavskaya and others, the dominant axiological function in the system of pedagogical values is the purpose of professional and pedagogical activity. It is the goals of innovative activity (the desire to use alternative approaches in teaching and educating wards; the desire for self-determination; changing oneself; overcoming obstacles for self-realization; craving for professional freedom) that act as a determinant of the innovative activity of a teacher [5].

It is innovative activity that not only creates the basis for creating the competitiveness of an institution in the educational services market, but also determines the direction of a teacher's professional growth, his creative search, and really contributes to the personal growth of pupils. Therefore, innovative activity is inextricably linked with the scientific and methodological activities of teachers and educational and research students.

With the introduction of a new approach to teaching economic disciplines, the need arose for the emergence



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of innovative teaching methods, among which the leading position is occupied by the project method, the business game and the case method, because they are based on the activation of the process of independent decision-making, creative thinking, as well as the motivational and emotional background of the trainees. Thus, the introduction of innovative teaching methods makes it possible to transfer a rather large amount of knowledge in a fairly short period of time, to ensure a high level of mastery of the studied material by students and to consolidate it in practice.

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