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INNOVATIVE TECHNOLOGICAL FACTORS IN MASTERING ECONOMIC SCIENCES

Raximova Shakhnoza Khamzayevna
Lecturer, Department of Economics,
Asia International University

Annotation: This article explores the innovative technological factors in mastering economic sciences, emphasizing the role of interactive and pedagogical technologies in modern education. Unlike traditional approaches that primarily focused on providing ready-made knowledge, contemporary methods encourage students to think independently, engage in creative research, and develop initiative. The study highlights how the integration of interactive methods such as "Assessment," "Cluster," and "Diamond" models enhances the teaching and learning process. It also underscores the importance of extracurricular activities, academic clubs, and cooperation between teachers, families, and communities in fostering interest in economics among students. Furthermore, the article stresses the connection between economic education and real socio-economic changes, aiming to prepare students for entrepreneurship and practical application of theoretical knowledge.

Keywords: innovative technology, interactive methods, economic sciences, pedagogical process, extracurricular activities, entrepreneurship, educational effectiveness.

Innovative technology represents the highest standard of education and upbringing. In the past, traditional education was mainly focused on providing students with ready-made knowledge. Such an approach diminished independent thinking, creativity, and initiative among learners.

At present, the use of interactive methods—innovative pedagogical and information technologies—has gained increasing attention in enhancing the effectiveness of the learning process. Lessons conducted with modern technologies are aimed at enabling students to search for knowledge themselves, study independently, analyze, and even draw their own conclusions. The teacher in this process creates conditions for the personal and collective development, learning, and upbringing of students, while also fulfilling guiding and supervisory roles. Thus, the student becomes the central figure in the educational process.

The growing emphasis on the use of pedagogical technologies in the educational system can be explained by several reasons:

1. Pedagogical technologies provide wide opportunities for the development of the individual.
2. They introduce a systematic activity-based approach to the teaching and learning process.
3. They encourage teachers to design the entire pedagogical process—from setting goals and developing diagnostic systems to controlling and monitoring the learning outcomes—in advance.
4. They are based on new tools and information methods, ensuring the implementation of the requirements of the "National Program for Personnel Training."

Lessons conducted through pedagogical technologies stimulate students' ability to express opinions about vital social and economic issues, develop their critical thinking, and strengthen

their capacity to justify their viewpoints. For this reason, the role and significance of interactive methods and innovative technologies in the educational process are invaluable.

The term "innovation" (from English innovation) means introducing something new. Innovative technologies in pedagogy bring novelty and changes to both teaching and learning activities, implemented mainly through interactive methods.

The term "interactive" derives from "inter" (mutual) and "act" (to act), meaning mutual action or communication. These methods are distinctive because they can only be implemented through the joint activity of teachers and students.

Such pedagogical collaboration has unique characteristics, including:

- Encouraging students to stay engaged in the learning process and develop independent thinking, creativity, and research skills.
- Ensuring continuous interest in the subject.
- Strengthening students' creative and analytical approaches to solving tasks.
- Establishing sustainable cooperation between teachers and learners.

If students are able to think independently, work creatively, conduct research, analyze information, and draw their own conclusions while evaluating each other's contributions, and if teachers can create favorable conditions for such activities, then this forms the true essence of the teaching process.

Modern youth demand new approaches consistent with their character and specific features. For this reason, I select innovative teaching methods based on students' knowledge levels, group characteristics, and expected learning outcomes. Sometimes this involves using computers, films, handouts, diagrams, posters, or information technologies. For example, in teaching topics such as economic growth and development, I may use the "Assessment" or "T-chart" methods with certain groups, while applying the "Cluster" or "Diamond" methods with others to achieve specific learning objectives. Students may be asked to present macroeconomic indicators in the shape of a diamond or to identify excise-taxed goods through a cluster method.

Extracurricular activities and academic clubs play a significant role in mastering economic sciences. Organizing additional activities, such as competitions, trainings, and subject clubs, is crucial in fostering interest in economics.

For instance, organizing a "Knowledge Contest" between two student groups not only strengthens their interest in economics but also sparks enthusiasm among school students.

Subject clubs are especially useful in preparing students for academic competitions, strengthening the theoretical and practical connections between teachers and students, and achieving tangible results.

Expressing opinions about economic changes in society through scientific articles and methodological manuals is also essential for academic success. Economic sciences evolve alongside socio-economic transformations, and it is important to link lessons directly with these changes. To this end, I have written over 20 articles and more than 10 methodological manuals, focusing on preparing youth for entrepreneurship.

Examples include articles such as "The Great Opportunities of Business," "Towards Rapid Technologies," "Uzbekistan Continues to Advance," and "Achieving Macroeconomic Stability." I have also developed manuals such as "The Criterion of Development," "Economic Crisis," "Test Assignments," "Opportunities for Small Business and Private Entrepreneurship," "Lesson Plans," "Practical Exercises," "Problem Sets," "Lecture Notes on Micro- and Macroeconomics," and "Consumer Rights Protection Lectures." These resources are widely used during lessons to increase students' engagement.

Cooperation between family, community, and teachers is vital in mastering any subject. It is important to understand the student's family environment and to inform parents about their

child's achievements. For students under the care of relatives or community members, effective monitoring can be ensured through collaboration with local communities.

I often invite active parents to my classes, which increases both my own responsibility and that of my students. Additionally, I organize educational visits with students to enterprises, organizations, and households to familiarize them with local living conditions. Training sessions with entrepreneurs, in particular, generate significant interest among students.

In my teaching practice, I also integrate economics with other disciplines and sometimes conduct part of the lesson in English, introducing economic terms in English and requiring students to use them as well.

"A teacher is not only someone who brings light and knowledge to the classroom, but also a respected figure who spreads kindness to thousands of hearts and provides true lessons of life to students." I consider it an honor to live up to this trust and devote all my knowledge, energy, and enthusiasm to this noble profession.

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