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THE USE OF INNOVATIVE TECHNOLOGIES IN THE SELF-EDUCATION OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract
Higher education is the most responsible education system in the country for the training of qualified personnel for the future. It is no secret that today a lot of attention is paid to the development of this sector at the level of public policy. This article discusses innovative and modern pedagogical technologies used in higher education.

Keywords: Higher education, pedagogical specialists, national training program, modern information technologies, etc.

Introduction

Logical thinking based on innovative technologies is one of the most important factors in the development of a system of continuing education. They are reflected in a holistic system of various initiatives and innovations that lead to certain changes in the educational process, enriching the content, quality and effective organization of education. The rapid development of science, science and technology, the penetration of new techniques and technologies into all segments of society, the use of information technology in all governmental and non-governmental institutions require continuous education of teachers. The work of teachers is multifaceted, and they will have to play the roles of manager, communicator, guide, organizer, and evaluator. Understanding the need to reform the education system requires that educational institutions be involved in innovative processes in practice, to see themselves in an innovative space where there is an opportunity to create, and most importantly, to adopt concrete innovations.

Today, the traditional and popular forms of education and upbringing in the school and higher education system are being replaced by innovative processes in the development of educational institutions. Innovation means to innovate, to innovate. Integration of science and industry, cooperation between private entrepreneurs and the state, support for international relations of small and medium-sized innovative businesses are important conditions for the development of innovative activities. It should be noted that in the developed countries of the world, almost half of the innovations are carried out by organizations, small and medium-sized businesses. For

example, according to the U.S. National Science Foundation, the number of innovations implemented in small firms is much higher than in medium and large firms per unit of cost. In addition, small firms are about a third more advanced in terms of innovation and customer delivery than large firms.

Extensive reforms in the system of continuing education since the first days of independence of the Republic of Uzbekistan are aimed at improving the national education system, the implementation of a "national model" in line with modern requirements and world standards. The renewal of civic thinking in our society, the understanding of national identity, the study of national and universal values, the study of talents and abilities of students, the formation and development of aesthetic thinking is one of the issues of national policy. requires the use of their factors and means in all spheres of education. Teaching methodology is a set of the most effective ways and methods of teaching and educating in accordance with the purpose. The methodologically correct organization of the lesson also depends on the purpose of the teacher. At the same time, it is intended to be achieved in a certain sequence, in short and simple ways, from simple to complex. In other words, when the teaching method is chosen correctly, students will master the intended learning material and they will have a higher level of mastery. Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can do with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective. Here we provide suggestions and strategies for assessing student learning and performance as well as ways to clarify your expectations and performance criteria to students. Students' knowledge is based on the following criteria:

- The student is able to make independent conclusions and decisions, think creatively, make independent observations, apply the acquired knowledge in practice, understand, know, express, tell the essence of the science (topic) and have an idea about the science (topic) when found - 5 (excellent) grade;
- The student is able to observe independently, apply the acquired knowledge in practice, understand, know, express, narrate the essence of the science (topic) and have an idea of the science (topic) - 4 (good) grade;
- The student is able to apply the acquired knowledge in practice, understand, know, express, tell the essence of the subject (subject) and if he / she is considered to have an idea about the subject (subject) - 3 (satisfactory) grade;

- If the student has not mastered the science program, does not understand the essence of the science (topic) and has no idea about the science (topic) - 2 (unsatisfactory).

Assessment of students' knowledge is carried out in a 5-point system. If a student does not enter the intermediate and (or) final type of control for valid reasons, the student is allowed to retake the appropriate type of control by order of the dean of the faculty. One approach to improving student learning is outcome assessment—the process of providing credible evidence that an instructor's objectives have been obtained. Outcome assessment enables faculty to determine what students know and can do as a result of instruction in a course module, an entire course, or a sequence of courses. This information can be used to indicate to students how successfully they have mastered the course content they are expected to assimilate. It can also be used to provide faculty and academic departments with guidance for improving instruction, course content, and curricular structure. Moreover, faculty and institutions can use secondary analysis of individual outcome assessments to demonstrate to prospective students, parents, college administrators, employers, accreditation bodies, and legislators that a program of study produces competent graduates. Faculty members, both individually and as colleagues examining their department's education programs, have found the following activities helpful when undertaking outcome assessment:

- Developing expected student learning outcomes for an individual course of study, including laboratory skills.
- Determining the point in a student's education (e.g., courses, laboratories, and internships) at which he/she should develop the specified knowledge and skills.
- Incorporating the specified learning outcomes in statements of objectives for the appropriate courses and experiences.
- Selecting or developing appropriate assessment strategies to test student learning of the specified knowledge and skills.
- Using the results from assessment to provide formative feedback to individual students and to improve curriculum and instruction.
- Adjusting expected learning outcomes if appropriate and assessing learning again. Such a process can lead to continual improvement of curriculum and instruction.

From the history we know that human civilization has undergone various periods, rocky times, hot times, iron eras. This sort of burst of time was, of course, the product of the labor weapon. The fact that scientists call the 21st century as the age of information technology is the fact that today the main weapon used in all aspects of social life is computers, or in other words, information technology. Of course, this is a

mystery to most people. Some experts have been reluctant to read a book because of computers, particularly computer games, saying that children prefer to go to the internet café rather than go to school. However, it is interesting that nobody speaks of the solution to this problem. At any rate, the use of information technology is inadmissible. The great Indian philosopher, politician and philosopher Mathama Gandhi said: "If I want to ventilate the room, I have to open the windows to allow fresh air, but dust will also come into the room with fresh air." If we take a deeper look at these puzzling words, we are not dealing with a problem facing today (computer technology), but we must subordinate ourselves to compel us to work for our benefit we understand that it is necessary.

You just have to look at the problem from a different angle, but the problem is not the computer technology but the learning itself. Perhaps the education system in Uzbekistan has failed to meet today's requirements. The primary issue of education informatics is the problem of creating an automated system for evaluating students' learning. Why automation is a major problem, and this is the most difficult task. Creating electronic books, e-books, and electronic deanings is not a problem, and it has already been resolved. One of the most important tasks in the process of creating computer systems for teaching is the organization of knowledge control. Of course, computers serve to facilitate our lives, but it is natural that there are various obstacles to using in educational purposes. Ensuring that knowledge is as objective as possible on a computerized basis depends largely on the right choice of evaluation methodology. The correct method of the method allows you to get reliable information about their knowledge, taking into account their individual abilities. Control methods and evaluation models are interrelated. The knowledge we need to make in our students is based on an educational objective. Knowledge management is based on these educational goals. Selection of knowledge assessment methods should also include educational goals. When creating an automated appraising apparatus, the key issue we need to consider is to create a correct algorithm that identifies learning objectives. What models should be used in the knowledge-based computer system? It depends on how much information about the student and his work in the automated system.

Introduction of computer testing not only demonstrates the level of preparation of the student, but also entails deeper knowledge acquisition and stimulates independent work. Daily testing makes it easy to carry out current supervision, all of which are evaluated in accordance with the rule, the assessment is quick (within only 20 minutes), which ensures that students do not get bored. Interim controls during the semester will help identify the weaknesses of each student. This makes it easier for

them to organize their own business in time. The results of each student's final exam results in increased competitiveness and motivation in the learning process, and increases students' sense of responsibility for their level of knowledge. All of this, in the end, will result in improved educational efficiency and improved vocational training of graduates. The research on the effectiveness of student knowledge based on computer technology tested our work by demonstrating that the development of an automated system for student self-knowledge, its widely practiced, all the costs of doing so, whether it be financially Everything is spiritually justified. The experimental trials have proven the hypotheses we have propounded. In particular, the fact that the first part of our hypothesis, that is, automatic logging of the assessment can reduce the total time spent on the control and evaluation process several times, can be found in the above.

An automated assessment scheme can be an effective tool to counteract fake (artificial) assessment that may occur during conventional assessment. This hypothesis was proven in the third stage of experimental testing. Even if the students are in a very poor position, not all team members are likely to fall from the exams, and 30% have to pass the exam at a satisfactory level. Nevertheless, the teacher itself is responsible for the lower performance. Whatever happens, the experimental computer control is more objective than normal control. In the study, we recommend that: Research on the effectiveness of students' assessment of computer technology should be continued in an expanded manner. It is also important to increase the information and communication capacities of higher education institutions and enrich the technical basis of the institution. In some universities, each student has to have a personal computer (notebook). The educational institution should provide students with computers.

Thus, innovative educational technologies in higher education are understood as methods based on modern achievements of science and the use of information technology in education. They are creative and independent, focusing on improving the quality of training through student development. They provide interactive learning; increase students' interest in the subject; bringing learning closer to daily life practice (developing effective communication skills, adapting to rapidly changing living conditions, increasing resilience to psychological stress, teaching conflict resolution skills, etc.); teaching ways to acquire new sociological knowledge.

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