PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS BY INTRODUCING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Axmedova Zunnuraxon Allayorovna

Instructor at the Andijan Regional Center for Pedagogical Excellence

Abstract. This article presents ideas on the professional development teachers of mathematics through the introduction of innovative technologies in the educational process.

Keywords. Innovation, creative, logical thinking, technology, interactive, professional development

Further improvement of the educational process, which is seen as a unique form of human activity and a social practice environment, rather than the transmission of information in world educational and scientific research institutions, is the target direction of the educational organization process. , requires changing the structure and content. In fact, the proper organization of training should be aimed at the personal and professional development of the specialist and the creation of the teacher's creative identity. The development of new concepts and approaches to the content of professional training of teachers is closely related to the problems of forming the personality of a qualified teacher.

K.A. As an example, the following idea expressed by Timiryazev can be cited: knowing a lot about a little and knowing a little about a lot. This is important because having knowledge about many things shows that a person has a broad outlook. V.A. Andreyev said that any education, no matter how high-quality, serves only as a basis for the development of human self-improvement. True education is a person's continuous self-education throughout his life (2; p. 56). "But even if independent

education becomes your internal need, it is very important in which direction you seek to improve yourself. There are two aspects to this, i.e., two directions of independent learning: one is a general-cultural direction, and the other is a professional direction.

“Mathematics and Society. As noted at the All-Russian conference "Mathematical education at the beginning of the century", today society has "incorrect, even negative attitude towards mathematics and mathematical education, which is mainly the mathematical community, unfortunately, with this issue due to insufficient engagement. Public promotion and formation of mathematical knowledge, today it is customary to say that it is a positive "image" of mathematics in the minds of the people" (4, p. 20).

Based on the unique nature of mathematics, ensuring its interdisciplinary connection is actually one of the requirements of the principle of connecting learning with life and practice. In fact, this principle requires relying on the life experience of students. Mathematics is an independent science, but it also has another practical feature. Mathematical mechanism is used by almost all other sciences.

It is desirable to systematically apply mathematical skills in the process of learning other subjects, because this helps to realize its most characteristic practical feature. Mathematical methods are widely used in modern economics.

The first attempts to use mathematics in political economy are associated with the name of the famous French economist A. Cournot, who in 1831 published the book "Research on the mathematical principles of the theory of wealth". They used models that will be widely used in the future. Many economists have used mathematical relationships as a research method to demonstrate their theoretical position. Since 1930, the concept of econometrics appeared in economic theory, which combines

research based on the organic combination of economics, mathematics and statistics. Thus, the importance of mathematics in the field of economy has increased.

A unique feature of mathematics in the analysis of various processes is the presence of graphics, diagrams and similar qualitative features. Let's look at graphical methods of data presentation. Statistical data can be presented in the form of graphs if the goal is to highlight some feature of the data and compare them. Graphical comparisons can complement statistical tables, but are often used on their own. The graphic method is the most effective form of data perception. With the help of graphs, it is possible to see the relationship of events and compare them. Statistical graphs are conventional representations of numerical values and their ratios in the form of lines, geometric shapes, and drawings.

Graphical comparisons can complement statistical tables, but are often used independently. The graphic method is the most effective form of data perception. With the help of graphs, the interaction of events is shown and compared visually. Statistical graphs are conditional representations of numerical values and their representation in the form of lines, geometric shapes and drawings.

The graphic method makes it easier to review statistical data, makes them expressive, visual and memorable. The graph shows the limits of change of the numerical value, the relative rate of change of different data. The use of diagrams helps students to quickly and clearly learn the laws being studied, because the mathematical significance of diagrams serves to visually represent the compared values.

1. It implies improvement of the methods of implementation of the practical and direction of teaching mathematics. Losing the standard, improving teaching methods, adapting them to the requirements of the time, paying attention to the development of interests that serve to gain knowledge are important requirements that arise in the process of improving the educational process.
2. The idea of forming the interests of students that serve to gain knowledge is based on the interests and experiences of students and their valuable aspirations and demands, which attracts the student, "encourages him to work together with the teacher, his teaching and learning "serves to find tools that activate the teacher's teaching activity and effectively serve to improve the educational process" (5; p. 43).

Used literature.

1.Usmonboyeva M., Aripova M., Mo‘minova D. Ta’lim jarayonida interfaol metodlardan foydalanish. Toshkent, “Lesson Press”, 2019, -277 b.

2.Farberman B.L. Ilg‘or pedagogik texnologiyalar. O‘quv-uslubiy qo‘llanma.– Toshkent: Fan, 1999. – B.108-118.

3.Kuychiyeva M.A. Use of Interdisciplinary Relationships In The Formation Of Competences In Biology Students // CONVERTER 2021 www.converter-magazine.info. - P. 485-489. (№10. ISSN:0010-8189). (subscription@converter-magazine.info)

4.Kuychiyeva M.A. // Organization of Experimental Works on the Development of Professional and Methodical Competence of Future Biology Teachers // Eurasian

Journal of Learning and Academic Teaching. Open Access, Peer Reviewed Journals. 2022. ISSN (E): 2795-739, - P.19-21. (№7. SJIF; IF-8.115) (www.geniusjournals.org)
5.Kuychiyeva M.A., Eshmatova D. Development of Professional and Methodical Competence of Future Biology Teachers in Extrcurricular Activities // Web of Scientist: International Scientific Research Journal. 2022. ISSN:2776-0979, - P. 617-621. (№12. SJIF; IF-7.565). (https://wos.academiascience.org