

INNOVATIVE ORGANIZATION OF LESSONS IN SECONDARY SCHOOLS

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Information and Communication Technologies (ICT) encompass all areas of our era, ensuring the development of human life. The achievements in the education sector directly require the formation of correspondent competencies in human resources. The existence of these skills and competencies may change periodically in accordance with the demands of the time. The formation of even the most basic competencies takes place at the secondary school level. In line with the demands of our time, flexible technological skills are particularly necessary in the process of obtaining natural sciences.

Chemistry, started being taught from the 7th grade, evolves topics such as relationship between chemistry and daily life, fundamental chemical concepts, etc. Obtaining these topics by students alongside using ICT tools contributes to the effective organization of lessons and the logical understanding of the subject matter. At the same time, the organization of regular lessons in this manner ensures the development of students' flexible ICT skills.

Based on research the following can be concluded - if daily lesson assessments are conducted twice a month per student and are accompanied by presentations on interactive whiteboards (while other lessons involve oral and written assessments), it will make a positive impact on students' logical and psychological qualities. The preparation of topic-based presentations assists students both in explaining subjects with concrete facts using visual materials and developing and automating their skills in using technological tools. This form of response should be distinguished from other forms of assessment, and ICT competencies should also be considered in grading. Only in this way can innovations in education be achieved. The primary duty of modern pedagogues is to train students who meet contemporary educational standards and possess computer-technological competencies. Conducting lessons in the manner described above serves as a stimulus for cultivating a future generation of researchers.

The implementation of research activities requires both knowledge and skills in a particular field and ICT competencies. Graduates with such abilities, who reflect the demands of the modern era, are the driving force for increasing the socio-economic potential of the country. In a rapidly developing world, leading education in this way is a productive approach to cultivating a young generation with flexible ICT competencies.

From this perspective, in recent years, American entrepreneur and economist Seth Godin, along with other representatives of the EdTech startup sector, has considered the integration of ICT into global education a crucial issue for our time. They have created various educational startups, including platforms such as Coursera, edX, Udacity, and others, which have changed the approach to education and made it more accessible. These startups represent significant capital for the advancement of ICT in education.