

Innovative Approach as a Condition for Improving the Educational Process in a Modern School

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ABSTRACT

In this article, the development of modern education is required to anticipate the features of the emergence of a new socio-cultural environment. It is based on crisis situations in human life. It is in their expression that there are incentives for innovation, for the development of individuals and society. In them, one can see the reasons for new phenomena of education that reflect the need for changes in the form, content, tasks, and results of educational organization. In addition, new types of educational institutions and new types and forms of educational services have appeared.

The commercialization of education leads to a change in its goals. Increasing disconnect between the need for highly educated professionals who can realize creative self-actualization in the process of work and the actual situation of their inclusion in the multifaceted life of society. It can be said that after graduation, the school graduate has to overcome the obstacles in the transition from the educational system to the social system, that is, to the level of life that requires social maturity, personal responsibility and independence. The new goals and values of society indicate the need to understand the types of education. In B.S. Gershunsky's work "Philosophy of Education", the only pedagogical concept of education is to fill the intellect with knowledge of facts, theories, concepts, laws, and this should play the main role, be superior and desirable. emphasized that he would put the educational organizer in the second place, who should form a valuable direction aimed at forming a creator's personality, not a farmer. But the levels of graduates of general secondary education schools are not high, as shown by the results of graduation exams, which creates difficulties both in further education and in work in the field of production with rapid changes in technical equipment.

Currently, along with gathering knowledge, great attention is being paid to developing abilities and aspirations to seek knowledge. This allows us to talk about developmental education. The approach to education, in which the delivery of cultural experience in the form of a logically completed system of knowledge is considered the main thing, is gradually becoming a thing of the past.

The modern general education school is in conditions that require the introduction of new systematic methods in the management of the quality of education. Development in new conditions is implemented in the state education system and institutional death caused by changes in the legislation

in the field of education, the development of new priorities in the national education policy, the emerging new reality in the social, economic, and spiritual spheres. determined by changes. The modern requirements of the development of society set new goals for the school, actualize new values (self-development, self-determination, self-actualization). Based on them, the concept of person-oriented education is developed. It is based on the cultural-historical and functional approaches developed in the works of S. L. Rubinshtein, D. B. Elkonin, V. V. Davidov. Modern studies of A.G. Asmolov, V.P. Zinchenko reveal the general methodological essence of this concept, and V.A. Bolotov and others solve it at the organizational-management level. The concept of an effective generalizing approach in education, which is the organization of educational groups according to the characteristics of the student's mental activity and social relations, which is expressed in cooperative work in the children's team, using the characteristics of children's communication to solve educational tasks and improve the relations of students allows.

The modern situation in society, as well as the experience of school management, shows that the main way of development and strength of the educational system is to ensure the competitiveness of the graduates of each educational institution. The basis of competitiveness is the quality of education. Primary school students in the school community face various problems in acquiring knowledge and skills in the subject of the mother tongue. There are a number of factors that affect their acquisition of knowledge and the formation of basic competencies. Analyzing the process of adaptation of the school to the complex economic and socio-demographic situation, we came to the conclusion that competitiveness is formed by several factors. First of all, it is the ability of the school to provide quality education at the I, II, III stages of education, which ensures the adaptation of the graduate of the school to the educational services or the labor market. Secondly, it is the "image" of the school: sufficient awareness of parents and students about the services provided by the school and their satisfaction with the level of these educational services. Thirdly, parents and students are sufficiently satisfied with all types of educational services.

There are also many indirect indicators of school competitiveness. In this regard, the health of students, the positive dynamics of their mental development, the effect of the school's participation in the Olympiads, the success of the consolidation of classes, the high level of personnel qualifications, the use of the human resources of science, culture and other institutions, the successful work of the providing services: psychologist, valeologist, speech therapist, paid the ability to be interested in the volume and quality of educational services, the absence of complaints about the quality of education and many others. It is clear that the high competitiveness of the school is ensured by the competent work of the head and the entire administration in the field of educational services policy. Historically, the educational system was created on the basis of societies, their social relations are connected with the union of organizations. In this sense, the educational system serves as a social institution, a social system. The educational system must provide the necessary conditions for the consumer to choose an educational model (organizational, personnel, educational-methodical, informational, etc.). From the very beginning of education, the student-consumer should have the opportunity to choose and be responsible for his choice. The selection situation should always be in conflict between the capabilities and needs of the student, the requirements of the standards. In order to build a literate policy in the field of educational services, it is necessary to focus on the state educational standards and the requirements of students and parents. However, in competitive conditions, educational institutions are in a position to search for educational services that allow consumers of educational services to meet the demands of their growing culture and to open new opportunities for the realization of their individual identities. For this reason, the search for new ideas for improving the educational process, new opportunities that will bring the development of students to the modern level of nation, technique, technology, and production is carried out. An extremely important task of the educational institution is to create conditions for the formation of the individual as the main factor of the reform of the society. For this, changes and innovations in the pedagogical system of the school are necessary. There is a question of the survival of the educational system, which cannot be maintained without development in the conditions of instability of all spheres of life, complex and

conflicting renewal of our society. The need for reforms in the field of education is evidenced by the rapid development of innovative processes in recent years. Education is always innovation, pedagogical research. Experimental work is related to innovative processes.

A.F. Prisyajnaya gives the following definition: "Innovation (innovation) is a goal-oriented measure that introduces new, relatively stable elements to a specific social unit - organization, village, society, group." Based on this definition, S. D. Polyakov created a model of the distribution of pedagogical innovations, which, in our opinion, more fully and concisely reveals the essence of innovations. After studying the definition given by A.F. Prisyajnaya, S.D. Polyakov, he comes to the following conclusion:

First, innovation doesn't just happen, it's a process;

Second, it is not a spontaneous process, it has "authors" who aim to introduce these changes (authors of news are usually called "innovators", so it is possible to talk about the innovative activities of the participants of the innovation introduction);

Thirdly, change is introduced into a certain, organized society of people;

Fourthly, it leads to the emergence of new stable elements in society: objects used, norms of activity and communication, goals, values, renewal of the environment, etc. If innovation is a process, then it has its emergence, development and final result at certain stages. In innovation, this is reflected in the concept of "innovation life cycle". "Life cycle" includes the stages of the emergence of an innovation, its assimilation in a specific object, diffusion (distribution to other objects), and the stages of transformation of an innovation into a traditional one. Of course, the innovation process can stop at the voluntary stage. Most importantly, it can change (develop, deform) the initial innovation beyond recognition. Different scientists distinguish different amounts of innovation. For example, the Estonian theorist of news and social experiences Yulo Vooglaid proposed 25 principles of news segmentation. Among them are the following: long-term and short-term, aimed at small groups and society as a whole, radical and reformist, at work and at rest, authoritarian and liberal, proactive and under pressure, etc.

For pedagogy, the following are important for our field: the radicality and attitude of the new to the old, to the previous forms of activity. When classifying innovations according to their radicality, they often distinguish three types: radical, mixed and modified (in other words, improving. Compared to the previous ones, innovation is divided into the following groups: replacing, revealing, rejecting, and the most surprising - retro innovations. Replacing a traditional supervisory job with a computer monitor is an example of a compensatory innovation. The new science of "humanities" is an innovation that opens up a new field of activity. Abolition of homework is an example of a dismissive, closing innovation. Finally, retro-innovations - old, forgotten, become relevant again - the emergence of forms of group work in classes, which were considered to have been stopped forever in the twenties of the last century; as an example, modern gymnasiums focused on the gymnasiums of the beginning of the last century.

In conclusion, we can say that knowing a large number of innovations allows us to better understand the goals of introducing innovations, its possibilities, and the features of expanding the innovation process. For example, the difficulties of adopting and disseminating a radical innovation can be expected to be more difficult than introducing a modified innovation (the adoption of ungraded teaching is much more difficult than, for example, moving from a five-point grading system to a seven-point grading system). The methodological basis for understanding the innovative processes implemented in the current education system is the systematic approach. It reveals the mechanism of interaction and interaction of systems, shows the development of sources and limitations of systems in order to implement the main task - the use of systemic qualities as a positive factor of radical influence on the quality of education.

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