

INNOVATIVE PSYCHOLOGICAL AND PEDAGOGICAL TECHNOLOGIES. GOALS AND OBJECTIVES OF STUDYING IN HIGHER SCHOOL

Muydinova D.M

Master's student Uzbek National University

Annotation: *Society develops through constant renewal, and first of all, innovations should be introduced in the field of psychological and pedagogical school and university technologies, because the education system is the influential force that shapes the consciousness of the individual and society. Educational activity in higher education, with all its versatility, naturally largely determines the development of personality and the formation of a future specialist. The standard of education sometimes lags behind modern scientific developments for decades, while it calls for informational and spiritual dogmatism for both teacher and student. Training and education are an infinitely subtle process of self-discovery of individuality.*

Keywords: *Education, innovation, psychology, pedagogy, social experience, information, memory, scientific knowledge, developing, academic disciplines.*

The Republic of Uzbekistan is building a democratic rule-of-law state and an open civil society that ensures respect for human rights and freedoms, the spiritual renewal of society, the formation of a socially oriented market economy, and integration into the world community. The main goal and driving force of the transformations being implemented in the republic is the person, his harmonious development and well-being, the creation of conditions and effective mechanisms for realizing the interests of the individual, changing outdated stereotypes of thinking and social behavior. An important condition for the development of Uzbekistan is the formation of a perfect personnel training system based on the rich intellectual heritage of the people and universal human values, the achievements of modern culture, economics, science, engineering and technology.

Society develops through constant renewal, and first of all, innovations should be introduced in the field of psychological and pedagogical school and university technologies, because the education system is the influential force that shapes the consciousness of the individual and society. "The way to fundamentally update education is to create innovative pedagogical systems," he expresses his vision of the problem. It is necessary to reconsider not only the goals and objectives, but also the entire approach to the education system itself.

Educational activity in higher education, with all its versatility, naturally largely determines the development of personality and the formation of a future specialist. At a university, during the educational process, two and even three generations come face to face: boys and girls aged 17-22 and people of middle and older age. Between the teacher

and the student (teacher and student), the age difference sometimes reaches 40-50 years, which has not only a positive, but also a negative impact on the student, as a subject of learning. The teacher, on the one hand, has enormous knowledge, life and social experience, developed abilities and skills, pronounced abilities, on the other hand, developed and ingrained habits, stereotypes and conservatism of thinking, emotional and mental fatigue, conformism, and an increased sense of security. The teacher physically and psychologically cannot keep up with new knowledge and often does not accept it, since it is calmer and more convenient for him to live in his established world. To accept the new, you need to free yourself, abandon the old, yesterday. But what was yesterday is the status and pride of the teacher, this is what he has been saving all his life and now uses in the labor market - he sells, exchanges his scientific capital, his yesterday's knowledge for today's remuneration. We teach the known, but who, when and how will teach us to discover the unknown and unknown?

Is the significance of widely known knowledge great and is it worth it for a student to accumulate and store in his personal memory, like in a safe, something that is so quickly subject to "inflation"? How to learn yourself and teach a student to be constantly in the flow of the latest information? It's probably worth thinking about the fact that the new is what exists now, and it constantly renews itself. In nature, the law of renewal occurs naturally and inexorably, but what about the human psyche, which is overflowing with "collected works" and does not want to accept the new and painlessly part with the old? "Not those who are smart are those who have studied the sayings and writings of the ancient sages, but those whose souls are smart," instructs Saint Anthony the Great. Living with old baggage means being in constant conflict with what is coming, fresh, new. Memory is a habit, yesterday, past, experience. But man loves to accumulate so much, turning his psyche into a pawnshop, into a museum of worn-out ideas and feelings. The older a person gets, the more he lives with past memories - this feature is also noted in the teaching of academic disciplines.

Currently, the higher education system is focused on educating an intellectual student with the help of an intellectual professor, a rational and calculating person, but not a wise person. People preferred the cold, proud intellect to wisdom, the head to the heart, logic to intuition and insight. In society and in the labor market, information is in demand, but not spiritual and moral qualities and the highest feelings of the individual. But this shouldn't happen. Faith in a wise, decent, honest and conscientious person cannot be lost, this especially applies to leaders of any rank. A university teacher has to constantly retrain, engage in self-education and self-development, not only renewing his memory, but mainly improving his mental and mental abilities, but this is only if he does not "moonlight" in science, but is truly devoted to it.

It is disproportionately more difficult to relearn than to perceive and assimilate general and specialized knowledge for the first time, and to develop skills and abilities. It is even more difficult to improve your higher mental processes and spiritual qualities. The

ability to learn and self-learn is directly proportional to age - this applies to all areas of activity. This phenomenon of the human psyche must be taken into account. It's not for nothing that they say: teach the old how to treat the dead. And yet, a certain part of people escapes this pattern, improving their minds and opening their consciousness until the last minute of life.

Real scientific knowledge is always new, like life itself, and reveals what is now. They do not come from textbooks and monographs, or even from scientific articles, they are born and come from the depths of the soul, and the mind must accept them and translate them into reality, materialize them, using the brain and the entire human body as a universal working tool.

The standard of education sometimes lags behind modern scientific developments for decades, while it calls for informational and spiritual dogmatism for both teacher and student. Training and education are an infinitely subtle process of self-discovery of individuality [10]. The role of the teacher is to protect the growing individuality from leveling in every possible way. We are accustomed to the situation that a teacher is a Teacher for students. The "old" teaches the "new". It would be more accurate to assume the exact opposite. V.A. Sukhomlinsky liked to repeat that the child is the teacher of the father, i.e. adult. The role of the latter is to provide timely assistance to the spirit who came to Earth in developing life in new conditions.

The "teacher-student", "senior-junior" system, in which the emergent (the desire for deity as the highest goal of development. - Ed.) features of consciousness are realized, must be stable and maximally effective. This is possible if both parties are maximally focused on joint activities, expressed in cooperation, co-creation, interpenetration, mutual understanding and respect. The main principle of relationships is love with maximum mutual openness of the consciousness of the personality of the teacher and the consciousness of the personality of the student, which necessarily implies high morality and spirituality of the entire learning process.

Let us recall that learning is understood as a process of joint activity between a student and a teacher aimed at achieving set goals. It is necessary to manage not the activities of the student-student with the help of the teacher-teacher, but the process of building their joint activity that meets the vital needs of the newly organized systems: the "teacher-student" dyad; groups; team; society. The design of such activities and the management of the collaboration process is the subject of teaching and education pedagogy [13, 15].

The development of personality and the revelation of individuality implies an exit from the general social, a connection with the general spiritual, which requires a rethinking of the pedagogical approach to education. "God created a free and autocratic soul, and it is free to do as it wants, good or bad," says Saint Anthony the Great [4. P.67]. "What a person should be is a matter of his free choice, and not of social, psychological and pedagogical alchemy," emphasizes V.P. Zinchenko [6. P. 13]. What is the purpose of

studying at a university? What does an individual need to manifest and strengthen during this period of his development in order to be most prepared to enter the next stage of his life? How should society, the state, the teaching staff, and the education system react so that the transition of boys and girls into adulthood occurs in the greatest harmony?

The general goals and objectives of VO can be reduced to the following provisions:

1. Creation of optimal social, moral, cultural, ethical, psychological and spiritual conditions as a necessary basis for full self-expression, self-display, self-development of the individual, for the manifestation of individual and universal harmony, for maintaining a continuous process of learning how to harmonize within oneself and bring into unity material and spiritual nature of man.

2. Creation of optimal conditions for the individual to assimilate social experience, a system of knowledge, skills and abilities, for knowledge of life and himself, for creative self-expression in all areas of scientific, social and spiritual life.

3. Development of abilities that contribute to the process of cooperation and joint activity of all people on the planet, regardless of age, gender, character traits, as well as religion, nationality and political system.

4. The future specialist must master the given curricula and programs.

We believe that it is necessary to put in the foreground the development of a free and spiritual personality, the satisfaction of spiritual needs, spiritual needs and spiritual abilities of a person. S.D. Smirnov directly points out that the university prepares not just “a specialist for the national economy, but a person-person, harmonious, holistic, with an individual view and approach to life” [16. P.6]. We forged the “cadre of specialists” in the thirties. “It is important not just to train an engineer of a certain category, but to prepare a person with a new level of thinking for the moment he enters an independent life,” this is how the Minister of Education of the Russian Federation V. Filippov defines the importance of a university in his interview [18]. Educational technology is largely determined by the concept or school to which its author belongs. The most well-founded and widely accepted concept is called associative-reflex. The basis for this concept was the discoveries in the field of brain function made by I.M. Sechenov and I.P. Pavlov. Within the framework of this concept, such directions as the theory of concept formation, the theory of content learning have been developed and are widely known; theory of the gradual formation of mental actions. Behavioral theories of learning, Gestalt theory of assimilation, suggestive theories of learning, and neurolinguistic programming have become widespread, especially in the West.

Training and self-education, cognition and self-knowledge are a single interconnected life process of Personality development. It is impossible to separate one from the other, and, of course, the basis of everything is the personal will of the individual. We should not forget that the main teacher is life itself, and when we accept it as it is, with full attention and trust, love and humility (isn't this the most difficult thing?), then a person's private life

merges with the Holistic Life of the Cosmos . Maybe this is something humanity should learn?

LITERATURE:

1. Mirziyoyev Sh.M. Critical analysis, strict discipline and personal responsibility should become the daily norm in the activities of every leader,” Tashkent 2017
2. Asmolov A.G. Practical psychology as a factor in constructing personality space // Psychology with a human face: a humanistic perspective in post-Soviet psychology / Pod. ed., D.A. Leontyeva, V.G. Shchur. M.: Smysl, 1997. pp. 239-248,
3. Delors Jacques. Education: A necessary utopia // Pedagogy. 1998. No. 5. P. 3-16.
4. Law of the Republic of Uzbekistan “On Education” // Higher education in Uzbekistan. 1996. No. 3.
5. Zinchenko V.P. Osip Mandelstam's staff and Mamardashvili's pipe. To the beginnings of organic psychology. M.: Novaya kniga, 2011. 336 p.
6. Kolechenko A.K. Developing personality and pedagogical technologies. St. Petersburg, 1992. 175 p.
7. Korneenkov S.S. Psychological theories of personality and its needs: Psychosynthesis: Textbook. allowance. Vladivostok: Publishing house FEGAEU, 1998. 258 p.
8. Kulikova L.N. Problems of personal self-development. Khabarovsk: KhSPU Publishing House, 1997.315 p.
9. Smirnov S.D. Pedagogy and psychology of higher education: From activity to personality. M.: Aspect Press, 1995. 271 p.
10. Baskaev R. In the mode of innovative development//Teacher.-2005.-No.5.-p.25-31
11. Bychkov A.V. Innovative culture//Profile school.-2005.-No.6.-p.33-38
12. Gonchar M.V. Author’s schools as the most important type of innovation in education// Education.-2001.-No.6.-p.51
13. Kostyuchenko L.A. The role of the municipal methodological service in the organization of innovative activities of educational institutions // Methodist.-2008.-No. 10.-p.31// Appendix
14. Krasnoshlykova O.G. Organization of innovative activities of an educational institution // Head of studies.-2002.-No.7.-p.89
15. Kuklev V.A. Mobile learning as a pedagogical innovation // Standards and monitoring.-2008.-No.1.-p.60
16. Lobok A.M. Problems of innovation // Municipal education.-2008.-No.1.-p.5-6
17. Martirosyan B.P. Improving the quality of innovative activities in educational institutions // Pedagogy.-2008.-No. 7.-p.25-32

18. Nazirov S. Pedagogical innovations in the national-regional component of the content of education // Teacher.-2005.-No.6.-p.74-76
19. Sharipov R.Kh. Concept of innovative education//Methodist.-2008.-No.8.-p.54-58
20. Sharpan I.S. Innovative activity as the most important factor in the development of professionalism of teachers // Methodist.-2006.0№8.-p.50