

INNOVATIVE DEVELOPMENT IN EDUCATION

Yuldashova Shahlo Toyirovna
Bukhara State Medical Institute

Abstract: *It should be taken into account that the changes taking place in our society in the economic, social, political and cultural spheres depend on the education system, which determines the intellectual potential of our country in the future and is considered the main condition for its development. At the same time, the growth of intellectual potential, its development at the level of quality affects not only the increase in the efficiency of education, the improvement of the system in this area, but also significantly affects the growth of all areas of this social system. That is why today one of the strategic directions in education is defined as the main factor in the innovative activity of educational institutions. Awareness of the need to reform the educational system in practice requires educational institutions to include innovative processes, to see the opportunity to create themselves in the existing innovation space and, most importantly, to absorb specific innovations.*

Keywords: *social system, educational system, specific innovations, education is the innovative activity, intellectual potential, mono-innovation.*

INTRODUCTION

Rapid changes in the socio-economic, political and cultural spheres of our country require a radical reform of the education system, because thanks to an excellent education system, it is of decisive importance in educating young people, who determine the future intellectual capabilities of our republic and its prosperity and development, to be creative and independent in all aspects. Therefore, the most important strategic direction in education is the innovative activity of educational institutions. This is an urgent problem today in all educational institutions, especially in higher educational institutions that train creative, high-potential specialist teachers, prepare intellectual property and introduce an intellectual property system in the form of innovation.

In solving the above problems facing higher education, the role of innovative education in preparing future specialists for innovative processes is important.

Educational goal: creative application of acquired knowledge, skills and abilities, development of independent work skills.

Developing goal: creative application of acquired knowledge, skills and abilities, development of independent work skills.

It should be taken into account that the changes taking place in our society in the economic, social, political and cultural spheres depend on the education system, which determines the intellectual potential of our country in the future and is considered the main condition for its development. At the same time, the growth of intellectual

potential, its development at the level of quality affects not only the increase in the efficiency of education, the improvement of the system in this area, but also significantly affects the growth of all areas of this social system. That is why today one of the strategic directions in education is defined as the main factor in the innovative activity of educational institutions. Awareness of the need to reform the educational system in practice requires educational institutions to include innovative processes, to see the opportunity to create themselves in the existing innovation space and, most importantly, to absorb specific innovations.

This situation is extremely relevant today, since this process (innovation process) serves as a condition for the existence of educational institutions (both directly and metaphorically), as well as a condition for the social protection of future generations and the ties of a team of teachers. Life poses new, seemingly impossible tasks for educational institutions, that is, work on old ones, the development of specific innovations and their implementation.

One can understand the older generation, which approaches all innovations with extreme caution, was brought up in the spirit of faith in past riches and experiences, loves stability, as well as teachers who do not want any changes. At the same time, it is necessary to understand that the desire for innovative processes is an integral part of our life today. Whether we like it or not, the process of market and market relations is taking place within the walls of our educational institutions. This process is directly related to us, because the concept of competition between educational institutions, their competitiveness, the quality of education, social orders, all this is part of our lives. Rather, we should always feel that this process is the environment in which we live, the way of life.

At present, after the transition to the innovative path of development of other areas of activity, including production, the education sector performed for them only the function of training leaders. But in reality it looks different. In the past, a few independent innovators were enough for society. For the educational technologies mentioned above, only teachers were innovators, and their innovations were aimed at developing the necessary qualities in students, and did not pay attention to the direction of innovative thinking and the ability to innovate. The opinions expressed require a separate consideration of the concepts of "innovative educational technologies" and "innovative education" as follows:

- innovative educational technologies and programs - all these educational technologies are the result of the innovative activity of the teacher who creates and develops them.

- innovative education - such innovative educational technologies and programs in which the teacher is the result of innovative activity and is the creator (creation) of innovative ideas of students;

- mono-innovation of production (innovation of specialists) corresponds to non-mono-innovation of education - (innovation of the teacher), its innovativeness, innovativeness of the teacher, their consequence is the innovativeness of the educated.

At the moment, the relevance of the issue lies in the development of mono-innovative educational technologies to a full-fledged innovative state. This is confirmed by their practical proof in the case of experiments and inventions created by a number of foreign students. At this point, it is proved that it can be solved by the theory of inventive problem solving, based on the achievements of modern science, through strong, talented thinking. In the scientific laboratories of a number of developed countries (IMEN), a new method called "invention of knowledge" was created for IMEN pedagogy. The integration structure of IMEN has been developed along with all the most common innovative pedagogical technologies. An additional effect of this is that it allows writing various pedagogical technologies in the language of practical dialectics.

The process of global changes in the world, changes in the economic and socio-cultural spheres of our country require serious attention to the training of specialists in the education system. In the field of teacher education, we see that in the 80s and 90s the system of training, retraining and advanced training of personnel acquired an innovative character as a single and integrated system, focusing on the following processes:

the division of education (decentralization) allowed the independent development of this sphere in certain regions and the formation of a "portfolio of orders" for certain specialists;

the democratization of higher educational institutions, made it possible to ensure independence in determining the form, means and conditions for organizing the pedagogical process;

provided the teacher with the opportunity to design his pedagogical activity and use the subject he teaches as a means of developing students according to the types of general education institutions, taking into account the needs of general education schools in this regard;

provides for the need to meet the personal interests of the student, designed to develop individual educational programs, including the possibility of choosing the content and level of pedagogical education;

allows in a short time to prepare specialists who provide vocational education, taking into account different levels of its capabilities.

Although the above processes were strongly influenced in certain periods, at the moment one cannot but pay attention to the specifics of traditional and innovative education, recognizing the presence of a certain dialectical interdependence between traditional and innovative processes of personnel training. Traditional teacher education aims to train specialist teachers in a particular subject in terms of content and organization. In the traditional system of professional and pedagogical training, the

educational process is based on an activity approach, and relations between the participants in this process are established in the form of a subject-object. Here, the subject teacher is in certain limited conditions, his activities are guided by the curriculum and the curriculum, and the relationship is strictly defined. The student object is limited to a certain level of knowledge.

Traditional education is determined by meaningful autonomous activity: the educational activity of the teacher and the educational activity of the student; the studying student acts as the executor of the teacher's plan and the object of control.

In the traditional learning process, interfunctional imitation, imitation, acting on the model, the homogeneity of social and interpersonal interaction, external control and evaluation of the result, all this does not allow reducing the motives of cognition, expanding the motives of cognition. knowledge.

Practical processes started from above and from below. "The movement from above began with the introduction of new curricula in higher education. According to the new curricula, higher education institutions were given the opportunity to take courses independently. Such "democratic freedom" was perceived by departments and faculties with special creativity, and these "changes from below" caused the movement of many "innovative teachers". Several organizational, meaningful, methodological indicators of innovative actions were created and put into practice. These cases were discussed as the main issue at many meetings of the departments of pedagogy and psychology, and each university began to develop its own working curriculum and working curriculum based on state curricula and programs. The practical processes of introducing and applying innovative technologies for teaching each subject began from above and below. "The movement from above began with the introduction of new curricula in higher education. According to the new curricula, higher education institutions were given the opportunity to take courses independently. Such "democratic freedom" was perceived by departments and faculties with special creativity, and these "changes from below" caused the movement of many "innovative teachers". Several organizational, meaningful, methodological indicators of innovative actions were created and put into practice. These cases were discussed as the main issue at many meetings of the departments of pedagogy and psychology, and each university began to develop its own working curriculum and working curriculum based on state curricula and programs. This provided opportunities for the introduction and application of innovative technologies for teaching each subject. These changes led to an increase in pedagogical and psychological subjects in the curricula of all higher educational institutions of the republic by 20-25%.

REFERENCES:

1. Qurbonova G.N. Yoshlarda ijodkorlik va kreativlik qobiliyatlarini rivojlantirishning muhim yo'nalishlari. —Pedagogik mahorat|| 3-son, 2019y 263-bet.

2. Иванова В. А., Левина Т. В. Pedagogika: o'quv uslubiy majmua. [elektron resurs]. http://www.kgau.ru/distance/mf_01/ped-asp/01_01.html.
3. Qurbonova G.N. Tibbiy pedagogika ta'lim yo'nalishi talabalari kasbiy tafakkurini rivojlantirishda pedagogik muloqotning ahamiyati. — Namangan davlat universiteti ilmiy axboroti||. Namangan. 2019. №7. 307-311 betlar
4. А. М. Новикова — Профессиональная педагогика / под ред. [С. Я. Батышева] и Изд. 3-е, перераб. М.: Эгвес, 2017. 456 с.
5. Слостенин В.А. Педагогика: Учебное пособие для студентов педагогических учебных заведений /. — М.: Школа — Пресс, 2010. — С. 40.
6. Toyirovna, Y. S. (2022). The importance of integrative and creative capabilities of students of medical institutes. Барқарорлик ва Етакчи Тадқиқотлар онлайн илмий журнали, 2(1), 450-462.
7. Toirovna, Y. S. (2022). Integrative education of university students. Барқарорлик ва етакчи тадқиқотлар онлайн илмий журнали, 2(3), 73-77.
8. Юлдашева, Ш. (2021). Основные Тенденции Интегративно-Креативных Возможностей студентов в Высшем Медицинском учебном Заведении и их Влияние на их Деятельность. Central Asian Journal of Medical and natural sciences, 2(3), 369-377.
9. Yuldashova Shakhlo Toyirovna 2023. Innovative Activity of a Modern Teacher. AMALIY VA TIBBIYOT FANLARI ILMIY JURNALI. 2, 2 (Feb. 2023), 194–200.