



INNOVATION IN THE NATIONAL EDUCATION SYSTEM OF UZBEKISTAN

Yunusmetova Nasiba Satimbekovna

Center for retraining and advanced training of public education workers in the Syrdarya region

ABSTRACT

This article analyzes the state of innovation in educational institutions in Uzbekistan.

KEY WORDS: *Didactic, analysis, information, planning, specific, educational, pedagogical technology*

INTRODUCTION

Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, the best teaching experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed. In the context of the innovative strategy of the integral pedagogical process, the role of the school Director, teachers and educators as direct carriers of innovative processes increases significantly. With all the variety of teaching technologies: didactic, computer, problem, modular and other-the implementation of the leading pedagogical functions remains for the teacher. With the introduction of modern technologies in the educational process, the teacher and educator are increasingly mastering the functions of a consultant, adviser, and educator. This requires them to have special psychological and pedagogical training, since in the professional activity of a teacher, not only special, subject-specific knowledge is realized, but also modern knowledge in the field of pedagogy and psychology, technology of training and education. On this basis, the readiness to perceive, evaluate and implement pedagogical innovations is formed.

Analyzing the state of innovation in educational institutions, it is necessary to note the fact that teachers and administrators, who previously did not have creative freedom, saw in the current situation their main task in mastering this freedom. In this regard, there is an urgent need to understand and create a management system within the school. S. D. Polyakov developed a model of innovative work in an educational institution, which includes four phases. Phase one-the search for new ideas-consists of several stages'. The establishment of an information Fund.

Stimulation of teachers' participation in conferences and meetings dedicated to the development of innovative processes in education; analysis of the information received.

Identifying innovative needs of an educational institution is possible with the help of a consulting service. Phase two - the formation of innovation-also consists of three stages. Analysis and design. Formulation of innovative ideas and opportunities of the educational institution, design of the course of work. Testing innovative ideas with the participation of the so-called "leading group" of teachers. Summing up the results of testing, making a decision on a large-scale innovation, developing a program for its implementation. Phase three - implementation of the innovation. To implement a large-scale innovation, it is necessary either to increase management resources, or to accept additional responsibility by one of the managers, or to accept a new position. At this stage, an important factor determining its success is the involvement of all employees of the educational institution in innovative work, even if they are not directly involved in the experiment.

INNOVATIVE TRAINING

It is necessary to master innovative technologies by the entire team. In this process, the authority of the Manager plays an important role. Phase four-consolidation of the innovation. At this stage, the innovation already affects all layers of the PED team, including those who are negatively disposed towards it. Therefore, now the Manager has a two-fold task to solve not only organizational problems, but also to create a favorable psychological climate. There is a peak of adaptation of the innovation to the school system and Vice versa-the system to the innovation. To soften these processes,



to turn innovations into an optimal tradition, it is necessary, on the one hand, to psychocorrection work with teachers and children, on the other hand, to fix the updated image of the educational institution in the minds of the teaching and student staff. The model we have considered describes innovation processes mainly from the positions of the organization's managers who are interested in implementing innovations, i.e., implementing them "from above". But this model is not the only one possible: there is another view of innovation processes — not as developed, but as self-developing.

It looks something like this. In the process of exacerbating any problems of an educational institution in the team, the bearers of innovative ideas come to the fore; under favorable circumstances, they become the object of interest of colleagues. Enthusiasts begin to test the new in their work, a group of teachers-guides of the new is revealed, sometimes coming into conflict with those who do not accept this new. In this situation, there are two possible options: the victory of "Avangard" or Vice versa, its defeat. With a positive option, the public opinion wins the conviction of the value and timeliness of the innovation. The two variants of innovation processes described above are not contradictory, but may complement each other, but, in our opinion, there is a certain pattern: the more stratified the structure of power and influence in the organization, the more difficult it is to implement innovative know-how "from below". Accordingly — the higher the level of management centralization in the organization, the lower the innovation activity. In the process of planning any innovative activity, heads of educational institutions should take into account the following: the goals and objectives of the development of education stem from the real problems of society. You should start the path to a new quality state of an educational institution by studying the current socio-educational situation in it. Work planning, search for an educational and educational model that best meets the conditions of an educational institution, and construction of experimentally tested scenarios of innovation policy should be carried out taking into account specific socio-cultural conditions district, requests and educational needs of students. Only if these conditions are met, an innovative educational institution can become a center of educational work that contributes to the development of human identity and socio - cultural development of the individual. Pedagogical technology is a well-thought-out model of joint pedagogical activity for the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers. Currently, Uzbekistan is developing a new system of education aimed at entering the world educational space. This

process is accompanied by significant changes in the pedagogical theory and practice of the educational process. The educational system is being modernized — different content, approaches, behavior, and pedagogical mentality are being proposed.

Today, the educational system of Uzbekistan proclaims the principle of variability, which makes it possible for teaching staff of educational institutions to choose and design the pedagogical process according to any model, including the author's. In this direction, there is also progress in education: the development of various versions of its content, the use of modern didactics in improving the effectiveness of educational structures; scientific development and practical justification of new ideas and technologies. At the same time, it is important to organize a kind of dialogue between various pedagogical systems and teaching technologies, to test in practice new forms — additional and alternative to the state education system, and to use in modern conditions the integral pedagogical systems of the past. In these conditions, the teacher needs to navigate a wide range of modern innovative technologies, ideas, schools, directions, not waste time on the discovery of already known, and use the entire Arsenal of Russian pedagogical experience.

Today, it is impossible to be a pedagogically competent specialist without studying the entire wide range of educational technologies. Modern pedagogical technologies can only be implemented in an innovative school. An innovative school is an educational institution whose activity is based on original (author's) ideas and technologies and represents a new educational practice. An innovative school is a polysystem with subsystems of educational, labor, artistic and aesthetic, sports, and scientific activities, including various forms of communication and communication between children and adults. Modern innovative schools most often arise on the basis of ordinary mass schools, deeply developing and implementing one or more of their functions on an original technological basis. We can distinguish the following distinctive qualities (criteria) of innovative schools.

CONCLUSION

Today, the national education system proclaims the principle of variability, which allows teaching staff of educational institutions to choose and design the pedagogical process according to any model, including the author's. In this direction, there is also progress in education: the development of various versions of its content, the use of modern didactics in improving the effectiveness of educational structures; scientific development and practical justification of new ideas and technologies. At the same time, it is important to organize a kind of



dialogue between various pedagogical systems and teaching technologies, to test in practice new forms — additional and alternative to the state education system, and to use in modern conditions the integral pedagogical systems of the past. In these conditions, the teacher needs to navigate a wide range of modern innovative technologies, ideas, schools, directions, not spend time on the discovery of already known, and use the entire Arsenal of Russian pedagogical experience. Today, it is impossible to be a pedagogically competent specialist without studying the entire wide range of educational technologies.

Modern pedagogical technologies can only be implemented in an innovative school. An innovative school is a polysystem with subsystems of educational, labor, artistic and aesthetic, sports, and scientific activities, including various forms of communication and communication between children and adults.

LIST OF REFERENCES

1. *The innovative e-education texnologiyalari / Muslimov N. A. Osmonbaeva M.), Sivurov D. M., Trew A. B. — T.: "Sano standard" nasrati, 2015. - 81-b.*
2. *Yoldoshev J. À., Usmonov S. Ilor pedagogy of tekhnologiyalar. — T: Itucci, 2004.*
3. *Alekseeva, L. N. Innovative technologies as an experiment resource/ L. N. Alekseeva// Teacher. - 2004. — No. 3. - p. 28. .*
4. *Bychkov, A.V. Innovative culture/ A.V. Bychkov// Profile school. - 2005. — No. 6. - p. 33.*
5. *Grebnev.L. S. Education and the future of Uzbekistan in a multi-confessional world / L. S. Grebnev // Education. 2005. — No. 3.- p. 4.*
6. *Development of pedagogical anthropology in the context of the Russian cultural tradition/ A. ya. Danilyuk// Pedagogy. - 2003. — No. 1. - p. 82.*