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THE INTERNATIONAL EXPERIENCE IN THE IMPLEMENTATION OF INNOVATION IN EDUCATION

Elmuratova Umida Farkhadovna
Assistants the Department "Social Sciences" Tashkent Institute of Textile and Light Industry

ABSTRACT
This article focuses on the history of innovation in education. It analyzes the revolutionary changes taking place in world education. The importance of innovation in the dissemination of leading learning models is highlighted.
KEY WORDS: *education, reforms, innovation, effective, general education programs, the International Classification of Education Standards, implementation, models of education, social and economic prosperity.*

DISCUSSION

The civilization of human society has evolved from antiquity to the technological age, and the intensification of international relations for the promotion of human rights has contributed to the emergence of scientific perspectives on problems and solutions in the fields of society, particularly in education.

In the 20th of century, the development and implementation of mechanisms for the effective use of educational opportunities in the sustainable development of state and public administration has become increasingly important. In turn, the global policy aimed at developing its optimal options, though not quite long, has shaped a completely new approach to the human factor. In the capitalistic society of Western Europe, the post-revolutionary ideals of promoting humanistic have given rise to a completely new scientific understanding of science. Among them, the concept of "innovation" has, in essence, been the driving force behind the progressive development of humanity.

Although historically, the concept of "innovation" came to science in the 19th century, with a narrow definition of "a process by moving elements of one culture to another", its formation in science as a scientific term begins much later.

Austrian scientist Josef Aloiz Schumpeter (1883-1950) was introduced to science in 1911 in his work on "Theory of Economic Development" with the definition of "innovation." According to Schumpeter, "innovation is innovation that can be achieved in any area of economic activity, starting with a creative approach that ensures gradual development and implementation that benefits from the intellectual potential of the individual."[1] Until the 1970s, Western scientists described the concept of innovation as something that is only cost-effective. [2]

In 1979, a report by the famous Rome club J. Botkin, E. Elmandjra, and M. Malitsa entitled "Unlimited education" indicated that the development of education wasn't only a matter of domestic policy but also a global issue that needed to be reformed. This is the first time in the history of science that they have recognized the notion of "innovative education". The report cites the concept of "innovative education" as a global solution to the need for education to be "an important strategic area of society", a growing global stratification, and the prevention of tension between social groups. The report states that in the process of implementing innovative education, literacy can be achieved through the promotion of general education programs, and that only a well-educated community can address and develop the challenges it faces. [3]

The report also analyzed the characteristics of educational innovation. They are: 1. The direction of activities: innovation aimed at reforming the education system and the pedagogical process; 2. The scale of changes: radical, modified and combined innovations; 3. Scope of changes: networking, modular and system innovation; 4. Fundamentals of creation: Innovations that are created or mastered by the team. Education innovation should be based on the difference between any innovation and the need to have a flexible mechanism for managing and controlling it, that is, creating something new at its core; It is justified that piloting the innovation created must first be a pilot test. [4]

So, innovation is derived from the English word "innovation." In essence, innovation is an activity aimed at essentially updating the internal structure of the system. Hence, educational innovation is seen as the basis for addressing the theoretical and practical problems of the ruling system. Innovation in education is implemented through forms, methods and technologies that can be used to address the existing problems of education management or new approaches in the learning process and to guarantee the most effective results.

The basic ideas of innovation are: - new ideas; - specific goals for changing the system or course of action; - unconventional approaches; - unusual initiatives; - working methods. Innovation in education should create a conducive environment for education subjects to get the most out of their activities (equally in teaching and learning); encouraging creativity; enable exchange of ideas and information; It has begun to differentiate itself from the old dogmatic system by developing independent learning skills and reinforcing the skills of continuous learning to ensure effective learning. As a result, a person has the opportunity to gain the skills that are appropriate for his or her age, interests and goals in a rapidly evolving society.

The President of the Republic of Uzbekistan Sh.M.Mirziyoyev is said also emphasizes that it is impossible to develop any industry in the world today without innovative ideas and achievements of science. In turn, the implementation of strategies and mechanisms for innovative development of the country is inextricably linked to the effective use of intellectual and scientific and technical potential in the society. [5] The introduction of an innovative management mechanism in public administration also plays an important role. [6]

One of the most important indicators of innovative societies is the formation of an innovative learning environment. In turn, UN-led activities are important in creating and expanding an innovative educational environment.

In the 1970s and 1980s, the growing emphasis on the development of education in developed countries led to a period of international educational reforms aimed at the "Educational Revolution." It was initially analyzed as one of the "social consequences" of the scientific and technical revolution. In fact, it is a radical restructuring process, and as a result, the education sector has become not only an economic, scientific and technical development, but also a social factor.

The first appearance of the educational revolution began with the dramatic democratization of education, with its broader and more humanistic views. In particular, UNESCO created the International Classification of Education Standards, based on scientific analysis on the formation of common standards for "stages of education." As a result, in 1972, UNESCO created a completely new form of education system - the concept of the continuous education system. [7]

Consequently, the progressive increase of human demand for education in society has led to the need for a mechanism to reform the industry to ensure its competitiveness.

In this regard, the Education Innovation and Reform project, developed in 1982 by UNDP and UNESCO, is of particular importance. Part 3 of the project describes in detail the “Framework for Innovation in Education System” and three groups of innovation implementation mechanisms are based on: 1. Educational innovation integrated into environment-based reform and strategy; 2. Experience with intensive planning of educational systems and piloting of political research projects for urban educational institutions;

3.The so-called institutional modernization strategies, which coordinate nationwide education systems in whole or in part. (For example, the development of national models of continuous education, as well as the development of innovative concepts to modernize the stages of continuous education - school education, higher education, postgraduate education, etc.). [8]

It is important to pay attention to the living conditions and environment and national characteristics of the population when implementing innovations in the education system, and it is also stated that the use of a 'copied' model of education in one country can only lead to inefficiency. In the implementation of innovative education reforms, it is emphasized that each state must create mechanisms that effectively use their economic and social potential. [9]

Computerization of the education system has been the fastest-growing element in bringing innovative education to society. For the first time, the use of computers in the educational process was tested in the late 1950s - early 60s in the US. Leading the foundations of computerization of education begun in the USA, psychologists B.F. Skinner and N. Crauder, have gained a reputation for their time, and have gained the world over.[In the first study of the computerization policy in the education system, an innovation named PLATO, created in 1968 at the University of Illinois at the University of Illinois, was explored. This is an innovation that preceded the creation of the Internet, with the help of a special program, 150 objects were connected to a single network without the Internet, and a systematic management of not only the university campus, but also nearby schools and military bases.

It is worth noting that the first computer-based forums, chats, messengers, slideshows, and multiplayer games were created on the basis of PLATO. [10]

In the late 1970s and early 1980s, the computerization mechanism was introduced into the former Soviet Union. Leaders who developed theories related to his methodology were AI Berg, VP Bespalko, P.Y. Galperin, T.A.Ilina, L.B.Itelson, E.Mashbits, N.D. .M Rosenberg, NF Talyzin's can be recognized.

At present, under the leadership of the academician of the Institute of Information Technologies of the Academy of Sciences of Uzbekistan, V. Kabulov's, the foundation of the computerization mechanism of the education system in Uzbekistan will be laid. [11]

As a result of the study of key actions to promote innovative education and its integration on a global scale, we focused on the 1990 The Jomtien International Conference in Thailand. At the conference, which was attended by more than 140 countries and governments, the World Education Declaration was signed, which clarifies future action plans for the sector. [12]

The first Declaration Strategy - Education for All (TBU) was launched in 1990. TBU's strategy is based on the Universal Declaration of Human Rights and the Convention on the Rights of the Child, which aims at meeting the needs of global education on the basis of the highest and fullest equality: to move, live, and establish solidarity with others."

In the early 1990s, when the breakup of the Soviet state and radical changes in the formation of the Commonwealth were taking place, international reforms also affected the new states that chose the path to market relations. Also, as a result of the effective implementation of the TACIS program of the European Union, practical skills have been gained to establish a mechanism for implementing innovation in the education sector. [13]

In particular, during this period Uzbekistan has established wide-ranging relations with many foreign countries. These include the Republican seminars of French teachers with the French Ministry of Public Education and the Bureau of Pedagogical Cooperation and Linguistics; With the support of the Dutch consortium FONTIS, the best practices were introduced in Tashkent and Kashkadarya reagions provinces in 1993 and 1994, such as the use of the Internet for education, the creation of IRCs and the provision of classroom teaching through innovative pedagogical technologies. Thus, the educational revolution began to spread globally in the early 1990s under the influence of the 'educational revolution'. [14]

UNDP policy on education development and modernization is also of particular importance. Chapter 5 (Main Directions and Measures for the Establishment of National Innovation System) of the Development Program Support to Innovation Policy and Technology Transfer Project provides significant guidelines for the formation of innovative education. .

The formation of an innovative educational environment in the society has also been instrumental in preventing the irregular and ineffective relations of the human race and is also reflected in the creation of the Human Development Index (HDI). The Global Human Development Index (HDI) has been used by UNDP since 1990 on 5 basis. 2 The index is related to education (separately for the literacy rate; separately for the level of knowledge gained), which demonstrates the priority of education.

The Oman Statement, developed by the UNESCO 21st Century Education Development Commission in 1996, provides a holistic view of education as a "four-sided stone"; - vocational training; - aspiration to perfection; - The idea of learning to live in harmony has, in the context of globalization, to some extent influenced the emergence of innovative educational spaces in the 21st century. [15]

1996 also created the next Declaration Concept. The concept is actually called LLL-Life Long Learning, which seeks to successfully adapt a person to a modern information society. This concept is important because of the transitional states in which the pattern of life is changing dramatically, with respect to the advancement of each individual. In this context, the rapidly evolving intellectual community of it's strategic program and LLL - Education for Life concept have expanded the possibilities of the principle of continuous education from birth to death (from cradle to grave in uzbek). ((For example, the organization of public and non-governmental training courses; the second-level education, the barriers to applying for higher education institutions as well.

We can say that there are not many societies that have successfully implemented innovation in the education system. We found it desirable to ban most of their leaders.

The creation of mechanisms for disciplinary management of the education system is reflected in educational models. By their origin and educational models, the models comprise two major groups: the European and American (Japanese and South Korean models).

The European model is characterized by the uniqueness of state-controlled free education and the strong centralization of education from other models. This process, in turn, will have a significant impact on the management of educational institutions. The European model itself currently has 3 major metamodels: 1) English; 2) French; 3) The combination of German models.

When considering the specifics of these models, the English model is primarily characterized by a liberal, flexible learning concept, with respect to the intellectual and professional development of graduates and the attainment of high personal qualities, including research and professionalism. The formation is characterized by the main function of English educational institutions.

The French model is different from the fact that it started to use differential education 100 years ago. The French model is the first of the educational models to develop a set of disciplines for deepening learning based on a particular field of study through a cycle of subjects. In higher education, this model is characterized by high levels of academic and

professional activity, that is, the form of higher education in the universities, both within the university and outside the univers.

In the German model, schools have the option of selecting subjects from the eighth grade, taking into account the interests of students. As a result, students are given three major areas: a) natural-mathematical and technical sciences; b) economic and legal sciences; c) a collection of humanities that are presented as pedagogical and creative disciplines. High school students are eligible to receive individualized education. Also, one of the features of the German model is that it is inextricably linked with the scientific research of the educational process, at the same time introducing the innovations. As a result, the latest scientific advances are instantly transformed into textbooks and introduced into the learning process, young people become aware of the latest innovations in science. In higher education, the relationship between teacher-mentors and students is implemented as a "research partner" based on scientific research.

Also, the American model, which is very different from the European model, has been widely used in post-World War II countries based on market relations (Japan, South Korea, Singapore and a number of other Southeast Asian countries).

The American model differs from that of Europe, where the state plays a significant role in the management and financial support of education, but the private sector is very active. School management is administered by municipalities, and at the higher education level, there is a strong numerical gap between state and private universities. In general, local resources in education management and financing are dominated by public resources.

In the US, schooling is mostly free, and most of higher education is paid. Payment-contract education in higher education became widespread around the world in the first quarter of the 1990s. The American model is effectively used in the organization of continuous education using a combination of English, French and German models. In particular, the first stage is based on the English model of school education, the second is based on the French model of vocational education, and the third system is based on higher education (bachelor's, master's and doctoral). Its uniqueness is that the government has established a reduced network system to help pay for additional educational services to help students. Existing universities are organized in an ordinal and elitist manner, with strong differences between these universities as education.

The American model-driven countries' high emphasis on the independent work of students in the organization of education at all levels of education - from preschool to higher education - has been known worldwide as "educational democracy."

In the American model, the focus is on innovative updating the quality of education and promoting this process internationally. Among them are the introduction of the first computerization system in the process of continuous improvement of the quality of education, multimedia programs and effective use of the Internet in education. As an example, Webster University, based in St. Louis, Missouri, USA, analyzes the innovation of the American model.

Webster University was founded in 1915 and has over 100 years of experience in the United States, with 80 international offices and branches in Thailand, China, London, Geneva, Leiden, and Vienna. This university was one of the first universities in the world to develop a distance learning program in 2000. This international curriculum has been regarded as a major innovation in education. The program was called Webster World Classroom. This distance learning program has played an important role in the development of innovative education. As a result, it has played an important role in promoting online education and has made it possible to change the world of education. The first work in this direction began in the 1990s with the idea of "meeting new needs". With this innovation, special education programs have been created for those who cannot learn in the traditional way. One of the most urgent requirements of modern education today is to create a learning experience that can be adapted to any age and environment. [16]

Formed on the foundations of the American model of education, the South Korean model today has created a new model of education as a result of the nationalization of national traditions in the development of education. It is well known that South Korea began its efforts to reform the education system by implementing reforms aimed at creating state and public governance as an independent state in the years 1948-1970, beginning with the formation of competitive secondary specialized secondary education. Since 1973, technical universities have been established to develop scientific and technical education. On the basis of this technical university since 1985 four-year higher education institutions were established. At that time, 4.5% of the national product was allocated for education, which was twice as low as in developed countries, and there was no modern Korean scientific dictionary of the exact sciences.

Classes of 40,50 pupils were created to ensure literacy for the entire population. Qualified teachers from developed countries are involved in ensuring quality education. These activities have contributed to the high appreciation of South Korea's educational policy in international educational research. Experts attribute the development of the system to the following characteristics: the high quality of the Confucian culture of the Korean people, such as diligence, desire for knowledge and the solidarity of the master-student traditions:

- The peculiarity of the desire for education in the Korean people. This feature is reflected in the social surveys conducted by UNICEF and UNESCO in 1994, with 77.7% of respondents perceiving secondary special education as a practical need. 12.7% of respondents considered it voluntary and 5% of participants felt it was obligatory for their parents' wishes. This shows a high level of interest in education for Korean youth.

- In the South Korean education system, it was assessed that the majority of teachers were men, and

that the system was a strong factor in their development. Later, only the primary teachers are women, as required by the parents. This implies that Korean schools are the driving force behind the formation of individuals as individuals.

- Extra-curricular activities. In 1980, 61% of schoolchildren participated in extracurricular activities, which increased year-on-year to more than 80% in 2010. The negative consequences of this are 14% of students suffering from neurological disorders. Also, the Ministry of Education estimates that tutors earn 327 billion won ($ 400 million) a year, about 30% of the state budget and 6% of national income. Given that parents of schoolchildren attend extra-curricular activities in 1992 on an average of 280,000 won ($ 364) per month, this figure has doubled in 10 years, this is a "vote of confidence" for government officials regarding the education standards and the education system adopted in 1980. and caused it to announce But the positive side of this is that UN data show that 9-year-old South Korean students have higher levels in mathematics and science than other countries.

Also, South Korea's youth ranked 1st in the 2014 Monitoring Survey, which reflects the quality of education for 19-year-olds among 19 students from 19 countries.

The fact that South Korean youth spend so much time on education makes them extra-curricular as a homework assignment. Because students work hard on themselves, existing problems in the school or education system are addressed. Their parents also help with this by creating a comfortable home environment. Most Korean parents believe that their children are fully absorbed in school when they are educated. [17]

In higher education, while the implementation of education in combination with scientific research is the influence of the American model, the dominance of Oriental etiquette in teacher-student relationships is of particular importance. South Korea's Universities have developed Technoparks as a venue for strict adherence to the principles of education and science. Also, South Korea, unlike other developed countries, has a more well-developed reading culture, with state-of-the-art libraries operating 24 hours a day based on electronic surveillance. In other words, students and researchers have unlimited access to library services around the clock. The high level of bilingual education in universities (both English and Korean), in addition to enhancing South Korea's prestige in the international educational space, has also contributed to the widespread attraction of foreign students. [18]

At a meeting of the leaders of the G8 group in Saint Petersburg in July 2006, the application for Education for Innovative Communities was adopted. The message states: “Education is the basis for the development of innovation. The social and economic prosperity of the 21st century is now closely linked to the provision of members of society with the educational opportunities of states to help each individual adapt to the global world. Education enriches cultural ties, promotes global co-existence, strengthens the foundations of respect for a democratic society and legislation. Education, professional development and new ideas are the key to human development and are the basis for effective market relations and the consolidation of all countries. ”[19]

In the conclusion, in the 20th century, humanity has chosen a common solution to global problems. The analysis of the important measures taken and the legal framework adopted has created a large collection of materials aimed at solving educational problems. Intensive measures, of course, have provided integration priorities in the context of global education. In particular, it promoted the promotion of educational innovation for the sustainable development and prosperity of humanity. As a result of the international community's joint efforts to address education, the need for a knowledge and innovation-based education system became more urgent.

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