

THE ESSENCE OF THE FORMATION OF INNOVATIVE EDUCATION IN CENTRAL ASIA.

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President of the Republic of Uzbekistan Prizidnti Sh.M. Mirziyoyev has high intellectual potential in a speech to the Cabinet of Ministers dedicated to the main conclusions of 2020 and the most important priorities of socio-economic development of Uzbekistan in 2021, the introduction of innovation and innovative technologies in the preparation of competitive personnel is a promising way to form a perfect, highly educated person in all respects in the 1930's. It is known that today all countries are trying to innovate as much as possible into education. Today's news requires a organized, informal, public approach to them. Innovations are long-term investicides for the future. To stimulate interest in innovation and to educate a person who seeks to create innovation, education itself must be rich in innovation, where the spirit and environment of creativity must prevail. (Matthew 24:14; 28:19, 20) Today, the independent field of pedagogy—pedagogical innovation—is growing rapidly. Today, a number of initiatives are being undertaken in the countries of Central Asia. This is illustrated by the introduction of a system of innovative projects in our Republic, the implementation of a number of research works in the fields of innovation, innovative process, innovative work, and innovative management.

Work on the creation, introduction, mastering and use of pedagogical innovations to meet existing or new needs in the field of education is an innovative process.

For example, according to S.Turg'unov, innovation is the introduction of new, relatively stable elements into a certain social union—institutions, communities, communities, and groups, as well as innovations that are generally supplemented by the spiritual and cultural relationships of the people and the socio-economic development of the country¹.

According to M. Jumaniyozova, innovation is the result of an artistic heritage that is reflected in the appearance of an improved product of an advanced technological process. It is an important part of practice and theory, a system of action of social entities aimed at improving the quality of socio-cultural objects, which is currently a mechanic of controlled and controlled changes².

The diversity in the definitions of Central Asian scholars who have embraced the concept of "innovation" is also evident in the research of Chet scientists. Based on a comparative analysis of these definitions, you can distinguish the following characteristics of the concept:

innovation – this innovation (A.M.Saranov, E.M.Rodzheers);

innovation is a means of change, improvement, improvement (K.Angelovski);

innovation is a set of components that reflect a passionate foundation (V.I.Zagvyazinsky);

innovation is a new tool, a new method, a new technology (V.A.Slastenin, V.I.Podo'mova);

Innovation is the development of new methods and new meanings of education (P.G.Hedrovitsky).³

However, it is noteworthy that in combination with the concept of "innovation" in publications on pedagogical innovation, the concept of "innovation" is also used.

According to Mr . Jumaniyozova, if the activity is short-lived, does not have a holistic system characteristic, and has made it a task to change only some components of a particular system, otherwise we will be thinking about "novice". If the activity is carried out on the basis of a particular contextual

¹ Turg'unov S.T. Innovative work in managing educational institutions. j. Unlimited education. – T., 2006. - No. 4. – Б.4.

² Жуманиёзова М. Инновацион фаолият – таълим сифатининг кафолатидир. j.Uzluksiz ta'lim. – T., 2004 - No6 – Б.89.

³ Ellis Arthur, Fouts Jeffrey. Pedagogical innovations / Per. with A.I.Drugova. – M.: ITPiMIO, 1993.

approach, the result of which leads to the development of that system or its principled change, we will do so "innovation" We can. In terms of characteristics of activity, the novelties are concentrated in terms of scope and time, and innovation is holistic and persistent. As a result of the innovation, individual elements will be changed in the current system, and as a result of innovation, the positions of the subjects of practice will be fully updated, relations in the system and the system will be reformed⁴.

From this point of view, innovation can be classified as follows:

Ta'limda innovatsiyalar.

Organizational innovations.

Economic innovation.

Texnologik innovatsiyalar.

1. When it comes to innovation in education, it is understood to study, master, evaluate, use, and implement pedagogical innovations. When practitioners are concerned about the exact results of more updates, scientists are intrigued by a system of knowledge that should otherwise be used.

2. Organizational innovation is understood to implement new methods of managing the educational institution, establish external communications, and establish jobs. Organizational innovations are a type of activity that focuses on the effectiveness of the educational process of the educational institution and refuses administrative orders. Organizational innovations will help to effectively organize the distribution of work based on new methods, exceeding the responsibility and authority of employees. This, in turn, leads to the improvement of production and a holistic pedagogical process.

3. When economic innovations arise, the introduction of modern technologies and technologies, it is understood to train specialists who meet world standards. As a result of the development of a multi-sleep market economy in Uzbekistan, economic innovation in education is being developed.

It looks like this:

funding of education by the state on the basis of a new mechanic;

self-financing of educators;

new mechanism for financing the education system by enterprises;

a new mechanism for paying wages in the education system;

economics of the scope of education.

4. Only if the technological innovations are carried out on the basis of coordination and interaction with the above-mentioned pedagogical, organizational and economic innovations will it have high efficiency.

According to S.Turg'unov, modification, unification, improvement of activities, shape change, development of innovations according to the innovative potential of organizing and managing educational processes; combined innovations that involve the combination of advanced texts into a new system; radical innovations that do not have similarity and commonality can be disintegration as the basis of innovative processes.

Depending on the attitude of the components of the teaching process, pedagogical innovation can be divided into the following groups:

pedagogical innovations related to the purpose and functions of education. For example, "transforming the objectives of the ident learning into educational tasks";

innovations related to the content of education and training. For example, "interge and diffusion of educational content", "informatization and forecasting";

innovation related to the forms, methods, tools and technologies of education. For example, forms of spiritual lessons, intrafaol methods, multimedia tools, effective technologies of education (modular teaching technologies, cultural and humanitarian approach technologies);

innovations related to the diagnosis of education. For example, educational portfolios.

From the above points, you can reach the following conclusion. The essence of the formation of innovative education in Central Asia is that the basic concept of innovation is an innovative process. Innovative processes in education are considered in accordance with the rules in connection with three main things: socio-economic, psychological, pedagogical, and organizational-management. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. Existing conditions can also

⁴ Жуманиёзова М. Инновацион фаолият – таълим сифатининг кафолатидир. j.Uzluksiz ta'lim. – Т., 2004 - №6 – Б.91.

prevent the implementation of the innovative process. Innovative processes can also be sticky, so intelligently controlled. Innovate is primarily a function of managing the process of natural and artificial changes. Therefore, the innovative process in education is the process of managing changes in education. In addition to innovative activities, the innovative process covers many of the conditions for its implementation, including subjects of activity.

List of available publications.

1. Yusufbekova N.R. General foundations of pedagogical innovation: Experience in the development of the theory of innovative processes in the setting. – M., 1991.
2. Postalyuk N.Y. Designing Innovative Educational Systems: Regional Aspect. (Electronic resource). – Access mode: [http:// psixology. narod. ru/121. html](http://psixology.narod.ru/121.html).
3. Ellis Arthur, Fouts Jeffrey. Pedagogical Innovations / Per. s eng. A.I.Drugova. – M.: ITPIMIO, 1993.