

INNOVATIVE APPROACH TO LEARNING AS A FACTOR OF THE PERFORMANCE OF THE EDUCATIONAL PROCESS

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ABSTRACT

On the basis of current trends in the development of the educational process, the article outlines the most effective and rational ways of building the educational process in all areas. The necessity of using non-traditional methods and forms of organization of training, including integrative ones, is presented.

Keywords: Didactic educational opportunities, innovative approaches, teaching methods, educational process, forms of education, a specialist of a new formation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, in our country, the efforts of scientists and advanced teachers are aimed at positive changes in all educational fields, which to some extent can serve as the optimal implementation of the tasks defined in the decree of the President of the Republic of Uzbekistan Mirziyoyev Shavkat Miromonovich "On the strategy for further development of the Republic of Uzbekistan" dated February 7, 2017 No. UP-4947, resolution "On measures for the further development of the higher education system" dated April 20, 2017 No. PP-2909, resolution of the President of the Republic of Uzbekistan Mill "On measures for the innovative development of the sphere of culture and art in the Republic of Uzbekistan" dated August 26, 2018 № PP-3920 and other normative - legal acts.

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev emphasized: "... we will establish large-scale work on training and advanced training of personnel in the professions that are in demand in our country. Speaking about this, we must admit that the issue of educating comprehensively developed individuals worthy to continue the work of our great ancestors is very relevant for us." [1, p.60] And to solve this important problem, one cannot do without innovative approaches based on the latest achievements of science, educational technologies and methodological studies s.

As Sh.M. Mirziyoyev rightly noted: "Today we are moving on to the path of innovative development aimed at radically improving all spheres of life of the state and society. And this is natural. After all, who wins in today's rapidly developing world? Only that state, which is based on a new thought, a new idea, innovation." [1, p.16] This difficult task forces us, involved in the educational sphere, to look for new approaches, forms, methods that were not previously used in this field, in short, everything related to the field of innovation.

The modern educational process of Uzbekistan is distinguished by the versatility of innovative approaches that appeared in the Republic of the zagot independence, it is distinguished by the search for the necessary methods and training tools that positively provide these approaches in accordance with the realities of the time and the didactic possibilities of education. The recognition of this factor justifies the need for research and methodological work to identify

the most effective and rational ways to build the educational process in the training of specialists of the new formation in all areas.

Effective measures were taken in the country to radically improve the system and significantly strengthen the material and technical base of the Academy of Sciences of Uzbekistan, the activities of a number of research institutes and centers in its composition were restored.

The whole complex of this consistent work is aimed at achieving one goal - Uzbekistan should become competitive in the world arena in the field of science, intellectual potential, modern personnel, high technology.

It is no coincidence that last 2018 was declared in Uzbekistan as the “Year of Supporting Entrepreneurship, Innovative Ideas and Technologies”.

By the exact definition of Sh.M. Mirziyoyev: “Innovation means the future. If today we begin to build our great future, we must do this, first of all, on the basis of innovative ideas, an innovative approach.” [1, p.16]

This means that the focus of the educational process will be on the problems of developing research and innovation and comprehensive support for the participation of gifted youth in this process, creative ideas and developments. In addition, ... the renewal of education requires the use of non-traditional methods and forms of organization of training, including integrative, the use of which leads to a holistic perception of the world ... ” [2. p.232-233]

The very concept of “innovation” first appeared in scientific research of the 19th century, but began to be applied only at the beginning of the XX century, in the works of the Austrian economist J. Schumpeter.

Innovations, being the basic element of the development of education, are expressed “in the trends of accumulation and modification of various initiatives and innovations in the educational space, which together lead to more or less global changes in the field of education and the transformation of its content and quality. Initiatives arise during the natural evolution of the sphere of arr. in the search for more promising forms and means of pedagogical activity, the testing of new teaching methods and techniques.” [3, p. 189]

When using innovations, initiatives are consolidated in the exchange and dissemination of experience, in the formation of diverse associations of teachers, among which there is a selection and formation of groups of initiators and innovators developing various pedagogical, psychological and sociocultural ideas of a new educational space.

In the educational system, certain development mechanisms should be provided that ensure the implementation of innovations:

- providing sociocultural and material - economic conditions for the creation and implementation of innovations;
- providing comprehensive support for innovative educational systems and finding ways to implement them in the educational process;
- the interaction of various promising innovative learning systems with real-life educational systems and the gradual transition of innovation into the existing educational system;
- the creation of conditions providing interest in psychological - pedagogical initiatives, and as a result - the creation of a truly creative atmosphere in educational institutions.

These mechanisms are designed for the optimal implementation of various innovations that have their own life cycle and function in the so-called cores.

As a rule, the core of any pedagogical innovation does not remain constant, the intensity, volume and other parameters of innovation change over time. This is due to the massive introduction of innovations or the loss of its relevance.

Learning System I.P. The sub-young was at one time innovative, but at the present stage, its elements penetrated into mass practice and thereby ceased to be innovations. [4, p.182] In such cases, an innovation can go from a radical state to a state of modification, minor improvements. In any case, the life cycle of innovations is limited by time frames.

At the same time, there are pedagogical innovations that were radical at the level of an idea or concept. When conditions and opportunities arise for their introduction into mass practice, such innovations are developed, transferred to a new level, and a kind of pedagogical renaissance arises. Many recall the Socrates talks with setting up a chain of logical questions when using problem-based learning. And this is a natural phenomenon for science. Conditions and social needs are needed in order for a specific pedagogical innovation to receive mass development and implementation.

- Innovative processes go through certain cycles in their development:

- 1 - formation, which is characterized by the comprehension and reassessment of experience, the search for new ideas, the emergence and spread in communities (in the pedagogical, scientific, parental, managerial environment) of a new understanding of the values of education, the creation of initial projects and the modeling of experimental systems;

- 2 - active formation, including focused practical modeling of existing educational projects, the adoption and support of the values of new thinking and experience, the dissemination of new cultural educational environments, the creation of new communities focused on the joint development of education;

- 3 - transforming, containing normative support for innovative forms of activity, their wide distribution and use in one form or another (with their natural "smearing" and "pollution") in educational institutions, systemic changes in the educational space, the manifestation of the willingness of teachers and administrators to participate in implementation of innovations and, as a result, the beginning of a new cycle of understanding and reassessment of the experience (including negative) of the implementation of innovations.

Thus, in the course of these processes, the innovative potential of educational systems is formed: their ability to self-develop, a variety of cultural and educational environments and conditions for self-development of a person, a variety of types of educational institutions in communities, their diverse and developed communicative connections.

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