

INNOVATIVE APPROACH TO THE EDUCATIONAL PROCESS AT THE UNIVERSITY

Mirzaeva Feruza

Doctor of Philosophy in Pedagogical Sciences (PhD)

independent researcher of the Institute of Pedagogical Innovations, Management of Vocational Education and Retraining and Advanced Training, Tashkent, **UZBEKISTAN**

ABSTRACT

With the formation of a new educational paradigm based on a competency-based approach to training, the requirements of the international labor market are growing not only for the competencies and competencies of modern specialists, but also for the methods of their preparation. The main goal of modern vocational education is to prepare a qualified worker of the appropriate level and profile, competitive in the labor market, fluent in his profession and oriented in related fields, ready for activity and professional growth, with social and professional mobility, able to adapt to changing external conditions. Therefore, improving the quality of education is one of the urgent problems for the entire world community.

Keywords: Higher education, innovative approach, technology, educational process, competence.

INTRODUCTION

The decrease in the demand for higher education in the countries, observed in recent years, leads to the inevitable collapse of traditional teacher training schools. The revision of the foundations and the new moral values of the student team, grown by the updated social system, require a change in the pedagogical approach itself. The depreciation of higher education, caused primarily by the lack of decent jobs, and secondly, by its own accessibility, led to a lack of motivation for students to study. Not the least role in this problem was played by the demographic crisis of the 1990s, further reducing competitive indicators in higher educational institutions. However, despite the general negative situation, there always remains a small percentage of society who want to receive knowledge and strive to work in their specialty.

Material and methods. In this situation, a comic situation arises of chasing not a student for a place "under the sun", but an educational institution for this student. And such an approach is currently one of the only beneficial ones. Reducing the number of student cadres and increasing their outflow towards humanitarian education require higher education to constantly improve themselves. The creation of elite educational institutions in terms of the quality of education, coupled with a reduction in the number of higher education institutions, will make it possible to keep the process of training qualified personnel unshakable.

Based on the foregoing, we single out the main problems of modern higher education, building them in importance, starting with the most important:

- a decrease in the demand for qualified specialists with a narrow specialization;
- a decrease in the quality of the educational process caused by a decrease in the initial level of knowledge of students;
- a decrease in the quality of the educational process caused by a decrease in the qualification level of the updated teaching staff;
- lack of competition when enrolling in a higher educational institution.

Based on the identified shortcomings, we will form a number of criteria that require achievement on the way to a fully-healthy higher education within the framework of a higher educational institution:

- advanced training of faculty and support staff by artificially creating competitiveness in the process of occupying vacant positions;
- raising the level of material and technical base and close cooperation with enterprises and their representatives in order to bring the quality of education in line with the requirements imposed on it by employers;
- innovative approaches to building training courses, programs and conducting classes aimed at increasing students' motivation in studying the proposed material.

Results and discussion. Comprehensive work in three positions will lead to the inevitable involvement of an integral part of the entrant team, striving for a high level of knowledge regardless of the state of the country's economic and political indicators, which is the main goal of any higher educational institution in the framework of the current situation.

Since the material and technical component is only indirectly related to the topic of this article, we restrict ourselves to the consideration of the first and third criteria.

In the first case, we are talking about increasing the motivation for learning and self-improvement of the teaching staff themselves. One of the most important criteria here is a decent salary and the elitism of the teaching profession. However, methods for achieving these indicators are also beyond the scope of this article.

Let us dwell in more detail on the innovative approach to the educational process, since the improvement of teaching methods directly affects the demand and the general quality level of education. The concept of "process" (from the Latin. Processus - flow, stroke) reflects the dynamics, the successive change of any phenomena, states. The pedagogical process can be considered from different angles: 1) as a set of its components: goals, content, means, methods, forms, results of training and education; 2) as a chain of pedagogical situations unfolding in the interaction of teachers and students in the course of solving educational problems; 3) as inextricably linked strata of relationships between the subjects of the pedagogical system (spiritual, moral, socio-psychological, operational-activity). The optimality of the pedagogical process is determined by the extent to which all its components are naturally interconnected, how much it matches the needs of society and the individual in education in terms of their organization.

Updated criteria in the field of employment lead to increased requirements for potential employees. Accordingly, higher education should be inextricably linked with the modern production base, promoting common ideals and striving for common values.

At present, internationalization of education is observed, the prerequisites for creating a single educational space encompassing developed countries of the world are emerging. The integration processes in the field of vocational education, initiated by the signing of the Bologna Declaration, stimulated a new round of reforms and large-scale innovative transformations in European countries. The idea of creating a unified educational space, pushing modern universities to transition to a two-level system of education, presents new, even more stringent requirements for educational and pedagogical processes. Along with the possession of specialized skills, graduates and students are required a certain level of

competencies associated with the implementation of international interaction. And in this situation, two factors become fundamental:

- bringing the educational process in line with the generally accepted international level at all stages;
- adaptation of student teams to work in an international environment.

The first factor, which is strategic in nature, requires a review of both the content of individual curricula and the methods for their synergistic unification. Standardization and a high degree of ideological completeness of individual courses are a necessary step on the way to a single educational space.

The second factor, which is tactical, sets the requirements for the level of students' initial knowledge, as well as for their organizational abilities. One of the most important indicators in this case, of course, is the knowledge of a foreign language. Moreover, it is necessary to achieve such a degree of aggregation in the learning process that the perception of the presented material and the implementation of the workshop become impossible without a certain level of knowledge of a foreign language. Such an approach, despite its alleged discrimination, is almost the only right one when it comes to the education of international specialists.

Depending on the specialty, different methods of introducing a foreign language into the educational process can be used. The most common is lecturing in a language other than the native language, however, this approach is one-sided and does not involve all verbal mechanisms. Currently, in higher education institutions, the process of protecting graduation qualification and term papers is becoming popular, which is an advantageous solution, since it involves a full-fledged dialogue.

Another important indicator is the effectiveness of the interaction between the vocational education system and the labor market, with research and practical activities, as well as the conformity of the quality of education to the requirements imposed on it by employers, and the increased responsibility of educational institutions for the final results of training future specialists.

To achieve this indicator, it is important for the teacher to understand the specifics of the application and the special structure of the final enterprise or class of enterprises. In this case, teachers engaged exclusively in scientific research will never be able to train truly valuable specialists.

The lack of mastery of university graduates by modern production technologies leads to a revision of conceptual approaches to the organization of their training. As a scientific basis for improving pedagogical practice, a competency-based approach to the training of specialists is considered. Currently, the competitiveness and mobility of a person in the labor market largely depends on his ability to acquire and develop skills that can be transformed in relation to dynamically changing professional situations. In these conditions, educational institutions should focus not on the transfer of knowledge, which may not be in demand, but on the formation of social and professional competencies of future specialists.

The use of cross-training methods, the use of elements of a brainstorming, as well as conducting problem-oriented role-playing exercises, when students fall into an artificially created situation that requires a heuristic approach to find a solution, give a serious positive effect. However, the implementation of these techniques requires the teacher not only a high level of knowledge, but also serious experience in performing real work on the subjects of the taught disciplines.

The last indicator of a high-quality and modern educational process, considered in the framework of this article, is the use of modern multimedia technologies. The convenience and functionality introduced into human life by microprocessor electronics can hardly be overestimated. Changing the type of storage media to digital, the emergence of automatic design systems, the development of training software packages - all this should find application not only in specialized professional circles, but also in the regular educational process. Lecture material, supported by a visual series (electronic presentation), not only contributes to better assimilation, but also frees from the excess of work associated with taking notes. A more substantial effect is provided by the interactive whiteboard. Such tools increase the content and accessibility of the material presented and increase students' motivation to learn.

Along with classroom activities, multimedia tools should accompany the student in the process of independent work. Centralized electronic resources and training programs allow creating a psychologically comfortable atmosphere for the student and overcoming the fear of a possible failure. Also, various automated testing and training programs have been widely used recently. In these software products there is the possibility of assessing the level of knowledge not only by a strict statistical method, but also using elements of artificial intelligence, such as artificial neural networks and fuzzy logic. Such software packages are able to "supervise" the student at the entire stage of mastering the course, periodically check knowledge, form the most appropriate sequence and depth of presentation of the material. At the same time, individual characteristics of the student's personality are taken into account, his initial level of knowledge and ability to perceive new material are taken into account.

CONCLUSIONS

A separate branch of the development of multimedia teaching aids is distance education. Electronic versions of lecture courses available on the global network, as well as online laboratory work using real equipment hundreds and thousands of kilometers away, open new horizons for people who for various reasons are not able to attend the university personally. The moment is near when a person will not need to leave home to get a higher education. And although this approach is largely limited, for many this is the only way to get an education.

The changes prepared for higher education at the beginning of the 21st century have and will have a radical character. Traditional schools fade into the background. And this is caused not only by the socio-psychological or demographic aspects of society, but also by the continuous improvement of all branches of human activity. And in this case, the innovative development of the pedagogical approach and higher education as a whole is a key task.

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