WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979 (Volume 2, Issue 5, May, 2021

THE IMPORTANCE OF DEVELOPING INNOVATIVE METHODS IN THE EDUCATIONAL SYSTEM

Ernazarova Gulnora Oblaqulovna,
Professor, Doctor of Pedagogical Sciences,
Chirchik State Pedagogical Institute

Kabirova Zarifamukaddamovna,
Chirchik State Pedagogical Institute Master`s Degree Student in "Management of Educational Institutions" of Faculty of Pedagogy

Qaynarova Iqbal Valievna
Chirchik State Pedagogical Institute Master`s Degree Student in "Pedagogy and Psychology" of Faculty of Pedagogy

Annotation
The article discusses the importance of the development of innovative methods in the education system, the pedagogical system, the essence of technology in the pedagogical process, the two main ways of intensive and extensive improvement of the pedagogical system and the importance of innovative projects in strengthening and improving. its effectiveness. An innovative educational process, which is a set of measures for the creation, development, use and dissemination of innovations in pedagogical practice, as well as innovations in the field of education, new programs and methods of innovative teachers.

Keywords: educational system, pedagogical prognostics, innovative methods, problem-search method, pedagogy, technology of the educational process, new technologies.

Калит сўзлар: таълим тизими, инновацион услублар, педагогик тизим, педагогик, ўқув-тарбия жараёни технологияси, интенсив ривожланиш, экстенсив ривожланиш, инновацион лойиҳалар.

Ключевые слова: образовательная система, педагогическая прогностика, инновационные методы, проблемно-поисковый метод, педагогика, технология образовательного процесса, новые технологии .

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Introduction

Let's define the concept of "pedagogical system" and "introduction of innovations in the pedagogical system" before embarking on the study of the content and directions of introducing innovative methods in the educational system. The pedagogical process, as we know, is based on the pedagogical system. The pedagogical system is a unified set of organizers, which will remain stable even in changes. If the changes (entering a novelty) somehow exceed the possible limit, the system will break down, instead of which a New other proprietary system will occur. The pedagogical system is a very solid combination of elements. The structure of any pedagogical system at the present time consists of a collection of the following elements, which, interrelated, have the following appearance: the pupil; the purpose of education; the content of education; the process of education; teachers (or TME - technical means of Education); will consist of organizational forms of educational work.

Each of the components of this system can be divided into elements of any size and displayed as a spread. The pedagogical system is a relatively independent part of all the components of management, unifying, because they have their own goals and structures. They are often cited as the technology of the educational process, when they are emphasized as a unit of individual factors as the constituent part of the pedagogical system.

Literature Review

The problems of the formation of the future staff for the preparation of innovative activities are multifaceted, but its solution is largely associated with the solution of the dependence between the social order for the training of competitive specialists and the possibility of its implementation.

Many pedagogical scientists conducted scientific research on the study of individual and general aspects of innovative activity. For Example: N.N.Y.Azizkhojaeva, B.L.Farberman, N.Saidaxmedov, M.Ochilov, B.RAdizov, M.H.Makhmudov, S.Ziyamukhamedova, B.Ziyamukhamedov, U.Noshaliev, R.Jo raev, A.Tolipov, Russian scientists, V.P.Bespalko, M.T.Gromkova, V.A.Slasten, L.S.Podimova, M.V.Klarin, E.P.Morozov, P.I.Kaskassistiy, N.V.Konoplina, A.Y.Neyn, M.M.Potashnik, Khutorsky A.V., N.RYusufbekova, V.I.Andreev, P.G.Shedrovisky and others [1,2].

The concept of innovation is interpreted differently in scientific pedagogical literature. V.I.Andreev understands the originality of the novel, which will be included in the educational process in the school under the question of innovation.

"When we say innovation, we understand the management of a new education in general, a new idea that changes the essence of existing educational technology, a new type of educational institution or education,"says A.Y.Neyn. M.M. Potashnik understands the process of acquiring novelty as innovation. P.G.Shadrovisky says that this is an attempt to transfer some kind of organized activity from one sphere to another [1,3].

A.F.In his work, Balakirev emphasizes the need to interpret the term of innovation as innovation, application of new ones, relying on the fact that this concept originated from Latin (in - in, novus - new). In our opinion, innovation is a subset of innovation, in the event that it is a novelty for a particular concrete person or institution of knowledge, while others are sufficiently aware of it. N.Y.I.Lapin interprets the word" innovation " (innovation) from the point of view of etymology and believes that its application, that is, it means the creation and use of some kind of innovation [4,5]. Here we are talking about innovation that arises in response to a certain social demand and represents a practical tool that satisfies this demand. A set of activities on creation, acquisition, use and distribution of innovation in pedagogical practice in education is also called an innovation process. Novasies that arise in the field of education do not always have a theoretical basis, since novators usually develop their own authoritarian schools, conceptions, new programs, methods during practical work.

Methods

It will be a solid organizational technological framework that will ensure the achievement of the goal of the educational system from the development of innovative methods. It should be noted that the pedagogical system is always a technology. By this sign, it is easy to distinguish the components of the pedagogical system from the optional "set". Technology is the internal quality of a system that determines its capabilities, subject to strict organizational logic. At the same time, as at the level of evaluation of the assignment, the technologist relies on certain processes and phenomena. Certain processes are used as evidence of the expression of success, while the results of remarkable processes are carried out as sources of a new cause and formula.

The design of educational technology does not give the conclusion that the methodology is "no different" from the generalization of experiments. For a technologist, this is only a matter of time and costs. The technologist is guided only by well-known, verified, based, unquestionable thoughts. The technologist does not conduct experiments, but works with strictly observed results.

Technology does not allow option its main task is to get a clearly guaranteed result, it is always consistent in its basic solution. Understanding the basic solution reveals all that is left, the system of mutually necessary elements, the content of the layout. No part of the technology can not be removed, there will not be an excess, it can not be either. This is a very difficult situation, every second teacher works in the research order, thereby it accelerate making the uncertainty of the result of the child's life at school.

Now below we will dwell on some printsipial characteristics of the processes that occur in the pedagogical system. In this case, we proceed from the rule that each specific modification of the pedagogical system has certain features and possibilities for achieving the intended result. This is strictly defined by the specific characteristics of the capacity system. If in this way we want to achieve the level and quality of education and training, then we need to think about a suitable pedagogical system, and its performance should ensure the necessary direction and intensity of the pedagogical process. This is due to the fact that the higher the effectiveness of the educational process, the more always the improvement of the pedagogical system. This is a very complex problem, their development is now being introduced in the world.

It is possible to collect a multi-view pointer, "cost" and "result"to the current, general view, and to determine the usefulness of this problem will allow it to be solved from an economic point of view. Intuitive and sub-evaluations can very easily be said to be inaccurate, and here the exit from the situation will consist only of accumulating thoughts.

The maximum overall effect of any pedagogy can be at a level lower than previously achieved for educators, if the goal is fully achieved 100%.

Let's look at the structure of any pedagogical system again, it is also one for the "bad" and "good" pedagogical system. For him, the teacher is also one. It follows, for example: the effectiveness of the worst pedagogical system, let's say the teacher, without performing any actions at all, but the system will not be less thanlasa 50% of the work. It is believed that the useful coefficient of action of the traditional pedagogical system does not exceed 60%. This means that only a little more than half of schoolchildren say that they can fully master the program.

Another important point is that from the general theory of the system, it is known that it is impossible to improve the system on several parameters per unit. The right way is to enter the newilikni gradually examine each way, making sure of its usefulness, consider and consider further work.

Results and Discussion.

Experiments show that before each created innovation it certainly works worse than before. Because it is necessary to learn this process, adapt, overcome procrastination. The main ways to improve the pedagogical system are two: intensive and extensive.

Intensive development implies the improvement of the pedagogical system in the sphere of internal opportunities, and the extensible path is the attraction of additional forces - that is, the means, equipment, technologies. It is necessary to further develop the content and function of education in the school. Some theorists say that in the very near future, innovation in pedagogy is a rational upbringing, the idea is expressed.

Western schools are developing their pedagogical products in an ecstatic way with new information technologies, increasing the time to different educational activities, on account of class differentiation and individualization. With this, the quality of the pedagogical product is improved, many independent experts express this inability.

The way out of this situation is the development of a pedagogical system called "innovation in interdependence", which allows to combine intensive and extensible paths. This requires an in-depth examination of the possibilities of the use of pedagogy, which is manifested at the point at which the organizers of the pedagogical system with different characteristics and different degrees of appearance meet.

By strengthening the pedagogical system with new technologies, it is possible to improve its overall effectiveness. In this approach, innovation does not appear to be a thought-out "external" measure, but is a deeply meaningful demand and knowledge of the system, a perceived restructuring.

If one looks at innovative calls with such a point of view, it would seem that there are practically no new aspects in them. In particular, as if there are no new "recipes" for solving old unsolved problems. In general, we must include in the innovative ideas theoretical approaches that were not previously used to the solution of pedagogical problems, high results obtained from concrete practical technologies, based on new knowledge about the process of propagation of mankind.

The amount of innovative projects, as well as their use in pedagogical practice, allows to introduce into the analytical general pedagogical innovations, namely:

1) the system of pedagogical science and pedagogical practice, which are not new, but constantly updated, and have embodied in itself the general ideas and practical technologies of pairing the educational process.

2) the sum of all the theoretical rules and practical technologies of human pedagogy is concentrated.
3) the organization and management of pedagogical processes is based on a new ideological approach.
4) Information Technologies based on the application of new ideas and tools of mass communication are innovative technologies.
The main direction of innovation structures in the pedagogical system: holistic pedagogical system; educational institution; pedagogical theory; teacher; students; pedagogical technology; content; form, methods, means; management; purpose and results, as well as the depth of the subsystems of the system, we can draw conclusions about the essence, quality and expediency of innovative new ideas.

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