

## PEDAGOGICAL ASPECTS OF THE USE OF INNOVATIVE TECHNOLOGIES IN HIGHER EDUCATION INSTITUTIONS

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**Abstract:** The article discusses the innovative approach and its priorities in the formation of democratic principles in the minds of young people in the process of teaching social disciplines in the education system of Uzbekistan and it is revealed on the example of the state youth policy.

**Keywords:** innovation, integration, globalization, fundamental, intellectual, experimental.

In recent years, many new and modernized pedagogical theories have emerged as part of a new paradigm of vocational education. These include the humanization and socialization of education; optimization and streamlining of education and upbringing; lifelong learning; cooperation and non-traditional pedagogical communication; integrated and unified pedagogical process; developmental and pedagogical education, ideas of person-centered education and many other ideas and scientific views related to the strategy of activating the personal development of the learner in the process of education and upbringing. However, despite the positive achievements in the development of advanced pedagogical theoretical and practical educational technologies in vocational education, their implementation by pedagogical practitioners is insufficient. In our view, the main reason for this problem remains that most teachers in higher education institutions focus on the reproductive acquisition of students' knowledge, skills and competencies.

In this regard, to ensure full compliance of vocational education with international standards and the training of qualified personnel on the basis of social order, students should act independently, self-develop, demonstrate and manage, think non-standard and make informed decisions, constantly seek new ideas, technologies and It is important to conduct experiments, the effective use of information technology in the educational process and the development and implementation of new pedagogical technologies aimed at creating e-learning resources and preparing them for innovative activities.

The general concept of "innovation" is defined as a targeted change in the functioning of the system, but in a broad sense it can be a qualitative or quantitative change in various areas and elements of the system. In particular, N.I. Lapin describes an introduced innovation or innovation as a complex process of creating, disseminating, and using a new practical tool (innovation) for a new or already known social need; at the same time, it is the process by which changes in the social and material spheres in which its life cycle takes place are combined with this innovation.

Information on the development and application of "innovations" was first given in the published scientific and economic literature of the XIX century, and this term entered science as an antonym of the term "tradition" (direction). This concept was formed in the field of anthropology and ethnography, but later spread to the subject areas of a number of social sciences.

By the 1930s, innovation had emerged as a special field of economic research. Its emergence was due to the search for ways to overcome problematic situations in the creation, adoption and application of various innovations by firms in Western countries.

To analyze the essence of innovation, it is important to clarify the meaning of such concepts as "pedagogical innovation", "innovation", "novelty". It should be noted, however, that although these terms have been used in science since the late nineteenth century, their exact definition has not yet been fully elucidated.

It is known that an innovation brought into the existing system from outside, or an innovation that arises and develops as usual in it, is described as innovation (novelty), although these two definitions are equally valuable and interchangeable. Because if innovation (lat. Novatto-update, change) or novelty is a new tool (new method, methodology, technology, methods, methods of action, program, etc.), then “ The prefix “in” in the word “innovation” indicates the introduction of this innovation (into education systems).

The most complete description of the essence of innovation and based on it is given in the work “New values of education”. Innovations are systematic and self-organizing innovations that remain relevant for the evolution of education and have a positive impact on its development, as well as relevant initiatives for the wider development of education and the diversity of innovations.

Pedagogical innovation is a change in the psychological environment in an educational institution based on the ideas of cooperation; introduction and dissemination of original pedagogical systems, technologies; conflict resolution (integration of innovative programs with curricula and programs, continuous process of personal and professional development and professional development of teachers, the need for new textbooks, management schemes); the spread of innovation changes the status of the school, making it an experimental, regular participant in innovation activities; in the context of innovations, pedagogical activity will have a stable creative character, innovations will move to work in the order of search and experimental education systems in constant practice.

In the work of many scientists and educators pedagogical innovations are grouped as follows: innovations in the content of education on the object of innovation; innovations in the technology of education and upbringing; innovations in the management system of educational institutions; divided into innovations in the learning environment. According to the nature of origin, it is divided into external and internal innovations. At the same time, external innovations are accepted and implemented in accordance with the order or direction of the higher organization. The introduction of internal innovations into the pedagogical system occurs as a result of pedagogical reflections on practice.

It is not enough to show not only the process nature of "pedagogical innovation", but also to constantly consider its effectiveness. That is, "creating, mastering, applying" innovations should yield positive (better) results. We therefore believe that this definition can be supplemented with another word. Pedagogical innovation is the process and result of creating, mastering, applying pedagogical innovations. Here, as a "novelty" can be a tool, a method, a methodology, a technology, a program, and so on.

Thus, when we say pedagogical innovations, we do not mean tools, methods, methods, technologies, etc., but their creation, transfer and application, evaluation and management.

The effective use of innovations by the teacher depends mainly on the professional training of the teacher and his personal experience. Inadequate personal training of the educator, the narrowness of his perceptions of innovations and personal capabilities can be manifested in the failure to understand the learning problem.

VP Bespalko considers the teacher's professional and pedagogical development as a process of mastering the four levels of solving his pedagogical problems:

I - the teacher solves the previously solved problem independently;

II - solves the problem knowing the purpose of the pedagogical situation and using the mastered methods of understanding and acting on it;

III - the pedagogue sees the purpose of the activity, but the pedagogical situation is less clear to him because it is not general; this level requires heuristic activity from the educator, an active exchange of acquired knowledge and skills;

IV is a creative degree with a brightly expressed research basis [49, pp. 56-58].

But at the same time as periodicity, pedagogical innovations also become legitimate. For example, N.R. Yusufbekova distinguishes the following laws of the innovation process in education:

1. Irreversible instability of the pedagogical innovative environment. That is, any innovative process in the education system inevitably introduces destructive changes in its implementation that do not return to the socio-pedagogical environment in which it takes place. This, in particular, leads to the breakdown of holistic perceptions of a particular pedagogical process or event; the invasion of pedagogical innovation into the socio-pedagogical environment leads to the division of pedagogical consciousness, the values of innovation, and, ultimately, to the polarization of ideas about it, its significance and devotion. It then becomes impossible to restore the holistic imagination. Opponents of innovation are always found who do not accept it for psychological, socio-economic or organizational-managerial reasons. Furthermore, the more important the pedagogical innovation, the more justified the instability.

2. Implementation of the final stage of the innovation process. The point is that any innovation must be done naturally and consciously. An example of this is the initial rejection of the ideas of problem-based and programmed education by the pedagogical community AS Makarenko, ST Shatsky, VA Sukhomlinsky and other great pedagogical innovators.

3. Stereotyping of innovations, that is, any pedagogical innovations implemented in the pedagogical process confirms the tradition of becoming a stereotype of thinking and practical action. The stereotyping of the pedagogical process will be an obstacle to the implementation of further innovations.

4. The recurrence of the period of pedagogical innovations, ie their re-emergence in new conditions, which is determined by the specifics of the education system. Therefore, innovations in the theory and practice of pedagogy have a special opposite effect, because the pedagogical community forgets that it is very difficult to create "absolute" innovation in pedagogy, especially without relying on centuries of experience.

Thus, the success of pedagogical innovation depends on the degree of validity of the traditionally decided approaches, principles, methods and forms of pedagogical activity.

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