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Research Article

The fundamental essence and theoretical basis of modern innovative educational technologies

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ABSTRACT

The reform of the education and training framework and bringing it to the level of developed countries is being prioritized as a priority path of any state policy. The modernization of the educational system in the Republic of Uzbekistan, as well as its elevation to the level of developed nations, is a key direction of state policy. It has been shown that pedagogy serves the same duties as any other scientific discipline: the description, explanation, and prediction of occurrences in the field of reality under study. However, it has distinct qualities in the social and humanitarian spheres. Pedagogical science cannot limit itself to an impartial reflection of what it studies. To affect educational reality and modify and enhance the educational process, pedagogical science is necessary. As a result, it serves two purposes: scientific-theoretical and constructive-technical. The scientific-theoretical function reflects the current educational reality. The constructive-technical function is a regulating function that represents the desired educational reality.

Everyone now understands that the framework of continuous education and training has evolved into a critical and significant element in the growth of innovation under modern state requirements. This article focuses on new educational technology and teacher innovation in the higher education system.

Keywords: Education Policy, Personality Factors, Innovative Way, Innovation Process, Educational Achievement

INTRODUCTION

Improving current pedagogical tools is inextricably linked to the advancement of pedagogy as a discipline. The term "pedagogy" (Greek paidagógiké) can be interpreted in several ways. For starters, pedagogical science is referred to in this manner. Second, according to one school of thought, the art of rearing is referred to in this manner. The term "pedagogy" has several meanings, including:

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Various thoughts, accounts, and points of view on the aims, contents, and technology of parenting, Training, and education;
Scientific study in the field of raising, training, and education;
Teachers' specialties, credentials, and practical actions in parenting, training, and education;
Subject of study
Teachers' art, virtuosity, and expertise in education and raising.

Nonetheless, despite many interpretations, pedagogy is, first and foremost, pedagogical science, the field of scientific disciplines concerned with a person's upbringing, training, and education. The term "pedagogical interaction" refers to the most important element of practical teaching and its bilateral, subject-subject orientation. At the same time, a student, like a teacher, acts as a participant or, more accurately, interacts, as he/she actively reacts to the instructor's activities, and the latter produces subsequent work taking the student's response to these activities into consideration. The current state of scientific and technological progress necessitates the use of novel technologies not only in the realm of production, but also in the realms of cultural, socio-humanitarian knowledge, and education. It is known that “providing the educational process with sophisticated pedagogical Technologies” was described as one of the significant duties done at the stages of enhancing and increasing the quality of continuous education in the national program of Personnel Training. In this sense, the rich cultural prospective and universal values of the individuals in the advancement of the Independent Republic of Uzbekistan, but also modern society, economic system, scientific research, technique, and innovation in the formation and maintenance of an excellent education sector based on the most recent technological advances.

At present, education in the conditions of globalism plays an important role in bringing a person to an all-around age, in which the formation of qualities inherent in a perfect and qualified specialist takes place. During today's fast-paced period, it is time to create the necessary conditions for equipping, enriching, and mastering the various fundamentals of science by educators, including students, both in the short term and with substantive information.

Due to today's demand, that is, according to all the possibilities of the educational process in modern conditions, it is required to develop the personality, socialize and educate in its creative, at the same time independent, critical, creative thinking abilities. Education, which manifests itself in these opportunities, is called personality-oriented education.

Personality-oriented education is an education that develops the personality, specific characteristics, abilities of the student, taking into account the strategy of thinking and action.

It implies that the educational environment is adapted to all students' possibilities as much as possible. According to it, the educational environment provides for the realization of the individual opportunities of students, ensuring their perfection and enriching outlook.

The peculiarity of personality-oriented education recognizes the educator's personality and creates a favourable, necessary environment for its comprehensive development.

This type of education serves to educate the students on creative thinking, research, thinking, independence, initiative, responsibility, independent, creative and critical thinking skills, and hidden opportunities.

In the organization of this education, particularly in its application, teachers are required to approach as individually as possible, that is, taking into account pedagogical and psychological characteristics for each student.

Also, participants in the process of individual-oriented educational training represent the need to create favourable pedagogical conditions for obtaining knowledge in the form of a team of pedagogues-students or Students-Students, student groups, to be able to grow as an individual.

In pedagogical education, one must strictly adhere to several conditions when using individual-oriented types of education.

That is:

- to be able to see each student as an individual, specific person;
- respect the student;
- how to properly assess the mental state of a student;
- to consider the interests and desire of students;
- to be in a tolerant attitude towards each student;
- талабанинг кучи, имконияти ва интилишларига ишонч билдириши;
- to create a comfortable, educational environment so that each student can adequately master the basics of Educational Sciences;
- to create opportunities for students to work independently or in small groups freely;
- teaching students to independently control their activities, determine the effectiveness of their activities, analyze the factors of achievement and the consequences of mistakes;
- the need not put pressure on any student in the educational process;
- not to show clearly a separate student's shortcomings;
- to find out the reasons without making a strict conclusion if there is a record that a student cannot learn or behave wrongly in the process of education;
- to create a "success environment" for each student in the educational process;
- to help every student achieve success in their education;
- to help a student develop his/her abilities as an individual;
- assessment of not the personality of the students, but their specific behaviour;
- it is necessary that teachers should gain the confidence of each student [1].

However, individual-oriented education implies not only the adaptation of the student to the educational system but, on the contrary, the comprehensive development taking into account its individual characteristics, the motivation for creative thinking, and the creation of the necessary conditions for him to mature as a person.

Students will be able to develop creative, critical approaches to mastering the teaching material, advance new ideas, base them, protect their independent thought, find a way out of problematic situations, find a practical solution, and acquire knowledge and skills.

MATERIALS AND METHODS

In the educational process, teachers' use of various active methods of innovative character serves to create and independent thinking of the students and their development. For example:

- problematic research;
- carrying out small studies;
- debate;
- discussion;
- heuristic conversation;
- working in small groups, etc. [1].

In the organization of the educational process, teachers should pay special attention to ensuring that the educational information is based on the knowledge, skills and experience of the students, while remaining interested in them, have the opportunity to think, motivate the creative approach.

The use of the followings by teachers in the educational process improves the quality of teaching, increases its effectiveness, and creates favourable conditions for the student's development:

- effective, targeted use of various forms, methods, tools and technologies;
- to provide students with an independent choice of methods in carrying out teaching assignments;
- ensuring that the student works in pairs, in a small group and a team;
- the focus on the design of training.

And in this regard, one of the most important aspects that teachers should pay attention to is giving information about their training and the fact that they have a development character.

The use of the followings in the organization of the educational process is another sign of an individual-oriented education:

- uncover hidden possibilities;
- development of hidden abilities;
- motivation for independent thinking;
- creative assignments;
- tasks that require a creative approach;
- problematic situations;
- business games;
- discussion, debate [2].

RESULTS AND DISCUSSION

In two ways, the advancement of technology is inextricably linked to the advancement of education. For starters, it generates a demand for training, such as educating personnel when new equipment is introduced into an organization (Emad, 2010), but it also has a less formal and more educational influence on the development of computer skills in daily life. The second way technology is integrated into education is by offering up new opportunities for increasing the efficacy of educational activities. Simultaneously, technological developments manifest themselves in concerns about the existing curriculum and the ways by which it is applied (Fung, 2005). Given the rate of change observed in recent decades, it is probable that certain ideas that developed prior to some of these changes in possibilities might take on new shapes and gain new instruments to attain the desired goals. With the assistance of numerous stages and a variety of instruments, the innovation process is turned into scientific innovation or concept, social innovation, and educational innovation. The introduction of innovation in this is seen as the consequence of innovation, whereas the innovation process is broadly defined as the development of the three stages: the presentation of ideas (the start of scientific innovation), the development of ideas from a practical standpoint, and their implementation in practice. All pedagogical advancements, based on their functional capabilities: inventions are situations that ensure an effective educational process (new educational content, modern instructional environments, social relations); innovation is a pedagogical tool, technological educational projects, and so on; news on organizational management (solutions that ensure quality service of Education).

Currently, the following types of education are distinguished, aimed at the development of personality:

Table 1

Main types

Innovation education	Module education	Cooperation education	Interactive education
Distance education	Computer education	Problematic education	Project education
Developing education	Differentiated education	Gaming Technologies	
Individual education	Software education	Independent education	

From a linguistic point of view, the concept of "innovation" in translation from English ("innovation") means "introduction of innovation". The concept of "innovation" expresses a clear state of mind by content.

As indicated in the National Encyclopedia of Uzbekistan, innovation has the following content and concepts: "Innovation (visual arts) is a process of developing visual arts." – 1) funds spent on the economy to ensure the replacement of generations of technology; 2) innovations in such areas as technology, management and organization of labour, based on scientific and technical achievements and advanced experience, as well as their application in various fields and spheres of activity" [3].

According to T.V. Goldyakova, innovation should be understood as a new approach to the attitude towards a particular social unit – organization, population, society, group, following the goal, to enrich this attitude with somewhat stagnant elements [3].

It is understood that the author's views express the essence of direct social relations, the innovational approach to them in this place.

As a citizen, specialist, leader, employee, and participant in various social relations, each person organizes his innovative activity.

The American psychologist E. Rogers studied the socio-psychological aspects of social relations, which are characterized by innovation, the introduction of innovations in social relations, the categories of persons involved in this process. Also, he researched their attitude to innovation, the level of readiness to accept new ones, understand the essence, and classify social relations that have an innovative nature between individual categories of people.

The technology used in the process of innovation education is called innovation educational technology or educational innovation.

Educational innovation is a form, method, and technology used to solve the existing problem in the field of education or the educational process based on new cooperation. It can guarantee a much more effective result than before.

Educational innovation is also known as "innovation education". The concept of "innovation education" was first used in 1979 in the "Roman club".

Innovations have a different appearance. The followings are the main views of innovation:

- new ideas;
- specific objectives aimed at changing the system or direction of activity;
- non-traditional approaches;
- unusual initiatives;
- advanced working styles [4].

The funds and power spent in applying innovations in the educational system aim for the highest possible result.

If the activity is short-lived, has the property of a complete system and serves only to change some elements in the system, then it is called innovation (update). The activity is carried out based on certain conciseness. If it serves the development of a particular system or its radical transformation, it is an innovation (introduction of innovation).

In the scientific literature, special attention is paid to the differences between the concepts of "Novation" (renewal, innovation) and "innovation" (introduction of innovation). For example, V.I. Zagvyazinsky admits that the concept of "new", "innovation" represents not only a specific idea but also a side-line, methods and technologies that have not yet been used in practice. However, the process consists of elements taken as a whole or separately and reflects the ideas of effective educational tasks in changing [5].

In fact, innovation is considered a tool, and it is in most cases a new method, methodology, technology, etc. it is manifested in appearance.

CONCLUSION

Education was not reliant on the quantity of teachers - the student was not a passive listener forced to memorize in order to pass examinations. We also found a place in Personnel Learning Environment for the much-loved debate, which the school system had so little of. Educators' roles in the context of PLE were evolving. The educator was not an oppressor, but rather a part of a network. The Internet enabled access to many sorts of education, as well as a database of individuals and their capabilities, as well as learning partners and teachers. In conclusion, we can say that innovations, more precisely, pedagogical and educational innovations are of great importance in modern education. In particular, to be in harmony with the times, to take a joint step, along with the fact that globalization and informatization of society dictate the process of learning in non-traditional forms, the use of creativity and effective methods and tools, as well as the formation and adaptation of educational materials and materials related to learning.

Modern pedagogical innovations lead to a complete transformation of the internal structure of the pedagogical system. It is planned that teachers of higher educational institutions will be able to effectively and actively use pedagogical or educational innovations in a particular process. Along with the fact that modern teachers can take an innovative approach to their professional activities, this should greatly help improve the quality and effectiveness of education and form independent and creative thinking, working independently, exploring, developing, and informing students.

CONFLICT OF INTERESTS AND CONTRIBUTION OF AUTHORS

The authors declare the absence of apparent and potential conflicts of interest related to this article's publication and report each author's contribution.

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