



INNOVATIVE APPROACH AS A FACTOR OF ACHIEVING EDUCATIONAL QUALITY

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ABSTRACT

In the article, the development of the ability to directly and effectively apply theoretical knowledge to practice in personnel being trained in higher education institutions, the innovative approach to education is the introduction and use of pedagogical innovations, the innovative approach to the higher education process, the development of innovative competence of the subjects of the important educational process of personal learning in an innovative educational environment, the stages of knowledge transfer and exchange processes, the ability to acquire knowledge in various forms and the formation of the ability to act in an uncertain situation with personal qualities are interpreted.

KEYWORDS

Student, education, process, innovation, necessity, quality, innovation, research, result, formation.

INTRODUCTION

The need to develop the ability to directly and effectively apply theoretical knowledge to practice in personnel being trained in higher education institutions was formed. Organization of the educational process of future specialists in higher education institutions based on an innovative approach is one of the important factors for meeting the above-mentioned need. Thorough mastering of

the fundamentals of general and professional sciences by students allows to prepare them to withstand strong competition in the labor market. The full-fledged formation of students as a specialist depends not only on the teacher and his activities, but also on the development of students' educational and cognitive activities during training sessions. Currently, a new education system based on foreign experiences



is being formed. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. Experts have different views on the factors that directly affect the high quality of education. In particular, the level of learners, knowledge and skills of pedagogues, their competence and creativity, material and technical support of the educational process, proper organization of process monitoring, analysis of results and many similar factors can be mentioned. These factors are definitely reflected in the parts of the development strategy of each higher education institution related to educational and scientific processes. In particular, it is important to achieve that educational programs are based on modern requirements, to be oriented to the training of personnel in line with the requirements of the real labor market, to create conditions for the implementation of online education, to strengthen the need of young people for scientific activity, to train highly qualified scientific and pedagogical personnel, to expand international cooperation, to focus on professional education. Today, it is considered as an important task in the higher education institutions of our country. Every future specialist should understand the need to reform the educational system and realize its importance in practice in joining the innovative processes of educational institutions, and see himself in the innovative space where it is possible to create and, most importantly, master the innovations.

Main part. Today, the purpose of education has also changed. It consists not only of gathering a set of knowledge, skills and abilities, but also of preparing a student as a subject of his educational activity. It is necessary to prepare young people for life in market conditions, therefore, our graduates should be enterprising, creative, aspirational, able to choose the most optimal option from the options presented by

reality. The teacher's attitude to the meaning of educational activities and students has changed, the issue of organizing an educational process aimed at developing students' creative abilities arises. It is known that it is becoming more and more difficult for students to get higher education.

In higher education, it forces students to think about how to maintain their interest in the studied material and their activity throughout the lesson. The emergence of interest in education depends to a large extent on the methodology of teaching it, how skillfully the educational work is constructed. In this regard, new effective teaching methods and methodological methods are being sought, which activate the opinions of higher education students and encourage them to acquire independent knowledge. The teacher should think about the active, enthusiastic work of each student and use this as a starting point for the emergence and development of curiosity, cognitive interest. During adolescence, a constant interest and inclination to one or another subject is formed, and it is during this period that one should strive to open the attractive aspects of the educational process.

Traditional methods of knowledge transfer have already been replaced by new educational models, in which the nature of student activity can be technological (according to the scheme created by the teacher) or search (allowing the student to participate in research activities).

A modern teacher is increasingly asking himself: "How to use innovative technologies in the educational process?" The teacher's goal is to teach students to learn using new pedagogical technologies. Practice shows that new educational technologies can be mastered only in practice. It is innovation that is the most appropriate means of increasing the



effectiveness of education. Innovation - innovation, change, introducing something new to all the components of the pedagogical system in relation to the pedagogical process - the goals, content, methods, tools and forms of education and upbringing, organizing the joint activities of teachers and students, providing them methodically. An innovative approach to education means the introduction and use of pedagogical innovations.

Pedagogical innovations:

- a) purposeful changes that introduce innovations into the educational environment, improve individual parts, components, and the characteristics of the educational system as a whole;
- b) the process of adopting innovations (new tools, methods, technologies, programs, etc.);
- c) search for new methods and programs, their implementation in the educational process and creative rethinking [8, 9, 10, 11].

Innovative technologies include developmental educational technology, project technology, research activities, student-oriented approach, ICT technologies, monitoring.

Every student is naturally endowed with a propensity to explore and learn about the world around them. Proper training should improve this tendency, contribute to the development of relevant skills and abilities. After all, one desire, as a rule, is not enough to successfully solve research problems. By inculcating the passion for research in students, we equip them with methods of research and project activities. The main aspect for the teacher is the student's inclinations and abilities. But such activity cannot be based only on the pedagogical skills and intuition of the teacher. In turn, the student must have a certain minimum knowledge of the subject, as well as general scientific

skills and abilities. The teacher should give the student the necessary tools that allow him to get into the essence of the subject, help him engage in active practical and intellectual activity [12, 13].

It is important that the main work of our children is only education. Currently, students' research activities are becoming a popular form of educational work, a necessary means of developing their independent creative approach to life. The purpose of educational research, in my opinion, is not only the final result (knowledge), but also the process itself, in which the research skills of students develop through the acquisition of new knowledge, skills and competencies. In the modern era of rapid renewal of knowledge, this specific teaching method plays an important role in the formation of students' creative abilities, which provides an opportunity to master the methods of scientific knowledge in the process of research; formation of learning motivation, the need for research activities; knowledge that can be fully evaluated, well-informed, flexibly used; helps to develop creative thinking of every student.

In our opinion, increased feelings, satisfaction with one's work, manifestation of creative activity of the student - all this is possible only in lessons held in an unconventional form. These are non-traditional forms of lessons using innovative and interactive educational technologies.

The relevance of using these technologies in the educational process cannot be denied. After all, they allow you to solve the following problems [5]:

- 1) formation of information processing skills;
- 2) development of communication skills;
- 3) formation of research skills and the ability to make optimal decisions;



4) the use of non-standard methods of solving a specific task and the formation of methods;

3) each student is provided with educational materials to the extent that he can learn.

Solving these problems allows the teacher to organize the learning process with maximum efficiency at the level of the student, class and ultimately at the level of his subject. It is necessary to create presentations, electronic tables, simulators with test tasks for classes, use all methods of interactive forms of teaching in classes. Homework or part of it can be checked electronically. But it allows students to be involved in the work, and besides, it saves time. Quality of education can be achieved only by ensuring efficiency at every stage of education. That is, the entire educational process is built according to the scheme: perception - understanding - remembering - applying - checking. In order to achieve the quality of education, it is necessary to go through all the stages of learning activity consistently. The use of different forms and methods in the educational process serves to increase the quality of education.

A psychological atmosphere of trust and equality, taking into account the individual characteristics of the perception of the educational material during the educational process, contributes to effective learning activities [2].

The importance of developing the problem of innovation lies in the fact that in the modern conditions of human activity, it is a method of adapting to constant changes in society, professional activity and family. To a certain extent, this will affect the content and technologies of professional education, and the development of the educational subject, when it becomes the necessity and goal of the innovative pedagogical process. Scientists distinguish such a trend in the development of education: "the

orientation of the individual to self-development, self-learning, innovation, the need to solve problems in the conditions of uncertainty associated with the processes of knowledge intensity of all fields of activity and education, including the rapid change of technologies in production and the need for specialists incapable of prior mastery [6]".

Results and Discussions. In the research of psychological-pedagogical innovations, great attention is paid to the study of social-pedagogical and psychological factors of the effectiveness of innovative activity. The characteristics of the interaction of the subjects of the innovative educational process are considered [3].

V.A. Slavenin's innovative approach means having the following [14]:

- creative activity;
- technological and methodological preparation for innovation (change) in activity;
- new thinking;
- high culture of treatment

In our opinion, an innovative approach is expressed as follows:

- the process of improvement by introducing any innovations;
- implementation of the newly introduced proposal;
- introducing a new idea, method or device;
- successful use of new ideas;
- introduction of changes that create new aspects in the activity;
- the process of implementing a creative idea;



- changes in economic, technical, social, pedagogical and other fields related to innovation, new ideas, inventions, discoveries.

Traditional and innovative approaches to education are compared as follows:

Traditional approach

- to bring the content of education to good mastery;
- taking previously acquired knowledge into account;
- coordination of the speed of the educational process;
- support of student initiative and commitment;
- learning through practice;
- provision of two-way feedback;
- to set up the educational process correctly;
- the teacher is a facilitator of the educational process for students;
- evaluation of the educational process;
- study only specific concepts with certain skills;
- a high level of control of the teaching process and the teaching environment by the teacher;
- efficient use of time;
- relying on accurate scientific knowledge.

Innovative approach

- increasing the student's enthusiasm for education;
- provision of timely communications;
- creation of conditions for applying concepts in practice;
- offering various forms of teaching methods;
- achieving a high level of motivation;
- good memorization of the material given during the educational process;

- improvement of communication skills;

- growth of self-esteem;

- positive attitude of students to the content of the subject and the teaching process;

- helps to form a student who can think independently;

- not only helping to master the content, but also developing critical and logical thinking.

Among the important aspects of personal learning in the innovative educational environment, we can identify the problem of developing the innovative competence of the subjects of the educational process as the goal and necessity of higher education. However, theoretically, this problem in pedagogy and psychological-pedagogical innovations remains insufficiently developed.

The analysis of the historical conditions of the study of the phenomenon of innovation in pedagogy and psychology showed that in the second half of the 1980s, new research directions appeared:

- 1) study of pedagogical activity as a creative process and
- 2) to study the essence of the innovative activity of the innovator and the problems of his personal characteristics.

The value of innovation as an opportunity to live in modern society, as a method of adapting to constant changes, cannot affect the field of education, does not lead to changes in the field of methodological foundations of educational content. Advanced higher education is aimed at forming an innovative, transformative person who realizes himself in the practice of active, changing activities.

Most of the researchers of innovative problems rightly point out that "the development of the innovative competence of the teacher is not only one of the



leading educational problems, but also a factor of social development that contributes to the training of effective qualified personnel who are ready for continuous education and retraining, and are able to create their own educational philosophy."

It is known that innovative education and innovative activities are considered in different contexts: as a means of implementing an innovative approach and as a condition for the development of personal and professional qualities of teachers.

Personal development, the ability to act creatively are the main concepts in higher school pedagogy. The dynamics of knowledge and the process of its exchange play an important role in the process of innovative education, because due to such exchange, there is an evaluation of the perspective of news, the introduction of new ideas, the search for new knowledge in terms of dissemination of news, exchange of ideas.

O.N. Oleynikova noted that a characteristic feature of the knowledge-based economy is the reduction of the duration of innovation cycles due to technological changes. Therefore, education and training systems should develop models that help to create new knowledge. "Working in fast-changing industries requires training at the interface with work. Training goes beyond traditional career models, takes place in different contexts, and the work done is focused on innovation [4]".

Scientists have different opinions about the importance of pedagogical innovations. Thus, M.V. Pats and V.A. Medvedev identified the following functions of educational innovations:

- research aimed at identifying new methods, options, forms, technologies for solving problems;

- review and evaluation of modern social and cultural news;

- focused on new uses in the field of education;

- modeling, creation and use of new opportunities [6 p.119]

These functions determine a person's ability to design innovations, analyze them, change them, and adopt new forms of cultural practices.

The processes of transfer and exchange of knowledge are presented at almost every stage of the pedagogical process. Changing situations and differences are the basis for the formation of the ability to acquire knowledge in different forms and the ability to act in an uncertain situation. Therefore, innovation in pedagogy is often considered in terms of the readiness of specialists to solve specific problems, to develop effective ways of their implementation [1].

According to V.A. Slastenin, the propensity to innovate is related to efficiency as a criterion of innovation, which implies the stability of positive results in the work of teachers, technological measurement, uncertainty in understanding and presentation, and the possibility of application in mass experience [14]. In this approach of the scientist, the propensity to innovate is defined as the effectiveness of innovation. The criterion of novelty is complemented by the criteria of rationality, realism and pragmatism. Innovations are directly related to the nature of the activities of teachers and students of educational subjects. V.A. Slastenin emphasized that a pedagogical analysis of their experience is necessary for the development of this quality.

L.S.Podymova defines the innovativeness of the teacher as "openness, different permeability, different from one's own opinion [7]". According to the scientist, "we are talking about the desire and ability to



treat one's position not only and only as real. The ability to coordinate one's point of view with others and not consider it the only existing one.

It can be assumed that innovation determines the general ability of a person, his creative potential, the ability to create and distribute innovation. According to S.R. Yagolkovsky, who is very close to this definition, novelty is "the degree of openness of the subject and the ability to accept external ideas and use them within the system, as well as to present them in a favorable light [16]" .

According to the orientation, psychological studies of individual innovation are divided into three main categories:

1. Researching the influence of individual personality characteristics on the characteristics of the implementation and selection of innovative activities.
2. Researching the impact of innovativeness on the perception of news, the process of solving creative problems and their subsequent distribution.
3. It studies the interrelationship and interaction of various personal substructures, gender characteristics, cognitive processes, social and professional adaptation of a person, orientation of a person and his self-awareness, self-relation. S.R. Yagolkovsky also emphasizes such a characteristic of innovation: "it is the ability of a person to generate new unique ideas at the level of consciousness and often at the level of behavior, to understand and, if necessary, to contribute to processing and implementation [16]" .

Conclusion. The use of the design method in the educational process, the use of innovative and information technologies allows to expand the information field, integrate subjects and, most importantly, interest the majority of students in the educational process.

Innovation is interpreted in pedagogy and psychology from different points of view: as a pedagogical principle, as a personal characteristic of a person, as a socio-cultural value. Innovation in pedagogy is associated with the following parameters as one of the principles:

- with the activation of the educational process, with the movement from the translation of information to its active assimilation, with the formation of competencies;
- aimed at identifying the optimal volume of invariant components of education, introducing innovations in professional training related to the formation of new professional and personal qualities, basic skills of future teachers. At the same time, innovation can be considered as a characteristic of the educational process, as a result of social importance, as a characteristic of the subject of education.

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