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INNOVATIONS IN THE REFORM OF CONTINUING EDUCATION IN THE REPUBLIC OF UZBEKISTAN

Abstract: The current stage of development of the Republic of Uzbekistan is associated with the implementation of processes of deep reform of the political, economic life, and social sphere of society. At the present stage, public relations based on a market economy are being formed in the Republic. Our own model of transition to market relations is based on taking into account the specific conditions and features of the Republic: traditions, customs, and way of life. New conditions of the labor market dictated the main directions of development of the education system in the Republic.

Key words: innovation, education, reform, educational method, scientific researchings.

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Introduction

In the conditions of independence, the Parliament of the Republic adopted two fundamental laws "on education". The first law was passed in 1992. The year 1997 dictated the need to review the main directions of development of the education system in the Republic. The law "on education" and the "national program for training personnel" justified the main principles of state policy in the field of education, defined the system and types of

The fundamental difference between educational reforms in the Republic of Uzbekistan is the state's guarantees in creating conditions for the gradual progressive development of the system of continuing education, state regulation of the market of educational services and the proper quality of education.

The analysis of the existing education system in the Republic of Uzbekistan and the justified National model of training shows that the most significant shortcomings of the previously existing system of training should include its non-compliance with the requirements of democratic and market transformations taking place in the country. There was a lack of close interaction and mutual integration of the education, science and production systems. The

material, technical and information base of the educational process was insufficient, and there was a lack of high-quality educational and scientific literature and didactic materials. The problem of ensuring a close relationship between the structure, content of training and the educational process, as well as the problem of organizing the system of continuing education, has not been solved.

The system of upbringing, education and training of personnel was not related to the ongoing reforms and did not meet the requirements of the ongoing transformations in society.

Single-level higher education did not fully take into account the needs of the labor market, structural changes in production and positive international experience. In such circumstances, the Republic was set the task of radical reform of the entire education system. The education reform is aimed at creating a new generation of personnel with a high General and professional culture, creative and social activity, who are able to navigate their own social and political life, and are able to set and solve problems for the future.

The fundamental reform of the content of education in the Republic required ensuring that the quality of trained personnel meets the requirements of the ongoing reforms in the Republic. Based on this,

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state educational standards have been established that are mandatory for all types of educational institutions. The introduction of standards provides for the implementation of the following goals: ensuring high quality of education and training; democratization, humanization, and humanitarization of the educational process; ensuring continuity and continuity of the educational process and personnel training; optimizing the educational process in all types and stages of education; ensuring competitiveness in the labor market and educational services.

State standards are established in the Republic for General secondary education, including primary education; for secondary special, professional and higher education. When developing educational standards for the system of continuing education, their compliance with the level of world standards is crucial.

The entire system of continuing education is being reformed in the Republic. The reforms implemented in accordance with the law of the Republic of Uzbekistan "on education" and the "National program for training personnel" provided for scientific support of the goals, content, methods, means and organizational forms of education, training and personal development based on the use of science, technology, and innovative technologies.

Pre-school education in the Republic is conducted up to six years in the family, in kindergarten. It aims to form a healthy and full-fledged personality of the child, ready for school.

Secondary education in the Republic includes primary (grades I - IV) and General secondary education (grades U-1). Secondary special and vocational education is conducted on the basis of new types of educational institutions: academic lyceums and professional colleges.

The transition of the Republic to nine-year General secondary education and three-year special secondary education is due to economic and social factors. General secondary education in the Republic, in accordance with the National training program, operates on the basis of the state educational standard and is mandatory. It is obliged to lay down the necessary amount of knowledge, develop students' skills of organizational skills and practical experience. One of its tasks is the initial professional orientation of students.

Special attention is paid to the reform of primary education in the Republic. One of the most pressing problems is the selection of teachers for primary classes. Primary school, which forms the worldview, mind, and intelligence of the child, requires the best, experienced teachers. The content of primary education is being reviewed. New textbooks, new programs, and manuals are being created. In the Republic is carried out a differentiation of the educational process in elementary school.

The innovative approach is expressed in the variability of the content and methods of the learning process. It is based on the children's abilities, their individual capabilities, and the organization of classes and alignment groups. The content of General secondary education in accordance with the requirements of the reform includes a mandatory and additional component. The compulsory component is determined by the state educational standard sets the required level of training of students, an additional component is determined based on the student's needs and abilities, logistical and personnel support schools. Experimental training programs have been developed for secondary schools in the Republic.

The reform of secondary special and vocational education in the Republic of Uzbekistan provides for the creation of new types of educational institutions. Secondary special, professional, and three-year education is provided in academic lyceums and professional colleges on the basis of General secondary education.

Academic lyceums provide intensive development of intellectual abilities, in-depth, differentiated and professionally-oriented training of students.

Professional colleges provide for the formation of professional inclinations, skills and abilities of students, obtaining one or more specialties for the selected professions.

In the Republic in accordance with the plans of reform of secondary vocational education a list of school subjects, educational and special programs, the amount of training hours required for in-depth study of basic knowledge and training. This process involves the implementation of the principle of continuity and continuity with General secondary and higher education. Qualified requirements for graduates of academic lyceums and professional colleges are established.

A mechanism is being developed for qualitative assessment of the activities of institutions of secondary special and vocational education and the level of knowledge of their students.

On the basis of state standards of secondary special and professional education, experimental training programs and teaching AIDS are being developed for academic lyceums and professional colleges in all areas: industry, transport and communications, construction and utilities, agriculture, medicine, pedagogy, and socio-economic services.

Training of specialists with higher education is carried out in higher educational institutions - universities, institutes and other educational institutions of higher education on the basis of secondary special professional education. Higher education has two stages: bachelor's degree and master's degree, which are confirmed by state-issued documents on higher education.

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The organization and development of a two-level system of higher education involves: the development and implementation of state educational standards for bachelor's and master's degrees; training of teaching staff for higher education institutions, including in leading foreign educational and research centers; conducting structural transformations of higher education institutions; improving management, expanding the independence of higher education institutions; introducing public management in the form of boards of founders, Trustees and Supervisory boards; development and introduction of effective mechanisms for integrating education with science and production; development and development of technologies and means of individualization of education; self-education, distance education systems; intensification of students' education using new pedagogical and information technologies and a modular training system; ensuring the humanitarian orientation of education based on the rich spiritual and intellectual heritage of the people and universal values.

Higher education in the Republic plays a major role in training teachers and the intellectual elite of the state.

In the system of Republican continuing education, serious attention is paid to postgraduate education and professional development and retraining of personnel. Post-graduate education is obtained in higher education institutions and research institutions and includes post-graduate studies, adjunct studies, doctoral studies and job seekers. Higher education of the Republic solves the priority task of training qualified teachers of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in their profession and focused on related areas of activity, capable of effective work in the specialty at the level of world standards.

This task requires scientific support for the goals, content, methods, means, and organizational forms of education, training, and personal development in higher education based on the use of science, technology, and innovative technologies. Solving the problems of higher professional education is impossible without improving the pedagogical intellectual culture, without overcoming established stereotypes, conservatism in pedagogical science and practice. These problems are directly related to the development and implementation of innovative technologies in the educational process.

One of the components of a teacher's readiness for innovation is their professional competence. Professional and pedagogical competence of a teacher is an integral personal characteristic. It reflects the readiness and ability of the teacher to perform pedagogical functions at a high professional level.

In the preparation of teachers for innovative activity it is possible to use technology in innovative teaching.

The formation of a teacher's readiness for innovation can be determined by the following main criteria: awareness of the need for innovation; readiness to engage in creative activities; consistency of personal goals with innovation; the impact of innovation on professional independence; the ability to professional reflection; the level of technological readiness for innovation; readiness to overcome creative failures.

The teacher's willingness to innovate and the ability to organize the educational process based on innovative technologies can improve the efficiency and quality of the educational process.

Considering innovative technologies, it is necessary to focus on the introduction of active learning methods in the educational process.

Active learning is, first of all, methods, forms and means of learning that allow students to activate their cognitive activity. In the work of a high school teacher, the most effective ones can be: a problem lecture, a visualization lecture, a two-person lecture, a press conference lecture, a conversation lecture, a discussion lecture; seminars-discussions with "brain attack", game modeling, business and simulation games. Methods of active learning technologies include: creating specific situations, situation-problem, situation-assessment, situation-exercise, etc.

Active learning methods have a multi-functional value in the educational process and can be used to solve various didactic tasks.

Today's highly effective technology is problem-based learning. Problem learning is a technology of developing learning. The function of problem learning is to stimulate an active cognitive process, to form a research style of thinking. Problem-based learning meets the goals of educating a creatively active person.

In the process of problem learning, the role of students' independence increases immeasurably in comparison with reproductive forms of learning. The essence of problem learning is the organization of problem situations by the teacher in the educational work of students and the management of their cognitive activity for the assimilation of new knowledge by solving educational problems, problems and questions. This is a search path for learning. The didactic principle of "problemativeness" is based on the resolution of logical-cognitive contradictions, which are based on objective laws of the process of human cognitive activity.

The following technologies allow us to solve these problems most effectively: time restrictions, sudden prohibitions, high-speed sketching, new options, information saturation, absurdity, recodification, Delphi technology, "Black box" technology, diary technology, "6-6" technology,

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direct collective "brain attack", mass "brain attack", "brainstorming", dialogue with a destructive related assessment, shadow "brainstorming", etc. in the educational process, special importance is attached to educational technologies that are based on teachers' activities related to planning their intended results and ways to achieve them, modeling these methods, implementing the developed plans and models, managing the activities and behavior of individuals who implement these plans. The technology of education is considered as the design of educational processes that are managed and reproduced in the educational process. It is a project of personality formation that describes it from educational tasks to checking the results obtained.

The most important source for this technology is the oral folk art of the Uzbek people, the multi-ethnic people of the Republic of Uzbekistan.

The pedagogy of cooperation is based on the main ideas of national independence. The main ideology of cooperation pedagogy is the formation of a spiritually rich, moral and harmoniously developed

personality. This process is inextricably linked to the overall process of democratic transformation in the Republic of Uzbekistan, the affirmation of the idea of independence and new progressive values in the minds of the younger generation and youth. The technology of cooperation solves the problems of the process of implementing national ideology, which are associated with the revival, development and implementation of progressive national spiritual and moral values and norms in modern life, in the educational process.

Today, Uzbekistan is a fundamentally new state in which positive changes in all spheres - political, economic, cultural and spiritual-involve gradual reforms. At each stage of reforms, innovative technologies are introduced into the system of Republican continuing education, the scientific basis of educational and educational technologies is developed, and the vast experience of pedagogical innovations, author's schools, and new experimental technologies is studied.

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