BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

THE PROGRESS AND PRACTICAL RESULTS OF INNOVATION PROCESSES IN THE PEDAGOGICAL SYSTEM UNDER THE INFLUENCE OF PROBLEMS IN THE PROCESS OF GLOBALIZATION

Jumanov Bekzod Norboyevich
Senior Lecturer, Department of Geodesy and Geoinformatics,
Karshi State Technical University, Uzbekistan
Habibullayev Diyorbek Uktamjon ugli
2nd year student of the Geodesy and Geoinformatics department,
Karshi State Technical University, Uzbekistan
Boboqulov Behruz Uktam ugli
2nd year student of the Geodesy and Geoinformatics department,
Karshi State Technical University, Uzbekistan
Email: b.jumanov89@mail.ru

ANNOTATION

This article describes the problems of the globalization process and their positive aspects in the life of society, as well as issues related to the process of modernization of the education system.

Also, information is provided on the importance of educational innovations, their impact on the development of all spheres of life, and the alignment of interests in the relationship "society, individual, state".

Keywords: pedagogical process, continuous education system, modernization, quality of education, educational reform, educational innovations, globalization, innovative activity, social mechanism.

АННОТАЦИЯ

В данной статье рассматриваются проблемы процесса глобализации и их позитивные аспекты в жизни общества, а также вопросы, связанные с процессом модернизации системы образования.

Также дается оценка важности образовательных инноваций, их влияния на развитие всех сфер жизни и согласования интересов в отношениях «общество-индивид-государство».

Ключевые слова: педагогический процесс, система непрерывного образования, модернизация, качество образования, образовательная реформа, образовательные инновации, глобализация, инновационная деятельность, социальный механизм.

Today's acceleration of globalization and educational reform processes has a significant impact on all spheres of social life, in particular, on the system of continuing education. In the era of modern development, all countries pay great attention to introducing as many innovations as possible into education, improving its quality and modernizing the education system. Because education is a mirror of the nation, an important process that ensures the progress of society and the state, and gives people the qualities of creativity and inventiveness. At the same time, it is worth

paying attention to another thing: today, global problems in the world, the process of globalization cannot fail to have a significant impact on all aspects of life. In particular, in recent years, even a small message directed against human spirituality, which at first glance seems insignificant, can gain strength from the intensity of globalization in the information world and cause huge damage that is invisible to the eye, but whose damage cannot be compensated by anything. Therefore, the problems of globalization, in a certain sense, are in the focus of researchers' attention as a specific urgent problem in the education system [1].

In the context of globalization, innovative processes in the pedagogical system are taking place through the privatization of educational content, digitalization (for example, artificial intelligence and distance learning) and adaptation to international standards. As a practical result, students' critical thinking skills are increasing, but problems such as preserving traditional values and reducing inequality remain. Innovative processes in the pedagogical system under the influence of globalization and their practical results are manifested in the following important aspects:

- Problems caused by globalization
- Digital inequality: Different opportunities for using the Internet and modern technologies between regions and social strata.
- Cultural assimilation: The risk of national values, customs and unique educational traditions being lost under global uniform standards.
- Information flow and criticality: The abundance and speed of information require students to develop critical thinking skills and sort out incorrect information.

The more innovations in the education system meet the needs of life, the stronger their impact on the development of other spheres of social life. That is why bridging the gap between science and education is one of the important tasks on the agenda of the higher education system. This means that higher education involves the creative development of thinking, because only in this way can non-standard tasks that life constantly puts forward be solved [2]. Therefore, the upbringing of a desire for continuous renewal of knowledge is an important element of educational innovations. This, in turn, involves the formation of a global worldview.

Educational innovations are not only the educational institutions that form them, but also the state policy on education, the material support of the pedagogical and scientific research process carried out by the relevant state agencies, a certain ratio of interests in the relationship "society, individual, state". Therefore, it is impossible to blindly transfer the educational system that has emerged and developed in one country to another country, to different historical conditions. That is why it is important to preserve the positive traditions that have emerged in the national education system, the experience gained, and the scientific schools that have been formed. The study of innovation as a system made it possible to combine the following:

- firstly, to understand innovation as a coherent unity of the process and result that finds its expression in a qualitatively specific state of the system;
- secondly, to understand innovation as a coherent unity of three interconnected structures that form a single social mechanism of development of any social system in which innovative change is taking place;
- thirdly, to understand innovation as a coherent unity of the three stages that make up the life cycle.

In accordance with this approach, one of the tasks of scientific research was solved - a set of concepts used to describe various aspects of the innovation process was systematized. The accuracy

of the theoretical and methodological analysis approaches used in modeling innovation as a system was tested in the material that received special attention for changing the educational space of the Republic of Uzbekistan. Here we are talking about mastering some elements of the state educational standards being created. This confirms the validity of the proposed model of innovation in the context of theoretical research and a wide range of current educational realities and provides an opportunity to determine the direction of future scientific research. Therefore, as one of the main problems and tasks in the process of reforming the education system, attention was paid to the development of the teacher's activity, his pedagogical status and professional competence. Based on these tasks and goals, the main content of the laws and programs adopted in our country envisaged achieving new quality indicators in the continuous education system, attracting new educational resources and forming effective regulatory, legal, and organizational and economic mechanisms in the education system based on their effective use.

The need for reforms in the system of continuous education is that today, in the context of the development of society, the requirements for the teacher have become more complex, requiring every teacher with a good memory to approach his profession more responsibly. As a result of these changes, innovative changes in the pedagogical process and pedagogical cooperation relations, mainly by paying special attention to the development of students, have a positive effect on solving global problems that are not inherent in our national values [3]. A distinctive feature of innovation in education is that it mainly operates subject-subject relations organized as meta-activity. As the subject of this activity, the system of subject-subject relations related to education, which is the basis for the transition to the humanistic paradigm of education, operates. Here, education acquires the character of a humanitarian projection of each subject of himself and his place in the world.

From this perspective, the work substantiated the principle that innovation in education is a special form of management of the development process of education, which provides the opportunity to organize the educational process and consistently, systematically change its structure and content. As a result of such a change, the management culture also changes, since the innovative method of development imposes special requirements on it. However, it has been shown that these processes taking place in the reality of education are quite contradictory. It is no secret that a very small part of teachers (about one in ten specialists) show examples of dedication in the development of education through innovations. From this it follows that in the conditions of globalization, each teacher needs to change himself, constantly work on himself, develop and creatively search for himself in the social mechanism and in this process. This is the optimal way to improve the quality of education, and in the system of interaction between the teacher and the student in the educational process and research work, the teacher should not only be a transmitter of information, but also an organizer, leader, consultant, armed with scientific methods, deeply understanding the laws and mechanisms of the educational process and skillfully managing it [4]. Accordingly, a change in the pattern of communication between the teacher and the student is one of the conditions for innovative activity, that is, the introduction of innovations in the pedagogical process is the most important feature of the teacher-student relationship, that is, ensuring cooperation between the teacher and the student in achieving educational effectiveness.

In conclusion, it should be said that the main goal of the reforms being implemented in the field of education in our country, the implementation of innovations in the field of education is to form an education system that meets world standards and improve the quality of education.

References / Список литературы

1. Saidov U. Madaniyat sohasidagi globallashuv jarayonlari va ma'naviyatga tahdidlar. Akademiya, Toshkent, -2011, -B. 28.

2. Abdullayeva B.S. Oliy ta'lim tizimida zamonaviy ta'lim texnologiyalari va pedagogning innovatsion faoliyati. "Zamonaviy uzluksiz ta'lim muammolari: innovatsiya va istiqbollar" /Xalqaro ilmiy konferensiya materiallari to‘plami. Toshkent: 2018. B. 4 - 11.

3. Ochildiyev A. Mafkuraviy tahdidlar va g‘oyaviy tarbiyaning dolzarb masalalari// Ma'naviy va diniy yetuklik davr talabi. T.: Toshkent islom universiteti, 2009. B.381-382.

4. Ro‘ziyev B.S. Oliy ta'lim tizimida innovatsion salohiyatni oshirish. // Xalqaro moliya va buxgalteriya hisobi, 2017. – № 3. – B. 1–8.