

The Possibilities of Innovative Structures in the Elementary Grades

Buronova Iroda Buronovna

Master of GulDPI

Abstract:

The article provides information on pedagogical processes, pedagogical systems and the possibilities of innovative structures in beginner classes.

Keywords: innovation, innovative-technological education, innovative education, its peculiarities, organizational form and management system, educational system, pedagogical system, novelty Hillary, educational work system, guaranteed result.

At present, innovative processes are entering our country as a kind of innovation in the development of educational institutions, instead of the traditional and Mass-looking educational and educational processes in the school and higher education system.

"Innovative education" is usually understood as bringing new (useful) elements into the learning process. Therefore, innovation in the educational system is directly related to change. Such modifications are the basis of the educational system:

- purpose, content, method, technology, organization form and management system;
- specificity in pedagogical activity and the organization of the educational-cognitive process;
- to the system of control and evaluation of educational levels;
- educational and methodological support;

to the system of Educational Affairs;

- to curriculum and curriculum;
- depends on student and teacher activities.

Relativity plays a role in the historical aspect of innovation. The novelty has a clear historical character, that is, it can appear before its time, it can also be the norm in time or wear out. In the process of development of the school or higher system, perhaps the educational system as a whole:

- absolute novelty (analogy, lack of prototype);
- relatively new;
- specific, inventive manifestations are taken into account.

Novelty Hillary (types) are grouped according to different grounds in the school and higher system:

The first classification (group) is justified by the fact that the introduction of innovations is involved in the pedagogical process that takes place in the school and the higher system. Relying

on the understanding of this process, it is possible to distinguish the following types of innovations:

- educational purpose and content;
- methodology, tasks, methods, technologies of the pedagogical process;
- forms and means of Organization of education and training;
- management, educator and student activities.

The second classification (Group) Innovation entry into the educational system is based on the scale (size) mark. Here the following variations can be distinguished:

- local and separate (one-sided)unrelated to each other;
- complex, interrelated;
- covering the entire school and higher system, systematic.

The third classification (group) is carried out according to innovative capabilities. It is considered in this case:

- modification of known and accepted ones related to educational programs, educational plans, improvement of structures, inventiveness, change of views;
- innovation specific to combinatorics modifications;
- radical modifications.

Before proceeding to the study of the issue of the content and directions of introducing innovations in the educational system, let's define the concept of "introducing innovations in the pedagogical system" and "introducing innovations in the pedagogical system".

The pedagogical process, we know, is established on the basis of the pedagogical system. The pedagogical system is a combined set of organizers that remain stable even in changes. If changes (innovating) exceed some possible threshold, the system will break down, replaced by a New other Hussite system. The pedagogical system is a very solid combination of elements. The structure of any pedagogical system in the present period consists of the sum of the following elements, which, in relation to each other, have the following appearance: the reader; the purpose of upbringing; the content of upbringing; the process of upbringing; teachers (or TTV – technical means of Education); will consist of organizational forms of educational work.

Each of the components of this system can be divided into elements and spread out at any level.

We have reason to consider the Seen system not a perfect structural structure. Those who cannot agree with the mentioned can also consider that the pedagogical system consists of important components, as well as "results", "management of the educational educational process", "technologies".

The main ways of improving the pedagogical system are two: intensive and extensive. Intensive development provides for the improvement of the pedagogical system in terms of internal capabilities, and the extensive path in terms of attracting additional forces – that is, means, equipment, technologies. The possibilities of pedagogical technology, intensive development are considered to be exhausted: the existence of the school has been testing all paths for millennia, the share of current educators consists in returning, recalling the content and function of upbringing, a logical deep recollection, a deep descent into its primary foundations.

Back again, if the school is not yet dead-if it is living, developing, and educating children-it is only an account of its conservative nature. Some theorists say that in a very close time, innovation in pedagogy means one meaning – back, past, thoughtful and rational upbringing, spiritual upbringing, return to a peaceful system without innovations and aspirations.

The amount of general and partial innovative projects on the conformity aspects of the level of development of ideas given in pedagogical science, as well as their use in pedagogical practice, made it possible to include them in analytical general pedagogical innovations.

The main direction of innovative structures in the pedagogical system:

- integrated pedagogical system;
- academic;
- pedagogical theory;
- teacher;
- pupils;
- pedagogical technology;
- content;
- shape, methods, tools;
- management;
- goals and results.

In terms of the depth of subsystem structures, one can conclude about the essence, quality and feasibility of innovative new inputs.

REFERENCES

1. Shahriddinovna, K. S. (2023). Didactic Features Of Development Of Nature Perception Skills Of Primary School Students. *Eurasian Journal of Learning and Academic Teaching*, 19, 183-187.
2. Shahriddinovna, K. S. (2023). INTRODUCING CHILDREN OF PRIMARY SCHOOL AGE WITH THE WORLD. *American Journal of Applied Science and Technology*, 3(06), 09-14.
3. Shahriddinovna K. S. Didactic Features Of Development Of Nature Perception Skills Of Primary School Students //Eurasian Journal of Learning and Academic Teaching. – 2023. – T. 19. – C. 183-187.
4. Shahriddinovna K. S. INTRODUCING CHILDREN OF PRIMARY SCHOOL AGE WITH THE WORLD //American Journal of Applied Science and Technology. – 2023. – T. 3. – №. 06. – C. 09-14.
5. Karimova, S. (2022). THE ROLE AND IMPORTANCE OF" NATURAL SCIENCES" IN THE DEVELOPMENT OF UNDERSTANDING OF NATURE IN GENERAL SECONDARY SCHOOLS. *Science and innovation*, 1(B6), 214-218.
6. Karimova S. THE ROLE AND IMPORTANCE OF" NATURAL SCIENCES" IN THE DEVELOPMENT OF UNDERSTANDING OF NATURE IN GENERAL SECONDARY SCHOOLS //Science and innovation. – 2022. – T. 1. – №. B6. – C. 214-218.
7. Karimova S. CHARACTERISTICS OF NATURAL TEACHING METHODOLOGY //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – T. 1. – №. 11. – C. 737-740.
8. Karimova, S., & Ashurova, M. (2023). TYPES OF EDUCATION. *Modern Science and Research*, 2(8), 161–163. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/22537>
9. Mamatova, X., Karimova, S., & Turg'unboyeva, M. (2023). EDUCATION IS UPBRINGING, KNOWLEDGE IS SALVATION. *Modern Science and Research*, 2(8), 164–166. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/22538>

10. Mamatova , . H., Karimova, S., & Mamayusupova, . Z. (2023). PEDAGOGICAL ANALYSIS IN THE WORKS OF ALISHER NAVOI. *Modern Science and Research*, 2(9), 5–8. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/23865>
11. Karimova Sevara Shaxriddin Qizi. (2023). FORMATION OF NATURE AWARENESS SKILLS OF PRIMARY SCHOOL STUDENTS. *International Scientific and Current Research Conferences*, 1(01), 43–45. Retrieved from <https://www.orientalpublication.com/index.php/iscrc/article/view/1105>