

Pedagogical Characteristics of Adaptation of Students to the Innovative Educational Process

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Abstract

In this article, an opinion is expressed about the pedagogical and psychological features of adapting students to the educational process.

Keywords: cooperative pedagogy, integrated innovative technology, pedagogical support, propaedeutic-diagnostic, constructive communication, strategic monitoring, tactical and operational monitoring, constructiveness, communication skills.

The training of highly qualified and competitive personnel in the higher education system of our country is one of the most important tasks of this system. The effective solution of this task will not fail to have an impact on ensuring the achievement of the goals of the socio-economic reforms implemented in our country and the radical restructuring of the life of our society. Because it is known from practice that the effectiveness of any socio-economic changes directly depends on the professional maturity of the specialists mobilized to perform the tasks set in this regard. In this regard, sufficient conditions have been created for obtaining education in the Republic of Uzbekistan. In particular, Article 5 of the Law of the Republic of Uzbekistan "On Education" entitled "Right to Education" states: "The right to education includes support for innovative activities in educational organizations and it is emphasized that it is possible to implement educational programs using innovative technologies"[1].

Uzbekistan's socio-economic development largely depends on the training of specialists who can fully join the world's intellectual potential. The implementation of these tasks requires the training of future specialists and scientific-pedagogical staff based on modern requirements, and one of its effective methods is to interest future specialists in creative activities and guide them to conduct scientific research. Another important aspect of the implementation of these important tasks is that now science and technology are improving and developing day by day, hour by hour, as a result of which there is a need to train qualified specialists.

In this regard, i.e. ensuring competitiveness in the training of future specialists, adapting to the advanced education system, developing cooperation in education, forming innovative and advanced specialists are considered urgent tasks.

Orienting future specialists to innovative activities in higher education institutions, activating motivation for modern and quality education, strengthening the place and role of innovative activities in higher education, and the process of implementing educational reforms in the region's social- forecasting in accordance with the priorities of economic development is recognized as an urgent problem.

The reforms being carried out in our republic are aimed at raising a competent generation, creating the necessary opportunities and conditions aimed at directing them to scientific research, innovative activities, taking into account that the "21st century - the intellectual century" is an age where values are the priority. Formation of perfect individuals is becoming extremely relevant now, and it has both national and universal meaning, and its implementation leads humanity to spirituality and enlightenment, to high perfection and goodness. For this reason, it has always been a noble dream of our people to raise a perfect generation and to shape them in accordance with the requirements of the times. If we look at the past of the Uzbek people, our ancestors have always paid attention to improving the innovative activity and intellectual potential of young people, and achieving such a dream, which is their practical dream, is not only the head of the family or trainers in educational institutions, rather, it was the main goal of our country's wise intellectuals (scientists, poets, writers, historians, hadith writers, etc.) and just rulers.

In particular, such lofty aspirations are Abu Nasr Farabi's Society of the Virtuous ("The City of Virtuous People"), Yusuf Khos Hajib's "Knowledge that Leads to Happiness", as well as At-Tirmidhi, Ahmad Yassawi, Imam al-Bukhari, Bahavuddin Naqshband, Haja Ahrar Wali, The teachings of Az-Zamahshari, Najmuddin Kubro, Ya'qub Charkhi, Khoja Mahmud Porso, Kosani, Khoja Yusuf Hamadani, Abdulkhaliq Gijduvani in the field of hadith science and worldly important discoveries of Al-Khorazmi (the founder of the algorithm), Ibn Sina's medicine, Abu Rayhan Beruni's encyclopedic science and social moral views, Amir Timur's statesmanship and constitution and his just social and organizational work, Mirza Ulughbek's teaching on the mass education of the universe (organization of Dorilfun), Mirza Babur's "Hatti Baburi" in the field of educational reform, Alisher Navoi's teachings calling for a just society and enlightenment, were deeply expressed in the teachings of Mamun Academy's "House of Wisdom" ("Bayt-ul Hikmat"). Now, the dream of the ancestors with such a rich past has been achieved, and it has inspired the people of our republic to make radical changes and reforms in various areas.

In the process of directing students to innovative activities in higher education, the following are considered important:

- creating conditions for the pedagogue to be an assistant, consultant, organizer in the student's study and learning, rather than a carrier and deliverer of knowledge;
- development of spiritual and moral orientations of learners at all stages of education based on universal ideological principles and the rich intellectual heritage of our people, the priority of values;
- creating an environment for self-education, active work, independent work alone, in pairs, in small groups, individualization of the educational process in a higher educational institution.

The future of our society requires the preparation of future specialists in a competitive manner, directing them to innovative activities that take into account the requirements of the time.

One step forward in education cannot be made without changing the activity of the teacher, without increasing his responsibility and activity. A.N. Leontev: "The first condition for understanding the world is activity, the second condition is education. In the process of activity, people's abilities, knowledge and skills are formed, therefore, activity is a social phenomenon and the main condition of the struggle for life. That is, activity is a social phenomenon and is an action directed towards goals that meet personal, group, national or universal needs. Human activities differ from each other according to the goals they set for themselves. For example, creative, scientific, pedagogical, entrepreneurial, educational, management and innovative activities. As a result of changes in the content, form, and means of all activities, the moral culture of a person improves.

Nowadays, as a result of the emergence of a new scientific direction in the fields of social and pedagogy - innovative pedagogical activity and ideas of innovation in the educational process,

the concept of "innovative activity of the teacher" was formed in the pedagogical activity of the teacher.

Ideas such as innovative activities in pedagogy, innovative pedagogy, and management of innovative processes in education were first associated with the concept of "educational technology" in Western Europe and the United States in the 60s of the 20th century. Pedagogical innovation centers were established.

The main indicators of innovative activity were developed by scientists and divided into the following categories:

1. Effectiveness - obtaining high-quality results in education and upbringing (Y.K.Babansky, M.N.Skatkin, T.I.Shamova).
2. Durability - not temporary, but long-term success and solid results (Y.K.Babansky).
3. Optimality - matching methods, methods, forms and tools in the teacher's work (M.N.Skatkin), proper use of time, strength and tools (Y.K.Babansky).
4. Complexity is a guide to the perfect development of a person. Achieving "helpful results" (V.V. Serikov) ensuring the unity of the processes of education, upbringing and personal development (E.I. Monoszon).
5. The breadth of possibilities - "using a small number of styles in various combinations" (V.V. Serikov), "making an appropriate impact" (Y.K. Babansky).
6. Practicality - solving the main contradictions of the modern school in accordance with the new tasks of education and training within this innovation (E.I. Monoszon).
7. Prospects - taking into account "social development trends, life requirements, social order" (M.N.Skatkin).
8. Systematicity - the presence of logic in the work that leads to the "summary of all effective" (Y.S. Turbovsky).
9. Scientificness - the provenance and basicity of all conclusions, "turning the general pedagogical idea into a concrete educational practice" (E.I. Monoszon).
10. Application - independence of pedagogical innovation from subjective factors, "adjusting the innovation to the existing educational opportunities of students and the opportunities of the main mass of teachers" (Y.K.Babansky).

I. Schumpeter and N. Kondratev are considered the first leading theoreticians of the concept of "Innovation", while V. A. Slastenin, K. Angelovsky and V. I. Slobadchikov tried to prove in their scientific research [2] that innovative activity is pedagogical and achieved certain results in this regard. were recognized as scientists. For example, V.I. Slobadchikov writes: "First of all, innovative activity cannot be compared to activity in the field of scientific creativity, such an analogy dilutes the meaning of the term "innovative activity". Because any scientific and technical activity is innovative by its nature. Therefore, it is necessary to consider innovative activities in a certain area of social practice. This practice can be considered innovative from the point of view of a specific subject and any activity that leads to significant changes in relation to the existing tradition".[3].

Based on this point of view, the creation of a distance education system for students has become the main issue on the agenda. Analyzing the concept of "innovative activity", G.A. Mkritichyan's opinion about it is noteworthy: "3 main forms of pedagogical experiment-test activity can be distinguished: private experience, experiment-test work, innovative activity of the teacher. The more innovations in pedagogical activity, the better the teacher understands the private experiment".[4].

Innovative activity is an activity aimed at solving complex problems that arise as a result of the incompatibility of traditional norms with new social requirements, the clash of updated norms of practice with existing norms.

Innovative environment - such a creative, sincere and friendly environment is created in the pedagogical team, in the higher education institution as a whole, in which the student feels free, and the internal aspiration and material-spiritual interest in the team is at a high level. In that environment, the student will be ready to think creatively and strive.

The purpose of innovative activity is to obtain the highest result from the spent knowledge, skills and competence, and it is a mechanism of changes in innovative management and control, different from other innovations. Any innovation in the educational system cannot be an innovation. Therefore, it is necessary to point out the commonalities and differences between the concepts of "novation" and "innovation". The basis for this is the specific form, content and scope of the reform activity. If the activity is short-term and does not have the characteristics of a whole system, if it has set itself the task of changing only some elements of a certain system, then we are communicating with innovation.

The analysis of students' readiness for innovative pedagogical activity can be carried out at the following stages:

1. Analysis of the teacher's activity in the application of innovations in pedagogical activity.
2. Analysis of the period of active formation of innovative activity.
3. Analysis of activity in the period after the introduction of innovation into the educational process.

In the educational system, the qualities of a person are formed in the process of activity and are considered the result of activity, therefore, it is necessary to instill in future teachers the psychology of striving for innovation and always feeling the need for independent work. Because innovation gives a person more pleasure than glory. If the tasks of preparing future teachers for innovative pedagogical activities are carried out at a high level, the implementation of pedagogical technologies in the educational process will be effective and the possibility of achieving significant results will increase.

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