



Theoretical and Practice Criteria in Educational Innovative Changes

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Annotation: In this article, the specific features of the directions of theory and practical criteria in the use of foreign languages in education are analyzed in detail. The most important aspects of theory and practical criteria in educational innovation change are highlighted.

Keywords: innovative education, innovation, differentiation, activity, modernization, innovation, imagination, pedagogue, object of research, subject.

Introduction

It is important to use the theoretical model of innovation as an organized activity to implement reforms of the educational system. From this point of view, achieving the transformation of education into a socially active institution allows preventing a moral crisis. This corresponds to the interests of the participants of the educational process in social reality and becomes an important factor determining the change of the educational system. Today, we can see various debates and discussions about ways to reform the education system and whether it can meet today's social demands. The issue of defining common goals and tasks in this regard is of too abstract importance. Also, innovative educational goals form a social existence that corresponds to the ontological aspects of spiritual development.

The socio-strategic task of the educational system envisages meeting the need for innovation. In this sense, we believe that S. Ashurov, "by the beginning of the 1990s, due to the democratization of the country's socio-political structure, the need to create more effective mechanisms for maintaining the unity of the educational space and ensuring the rights of young people to education will increase. We believe that educational innovations are the most effective means of maintaining a single educational space in the conditions of democratization and humanization of general education, the emergence of private educational institutions, the differentiation of educational programs, the renewal of the network of general educational institutions, and the individualization of the educational goals of learners.

After all, the President of the Republic of Uzbekistan said, "Today, when we think about solving the complex and important issues that life is changing rapidly, their solution is related to education and the formation of the worldview of young people on the basis of modern knowledge, high spirituality and enlightenment. we will make sure once again", it is reasonable to conclude that a completely new innovative education is applied in educational innovations as a result of the interaction of educational subjects. In the educational system, the innovative activity of the manager is aimed at using innovative opportunities. In this, on the one hand, his idea, on the other hand, the need for innovation develops. The reason for such conflicts is that the conflict in the adoption of educational innovations depends on the process of reforming the educational space. In essence, innovative change can occur at all stages of the educational process.



Material and methods

As stated by S.Ashurov, "Educational innovation develops as a self-governing system capable of maintaining its integrity and improvement" and observes it in the period of testing the main concepts of innovative education. However, in higher education institutions, it is not an innovative decision, but a managerial decision.

However, in ensuring the implementation of such a decision, they do not aim to create the content of innovation in the process of organizing their activities. This does not apply to the process of adopting educational innovations. The main goal here is to create an opportunity to make a decision on changing the educational space aimed at the improvement of certain general trends that are applied to different innovations in content at different organizational-management levels.

In fact, the development of innovative higher education as an alternative direction in the education system and becoming an object of formation of educational culture is affecting the change of thinking. The innovative form of development shows familiarity with the pedagogical system implemented in the innovative educational institution as the main factor. As N.Shermuhamedova noted, "the analysis of innovative education and the monitoring of its results form the practical basis for changing educational innovations." According to the philosophical and methodological analysis, the innovative idea is a turning point in the educational system.

This factor has a positive significance as an opportunity to determine the effectiveness of the result of the innovative idea after its implementation. In the current era, the creation of a private educational institution in the new Uzbekistan is considered a product of an innovative idea, and its wide implementation reduces it to the level of a product of practical life.

The approval and implementation of the innovative development strategy of the Republic of Uzbekistan in 2019–2021 in Uzbekistan is the basis for achieving innovative development on a global scale, and Uzbekistan is becoming a full-fledged subject of the global educational space. In particular, "the development of human capital as the main factor determining the level of competitiveness of the country in the international arena and its innovative development is the main goal of the Strategy. In order to achieve this priority goal, the main tasks of the Strategy are defined as follows:

- By 2030, the Republic of Uzbekistan will become one of the 50 most advanced countries of the world according to the Global Innovation Index rating;
- to increase the quality and coverage of education at all levels, to develop the continuous education system, to ensure the flexibility of the personnel training system to the needs of the economy..." and other development milestones are envisaged.

The introduction of innovative technologies into the management system aims at the transition to electronic government management. It is known that the practice of introducing innovative technologies into the education system was fully introduced in the first decade of the third millennium in Western countries, and this experience cannot be denied. There are certain problems in the transition to this process in Uzbekistan. technological devices, i.e. technological deficit in the material equipment base and lack of specialists with technological thinking have a negative impact on the introduction of innovative ideas into the educational system. A specialist without technological knowledge cannot advance an innovative idea.

Innovation as a system is based on the understanding of innovative newness. For example, "it is manifested in the importance of continuing education as a means of organization", it is important as a mechanism for ensuring social development, the renewal of society, the need to improve the skills of using innovative educational technologies in the transition to a new system of social relations, in



this process the content of knowledge is changing are acquired on the ground, for example, the Internet system, distance education and others are among them.

Also, as V.S. Lednev pointed out, "scientific knowledge and activity allow the professional development of a person, aim at the dynamics of personal development" and require the understanding of the necessity of the subject factor in the educational space. Choosing an activity in this space and determining one's own way in it is the main factor of the declared ideals of society according to certain values of democratic culture. In this, the ability to choose a path is important, because A.I. As Adamsky noted, "choosing a path, determining one's own destiny, is a normal, natural state of a person. He has different directions of action before him, consciously chooses the direction he likes and is manifested in the continuous development of education.

Result and discussion

This requires improving the way innovation is used. It is impossible to achieve innovative quality change in the system without following this path consistently. Innovative possibilities of education, its innovative assimilation and implementation of established decisions appears. The quality of the innovation improves and each element of the implemented plan begins to live its own independent life.

However, the fact that the education sector retains its classical structure has a negative impact on the organization of innovative education. It allows us to use and understand the idea as an innovative tool for reforming the educational system as a social and cultural activity. The importance of the integration of the educational system is related to changing the scientific landscape of the world and ensuring the integrity of the educational content, which is recognized as a way to solve educational problems.

So, it should be emphasized that innovative education realizes new possibilities of higher education. It is necessary to improve not only the content of education, but also its material and financial support. This leads to an increase in certain crisis situations in the education system, and there is a need to create a new social mechanism for getting out of this situation. The destabilization of the system and the reduction of its innovative capabilities are due to two interconnected factors: "firstly, the educational system is not ready to provide innovative methods of designing the educational space, and secondly, the subjects of the educational process - management staff, state structures, parents of learners do not use the existing innovative methods" will be. In our opinion, it is possible to add to this the lack of a management culture that allows for meaningful compliance with the nature of innovation processes.

Conclusion

Today, it is increasingly important to approach all elements and relationships of innovation only from the point of view of integrity and to understand it as a system. In this case, the level of consistency in the content of innovation as a system is of particular importance, because the system shows its innovative character in this process. It can become points of self-development of the innovative educational system or, accordingly, its self-destruction. From this point of view, the processes related to the assimilation of educational innovations confirm the existence of this law, which manifests itself in any innovative process.

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