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ТИББИЁТДА ЯНГИ КУН НОВЫЙ ДЕНЬ В МЕДИЦИНЕ NEW DAY IN MEDICINE

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www.bsmi.uz

<https://newdaymedicine.com> E:

ndmuz@mail.ru

Тел: +99890 8061882

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MODERN INNOVATIONS IN THE PEDAGOGICAL PROCESS

Mansurova M.Kh. <https://orcid.org/0000-0002-2658-1347>

Bukhara State Medical Institute named after Abu Ali ibn Sina, Uzbekistan, Bukhara, st. A. Navoi.
1 Tel: +998 (65) 223-00-50 e-mail: info@bsmi.uz

✓ Resume

Modern innovations in the pedagogical process, PI are an urgent problem in a multi-level education system. Every modern university must set itself ideas for long-term development and ways to implement them, while the implementation of various innovative projects and other innovations covers all links and elements of the system. Modern EP in the university system is acquiring the features of globalization.

A multicultural environment has formed on the globe, implying the freedom of cultural self-determination of the future specialist and the enrichment of his personality. All over the world there is an understanding of the role of active cooperation and a desire to integrate universities of various types into scientific and educational metropolises of continental, interregional and national significance.

Key words: Modern innovations in the pedagogical process, multi-level education system, the desire to integrate universities of various types into scientific and educational megacities.

СОВРЕМЕННЫЕ ИННОВАЦИИ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

Мансурова М.Х. <https://orcid.org/0000-0002-2658-1347>

Бухарский государственный медицинский институт имени Абу Али ибн Сины, Узбекистан,
Бухара, ул. А. Навои. 1 Тел: +998 (65) 223-00-50 e-mail: info@bsmi.uz

✓ Резюме

Современные инновации в педагогическом процессе, ПИ являются актуальной проблемой в многоуровневой системе образования. Каждый современный университет должен ставить перед собой идеи долгосрочного развития и пути их реализации, при этом внедрение различных инновационных проектов и других инноваций охватывает все звенья и элементы системы. Современное ОП в университетской системе приобретает черты глобализации.

На земном шаре сформировалась поликультурная среда, предполагающая свободу культурного самоопределения будущего специалиста и обогащение его личности. Во всем мире существует понимание роли активного сотрудничества и стремление интегрировать университеты разного типа в научно-образовательные мегаполисы континентального, межрегионального и национального значения.

Ключевые слова: Современные инновации в педагогическом процессе, многоуровневой система образования, стремление интегрировать университеты разного типа в научно-образовательные мегаполисы.

PEDAGOGIK JARAYONDAGI ZAMONAVIY YANGILIKLAR

Mansurova M.X. <https://orcid.org/0000-0002-2658-1347>

Abu Ali ibn Sino nomidagi Buxoro davlat tibbiyot instituti, O'zbekiston, Buxoro, st. A. Navoiy. 1
Tel: +998 (65) 223-00-50 e-mail: info@bsmi.uz

✓ **Rezyume**

Pedagogik jarayondagi zamonaviy innovatsiyalar, PI ko'p bosqichli ta'lim tizimidagi dolzarb muammodir. Har bir zamonaviy universitet o'z oldiga uzoq muddatli rivojlanish g'oyalari va ularni amalga oshirish yo'llarini belgilashi kerak, shu bilan birga turli innovatsion loyihalar va boshqa innovatsiyalarni amalga oshirish tizimning barcha bo'g'inlari va elementlarini qamrab oladi. Universitet tizimidagi zamonaviy RaI globallashuv xususiyatlarini egallamoqda.

Butun dunyoda bo'lajak mutaxassisning madaniy o'zini o'zi belgilash erkinligini va uning shaxsiyatini boyitishini nazarda tutuvchi ko'p madaniyatli muhit shakllandi. Butun dunyoda faol hamkorlikning rolini tushunish va har xil turdagi universitetlarni kontinental, mintaqalararo va milliy ahamiyatga ega bo'lgan ilmiy va ta'lim metropoliyalariga integratsiya qilish istagi mavjud.

Kalit so'zlar: Pedagogik jarayondagi zamonaviy innovatsiyalar, ko'p bosqichli ta'lim tizimi, har xil turdagi universitetlarni ilmiy va ta'lim megapolislariga integratsiya qilish istagi.

Relevance

Innovative activities in the field of education from the second half of the 20th century around the world began to acquire increasing scale and importance. The task of modern higher education is to increase the competence of teachers in the field of the most effective use of information, communication and interactive technologies, in the creation and development of a universal educational sphere, and to stimulate the formation of a new culture of pedagogical thinking. [3, 4].

One of the main features of innovative technology is that its development and application require high activity of the teacher and student. The activity of the first is manifested in the fact that he knows well the psychological and personal characteristics of his students and, on this basis, makes individual adjustments to the technological process. The activity of students is manifested in increasing independence, that is, in a technologized process of interaction. Consequently, innovative pedagogical technology can be considered as a technology of a private type, which means ordered, planned according to a specific project and consistently implemented actions, operations and procedures, instrumentally ensuring the achievement of a predicted goal in working with a person or group under certain environmental conditions. Thus, new modern pedagogical technologies include a personal approach, fundamentality of education, creativity, acmeological approach, and professionalism.

Innovation (eng. innovation - innovation) - change within the system (in - inside); creation and implementation of various types of innovations that generate significant progressive changes in social practice [1, 5]. Pedagogical innovation (PI) is a pedagogical innovation; a targeted progressive change that introduces stable elements (innovations) into the educational environment that improve the characteristics PI can be carried out both at the expense of the educational system's own resources (intensive development path) and by attracting additional capacities (investments) - new funds, equipment, technologies, capital investments, etc. (extensive development path) [2, 4]. of individual parts, components and the educational system itself as a whole. PI is the process of creating, mastering and putting into practice pedagogical innovations that relate to the content of education, methods and forms of teaching, organization and management of the work of educational institutions. They contribute to the optimization of the educational process (EP), organiza The implementation of PI includes the stages: justification of ways to solve educational problems; mass testing of the proposed methodology; development and implementation into practice. The development of PI continues until a new approach is found to solve the problem identified in theory and practice [3]. tion and management, and the creation of new pedagogical technologies. PI must meet the following criteria: optimality, taking into account the level of effort and resources on the part of teachers and students necessary to achieve results; creativity of using PI in mass experience; progressiveness of PI; theoretical and methodological validity [4, 6].

PI occur at different levels of OP. PI in children's educational institutions (preschool educational institutions) should help improve the pedagogical system of the kindergarten and achieve better educational results. New educational programs provide variability in the pedagogical process and focus on the individual characteristics of the child and the needs of his family. This could be the creation of new types, types and profiles of preschool educational institutions, systemic transformations. The introduction of PI into the work of preschool educational institutions requires changes in the organization of the methodological service. In this regard, of particular importance is

the professional competence of teachers and administration, the creation of motivational conditions for the team to join the PI, taking into account the individuality of teachers, psychological readiness for new types of activities, for additional teaching load. For this purpose, creative groups of teachers are created, active forms of methodological work with the teaching staff are used: workshops, business games, pedagogical lounges, modeling and analysis of problem situations. Databases are being created on best pedagogical experience related to innovations in preschool educational institutions, video libraries of teaching materials, open classes, exhibitions on project topics, etc. [5]

The most famous innovations in the field of school education include: organization of training sessions - the creation of homogeneous classes with the right to move to classes of a different level; organization of specialized classes; methods of collective training sessions; application of gaming techniques; use of network interaction systems; application of individual training programs; computerization of EP; technologies based on the principle of complete assimilation; highlighting the national-cultural aspect of education; programmatic learning and problem-based learning; organization of research activities of schoolchildren; attracting teachers from higher educational institutions (HEIs) to work with gifted children; creation of a computer database; improving forms of material and moral incentives for teachers [8].

Currently, a network of innovative schools has been created, education in which is aimed at renewal, creativity and self-development of students. Such schools include: avant-garde, pilot, laboratory, experimental schools that use new models of educational activities in their activities [8,5]. PIs actively realize the developmental potential of learning, proceed from the independent value of search activity, set goals of a high cognitive level, place the teacher in the position of an equal partner in the educational process, assume the personal involvement of all participants in the learning, high personal and professional readiness of the teacher for flexible, tactful interaction with students [6, 7].

Currently, there is an intensive development of the international educational space. Many countries are striving to create a global strategy for human education, which will be independent of his place of residence and educational level. Modern higher education should become international [2,4]. Today, EP at universities is acquiring the features of "multicultural education." It develops the ability to evaluate phenomena from the perspective of Man, from the perspective of different cultures, different socio-economic formations. In the modern world, a multicultural environment is being created, which presupposes the freedom of cultural self-determination of the future specialist and the enrichment of his personality. There is an active desire to integrate different types of universities into scientific and educational megacities of continental, interregional and national significance. In many developed countries, universities and institutes are merging with industrial enterprises [8].

So, a solid base is being formed for scientific research and training of qualified specialists for organizing modern production. Probably, at the present stage, the main principles of the development of universities are: the relationship between science and practice in the process of training a qualified specialist; continuity between all levels of education, high spirituality and feelings of patriotism of students; high corporatism of university graduates; high civic position of students; intelligence and high spirituality of the life of the university, regardless of the political system and economic conditions in the country. Innovative directions in the system of higher education in our country include: the formation and development of a multi-level education system - this serves for mobility in the pace of learning, forms the graduate's ability to master new specialties on the basis of the higher education received; enrichment of the university with modern information technologies, widespread Internet connection, development of distance learning at the university; emergence of university complexes (Campuses); updating the standards of higher professional education taking into account global requirements [4, 7].

Local innovations will be carried out within one faculty or area of training. More significant (large-scale) innovations cover management, forms and methods of organizing educational and research activities of students, educational technologies, and the area of international cooperation [4, 9].

Conclusion

Thus, PI are a pressing problem in the multilevel education system. Every modern university should set itself ideas for long-term development and ways to implement them, while the introduction of various innovative projects and other innovations covers all links and elements of the system.

Modern EP in the university system is acquiring the features of globalization. A multicultural environment has formed on the globe, which presupposes the freedom of cultural self-determination of the future specialist and the enrichment of his personality. All over the world there is an understanding of the role of active cooperation and the desire to integrate different types of universities into scientific and educational megacities of continental, interregional and national significance.

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