

The Unity of Theory and Practice In the Innovative Transformation of the Educational Space



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ABSTRACT: This article examines the scientific and practical significance of research results, the basic rules of analysis and modeling methods, competence and creativity, as well as the analysis of innovative changes in education, the basic rules. They are analyzed based on different theories, approaches, positions.

KEYWORDS: model, strategy, standards, educational trajectory, democratization, innovation, Innovator, competence, creativity, principles, technology, trend, professional, social mechanism, real way.

INTRODUCTION

Knowledge is the most important intellectual resource in the world, education is valued as a source of national prosperity, the right to education is equal for all, because it allows to effectively contribute to the development of creative abilities, deepening economic, social and cultural participation in society. is happening. Therefore, the balance of educational innovations and innovative education, forecasting the quality of education, ensuring the balance of science, education and production in future education is becoming increasingly important.

A number of research institutes and centers around the world are conducting research on the integration of education, the organization of a system of continuing education, the implementation of lifelong learning programs, education planning. As the solution of global problems in the field of education is associated with the vulnerability of humanity, there is a growing need for an innovative approach to its development, so it is important to improve the mechanisms of use of innovative education.

MAIN PART

The changes taking place in the reformed educational space provide an opportunity to fully analyze the possibilities of the proposed theoretical model of innovation as a system and as a separate organized activity. In this context, the implementation of the ideas of education renewal, which have caused controversy in the field of education, is particularly noteworthy. This evidence of social reality affects the interests of almost all subjects of the educational process and is an important factor determining the transformation of the education system.

The first President of the Republic of Uzbekistan Islam Karimov justified the socio-economic and practical significance of this problem by saying that "from the first years of independence there was a great need for radical reform of education and training, science and vocational training throughout the country." [1]

According to the National Encyclopedia of Uzbekistan, Innovation has the following content and concepts: "Innovation (visual "innovations" - introduced innovation, invention) - 1) technique and to ensure the replacement of technology generations funds spent on the economy; 2) scientific and technical achievements and techniques, technology, management and based on best practices news in areas such as labor organization, as well as their application in various fields and spheres of activity". [2]

The need for innovation in the education system and the fulfillment of a strategic task in this regard. As S. Ashurov noted, "By the beginning of the 90-s, due to the democratization of the socio-political structure of the country, there was a need to create more effective mechanisms to preserve the unity of the educational space and ensure the right of young people to education. Educational innovation is the most effective means of maintaining a single educational space in the context of democratization and humanization of general secondary education, the emergence of different types of educational institutions,

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stratification of educational programs, diversification of the network of general education institutions and individualization of students' "educational trajectory" [3]. As the President of the Republic of Uzbekistan said, "When we think about solving complex and important issues facing today's rapidly changing life, we see that their solution is related to education, shaping the worldview of young people on the basis of modern knowledge, high spirituality and enlightenment. we are convinced once again "[4]. Thus, in educational innovations there is a completely new component - innovative education as a structural and organizational basis of social interaction of subjects of educational process. "... It is, firstly, a strong innovation factor, and secondly, it forms a completely new innovation process in all respects" [5]. After all, he "... turns the management staff of all higher education institutions into" authors "and puts their pedagogical teams in an innovative mode" [6]. In our opinion, over time, the accuracy and relevance of this description in terms of content has been further strengthened and found its confirmation in the changes in the education system.

The goal of modernization of education is the development of education supply and needs of the society living in the system in the XXI century, economic and social needs of each individual and family needs should be reflected. To create such a development system The following tasks must be performed:

- ensuring the right to full education by the state;
- The quality of modern education at all stages of the education system to provide;
- Improving the legal and regulatory framework for education and identifying and attracting new resources of organizational and economic mechanisms;
- Professional and innovative competence of teachers development and promotion;
- The latest information and communication technologies in the education system wide introduction of achievements;
- development of a consortium between science, education and industry;
- creative skills of young people in the system of continuing education, introduction of innovative educational technologies aimed at developing intellectual qualities, b. [7].

The point is that where the manager has managed to take advantage of the innovative opportunities of education, the two sides of the process have interacted in practice. On the one hand, his innovative ideology was realized, and on the other hand, the need for innovation arose on the same basis. It should be noted that the majority of management staff is developing new approaches to the organization of the educational process.

So what is the reason for such contradictions? In our view, there is a contradiction at the core of the social technologies of mastering the content of educational innovations, which hinders the process of reforming the educational space. Innovative change is not mastered in the logic of change at all stages of the educational process, which is inherently innovative.

Educational innovation is developed as a self-governing system capable of maintaining its integrity and improving and evolving under certain conditions. rather, it has the ability to implement management decisions. The main feature of such a decision is the procedures for its implementation, which do not involve the creation of its own content, which is an inevitable sign of innovation in the organization of their activities.

This is not just about the process of mastering educational innovations. Here we are talking about a certain general trend, which is more stable in any situation, which allows to make a decision to change the educational space, and the content is applied to various innovations at different organizational and managerial levels.

Indeed, "Higher Education for Self-Determination" and "Smart Development", which are part of the educational culture as alternative education systems, have a significant impact on the socio-pedagogical reality as higher education becomes an object of educational culture. While noting the factors that determine the choice of an innovative form of development, acquaintance with the pedagogical system implemented in an innovative educational institution can be cited as a key factor. In terms of importance, "as a result of the analysis of pedagogical experience, it should be taken into account that its level does not meet the requirements of the time. As for the "original theoretical idea", it, as a source of innovative initiative, occupies one of the last places.

It should be noted that the trend that determines the need to change the basis for the organization of the educational space is related to the changing characteristics and laws of the culture of the country. Education is an integral part of any country's culture. [9]

The essence of the concept of "competence". Being able to withstand strong competition, which is a priority in the labor market in the context of market relations, requires every specialist to have professional competence, to increase it consistently.

So what is competence? What qualities are reflected in the basis of professional competence? How the educator himself must be able to highlight the qualities of competence. At the same time, we are talking about these and similar ideas.

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The English concept of "competence" literally means "ability". The content serves to highlight the "effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent."

The concept of "competence" is psychological research in the field of education

as a result. Competence, therefore, means "having a plan of action in unconventional situations, how a specialist behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs ambiguous tasks, uses conflicting information, and evolves in complex and complex processes." Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

Professional competence is not the acquisition of specific knowledge, skills by a specialist, but in each independent direction assumes the acquisition of integrative knowledge and actions. Competence also requires the constant enrichment of professional knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in their work.

Professional competence is evident in the following cases:

- in complex processes;
- when performing indefinite tasks;
- when using conflicting information;
- being able to have a contingency plan

Professional competent specialist:

- Consistently enriches their knowledge;
- assimilates new information;
- deeply understands the requirements of the time;
- seeks new knowledge;
- processes them and uses them effectively in their practical activities

In general, creativity is the creation of new, original ideas, non-standard form of thinking, successful solutions to given problems is to find. Creative thinking is revolutionary thinking and it is constructive represents character.

According to E.P. Torrens, the concept of "creativity" is based on the following:

- put forward a problem or scientific hypotheses;
- check and change the hypothesis;
- identify the problem based on the formation of the results of the decision;
- knowledge and practical actions in finding a solution to the problem
- sensitivity to mutual contradictions

Creative thinking can be clearly reflected in any social sphere. [10]

The creativity of a teacher is reflected in his creative approach to the organization of professional activity. In recent years, this situation is characterized by the concept of "pedagogical creativity."

Consequently, the emergence of a completely new component in the education system is in itself a factor driving innovation development. But this factor is primarily related to the perception of the result of innovative change. The process of achieving the result itself is overlooked. Reference education among innovators those who clearly articulate the philosophical principles, organizational structure, and way of life of the institution are numbered by the finger.

The technology of introduction of advanced pedagogical experience in the conditions of the command-and-control system has been partially applied and preserved in the attitude to innovation. It is well known that experience cannot be 'applied', it can only be achieved through the experience itself. In order to shape a situation, it is necessary to know the basics of its occurrence, to master the technologies of change and methods of diagnosing emerging trends.

Innovation as a system is based on the understanding of innovative innovation. At least two new rules can be mentioned in the education system that have emerged over the past decades as the basis for creating such a system.

The first is to understand the content of education as a holistic process consisting of three elements of personal development: mastering, nurturing and developing experience. [11] At the same time, the quality of the content of general education is systematized as an integrated system determined by the interaction of the following elements:

- invariant-active organization of the content of general education. This element includes six basic invariants that intersect in concrete real activity: cognition, modification, communicative, aesthetic, physical, and value orientation;

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- The element of subject-structural organization of the content of general education is determined by the general structure of the object of study, allows to preserve the integrity and contradictions of real reality.

It should be borne in mind that the content of general education is not limited to the interrelationship of the above elements, because "... takes into account the subject structure of scientific knowledge, the structure of activity, the structure of the individual and the logic of personal development" [12].

The second implies an understanding of the need to organize the educational space as a space for the manifestation of subjectivity. The choice of activity in this space and its self-determination in it is a key factor of democratic culture that is consistent with the ideals of the structure of society that are proclaimed according to terminal values. In this case, the possibility of choosing a path that is provided in practice is of great importance, because "the choice of the path, the self-determination of one's own destiny is the normal, is a natural state. He consciously chooses the one that suits him best, having different options of action in front of him, which is exactly the variety that should offer him such options. We need diversity in education so that the next generation can choose a real path, learn to respond to the path they have chosen." [13] It should be noted that the trend that determines the need to change the basis for the organization of the educational space is related to the changing characteristics and laws of the culture of the country. After all, education is an integral part of the culture of any country. [14]

The transition from the perception of innovative innovation to innovation as content is the most complex and contradictory process of the innovation process, because here the level of application of the need in the innovative consciousness and its attribute quality - innovative thinking increases significantly. It is this transition that demonstrates in practice how strong the link between the content of innovation reflected in innovative innovation and the form of its implementation in innovation. Here the tendency to put the dominant form over the content in the pedagogical consciousness today is particularly exaggerated.

The above shows that the theoretical and methodological basis of scientific thinking as an integral part of professional pedagogical culture is not yet solid. However, "... at the level of thinking, the constructive, transformative activity of the subject finds its full expression" [15]. Professional thinking determines not only the methods of activity, but also the system of social qualities, and thus provides the basic values of professional culture (system of professional values) and methodological basis (system of principles of choice of methods of activity).

Thus, there is a major "gap" in the social mechanism of innovation, and it does not allow for the preservation and development of the innovative nature of education.

The main features that determine the innovative nature of education can be described as follows:

- In the process of systematizing the content of education, the contradiction between the need to form a holistic view of the world in which the individual learns with the tendency to develop by mastering a set of disciplines, each of which has its own formalized logic, is resolved; to this end, the concept of "education" will be included in the basic curriculum;

- Each higher education, gaining independence in terms of content, solves the conflict between the state order for education and the real needs of a particular social environment in the field of education; To this end, the basic curriculum will include elements based on the separation of national, regional and higher education levels;

- The educational space allows to resolve the conflict between the general normative requirements and individual educational needs by giving the student the freedom to choose the path; to this end, it is intended to break down educational innovations.

Consequently, education acts as an innovation, a form of organizing innovation in its content and structure as a whole, as a way to manage the educational process while maintaining the unity of the educational space, and allows higher education to design curricula independently taking into account the student's educational needs.

This is the way of the gradual chain of launching the social mechanism of innovation. Without consistently traversing this path, it is not possible to create or consciously adopt an algorithm of innovation that conforms to the logic of making a qualitative change in the system. This is where most of the innovative possibilities of education are manifested, and its innovative mastery becomes the administrative execution of the decision. The listed structure of the quality of innovation is disrupted, and each element of the implemented plan begins to live its own independent life. His particularly common images are reflected in the education system. This is reflected in the misunderstanding or acceptance of the conceptual ideology that is considered an innovative means of reforming the education system and, ultimately, in its misinterpretation. It has become customary to approach it as a "new form of reporting". Two-thirds of the management staff surveyed agree with this approach, noting the same quality of new planning.

Second, the 'field of education' has not become an influential component of the organization and measurement of the educational process, it retains its classical subject-based structure. At the heart of the various forms of integration of teaching

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material used in the education system is the integrity of the content at the level of the scientific landscape of the world, this task can not be solved by higher education, as it has not yet solved the problem in pedagogical theory.

Third, the separation of elements at the national, regional, and higher levels of education is artificial. Synthesizing them into a single curriculum at the higher education level is rarely observed. At the same time, strengthening some curricula in a number of disciplines, adding a portion of the hours allocated to higher education directly to them, is becoming a common occurrence, further exacerbating the contradiction between the need for universal, integrated knowledge and the capacity of the disciplines.

Fourth, innovative education realizes the level of higher education readiness rather than the student's educational interests and needs. Here we are talking about both the content of education and its material and financial support.

All this is the result and factor of the functioning of the social mechanism of hesitation, which leads to the imbalance of the education system and the intensification of the existing crisis situations in it. Two interrelated factors contribute to the destabilization of the system and the decline of its innovative potential: "first, the unpreparedness of the pedagogical science education system to provide innovative ways of designing the educational space; secondly, the subjects of the educational process - government officials, government agencies, parents of students do not use existing innovative methods "[16]. In our view, this can be added to the lack of a management culture that allows the content to be consistent with the nature of the innovation process.

In short, the above indicates the growing importance of understanding all the elements and relationships of innovation as a system that is approached only from the point of view of integrity. At the same time, the level of content compliance required between certain stages of its life cycle is of particular importance in system quality innovation, as the research results show that the system loses its innovative feature more here. Moreover, these transitions can become points of self-development of the system or, accordingly, of its self-destruction. From this point of view, the example given in the processes related to the mastery of educational innovations confirms the existence of this law, which manifests itself in any innovation process.

The events that have taken place in the world in recent years have further highlighted the importance of society's education system as a factor in the country's development. The national education system is happening around the world since it is the part that is particularly influential in the change process, it plays a particularly important role in this. Changing the education system in line with the requirements of the time is becoming a pressing issue. Any modernization requires the adoption of high technologies, which can be developed only on the basis of the latest scientific data.

Innovation has always been inextricably linked with the education system, so it is constantly evolving. Of course, education does not directly determine the number of innovations. But the education system creates an intellectual environment in society that allows to put and solve scientific problems, to put into practice the results obtained. For this reason, it is not appropriate to approach the education system only as a system that consumes national income, as it creates the basis for scientific, technical and social development in this area. Due to this, the task of developing innovative programs to stabilize the education system and increase its efficiency arises.

The events that have taken place in the world in recent years have further highlighted the importance of society's education system as a factor in the country's development. As the national education system is considered to be the most influential part of the processes of change taking place in the world, it plays a particularly important role in this. Changing the education system in line with the requirements of the time is becoming a pressing issue. Any modernization requires the adoption of high technologies, which can be developed only on the basis of the latest scientific data.

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CONCLUSION

In the world, education plays an important role as a factor of economic stability of the country, the spiritual maturity of man, a means of ensuring equality, knowledge and harmony of faith in interpersonal relations. It is clear that the creation of a single educational space is a factor in determining peace in the world. The systematic approach to innovation raises another part of the problem: do the concepts of "educational innovation" and "pedagogical innovation", which are widely used today in both

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theoretical research and pedagogical reality, have a right to exist? appears in the ripening. But that is not the main problem. What is the subject of educational or pedagogical innovation? What is the cultural boundary of this socio-cultural phenomenon? What are its basics? In other words, we are talking about the typology of innovations, their specificity, and solving this problem is very important for the effective management of innovation processes in this or that area of professional activity, formed on the basis of the existing division of labor.

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