IMPORTANT PRINCIPLES OF INNOVATIVE REFORMS IN THE PROCESS OF SOCIAL DEVELOPMENT

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Abstract

The article summarizes the main directions, principles of innovative reforming in the process of social development. Also, the article discusses innovative reforms in the educational process of educational organization, activities of teacher in the context of an innovative approach and the features preparation of the people for innovation. Emphasis is placed on the introduction of active principles, methods in the social life.

Key words: principles, innovative reforming, education, reforming, innovations, pedagogical and educational technologies, social development, social life.

INTRODUCTION.

The modern stage of development of the country is associated with the implementation of the processes of deep political reform, economic life, social sphere of society. Today, social relations are being formed, based on a market economy. Custom transition models to market relations is based on taking into account specific conditions and characteristics of the country: traditions, customs, way of life. New labor market conditions are dictated the main directions of development innovative reforms in the country [1].

The fundamental difference between innovative reforms is guaranteed by the state in creating conditions for the gradual progressive development of the ways of social development - continuing education, state regulation of the market educational services and the proper quality of education. For example, the analysis of the existing educational system in the country and Personnel Training shows that among the most significant shortcomings earlier the existing training system should be attributed to non-compliance with the requirements of the democratic and market transformations. There is a lack of close interaction and mutual integration of the education system, science and production [2]. Material, technical and informational base of educational process is insufficient, it is observed that lack of staffing of high-quality educational, methodological and scientific literature and didactic materials. Has not been resolved the problem of ensuring a close relationship between the structure, learning content and educational process, as well as the problem organization of the system of continuing education. The system of upbringing, education and training is not related to ongoing reforms, do not correspond the requirements of the ongoing transformations in society.

Single-level higher education is not considered in the full volume of labor market needs, structural changes in production and positive international experience. Under such conditions in the country, the task of innovative reform set the entire of social development. Innovative reform is focused on the formation of a new generation of personnel with a high overall, professional culture, creative and social activities, furthermore, is able to navigate independently in the socio-political life, capable of setting and solving tasks for perspective [5].

An innovative reforms are expressed in the variability of the content, principles and methods of the social development. It is carried out based on person’s abilities, his individual capabilities, occurs organization of classes and alignment groups. The content of general social development in
accordance with reform requirements include mandatory and additional components. Required component is defined state’s standard and sets the required level of training of humans, additional component is determined with based on the needs and abilities of humans, material and technical and personnel security of country, experimental training programs.

Organization of social development involves: including leading centers; the development and implementation of state, training, structural transformation; improvement, management, expanding the independence of organization; introduction of public administration in forms of councils of founders, trustees and supervisory of tips; development and implementation of effective mechanisms integration of education with science and industry; development and mastering technologies; means of individualization of training; self-education, distance education systems; intensifying student learning [3]; using new pedagogical and information technology and modular system of preparation; ensuring the humanitarian orientation of education based on the rich spiritual and intellectual heritage of the people and common human values.

Innovative reforms in social life represent systemic psychological and pedagogical complex. This complex includes a special selection and arrangement of principles, didactic forms, methods, approaches, techniques and conditions that necessary for the process of social development. As a result of the implementation of this complex, require changes in the forms of behavior and activities of people, the intellectual creativity of the teacher is being improved.

Innovative reforms appear holistic didactic system, the implementation leads to the achievement specific goals of social life. Innovative reforms become a living dynamic component of social life and process, thoughtful creative and constructive work. The main function of innovative reforms is to implement goals of the social process, personal and social development. Realization of reforms is decided by the specific implementation of innovations in social process [4]. Widespread introduction of innovative reforms is changing the paradigm of life. In the practice of social life, there are various directions of innovative reforms. There are directions based on humanization and democratization of social relations; the effectiveness of the organization and management of the social process; methodological improvement and didactic reconstruction of social life.

Using the theoretical foundations of innovative reforms make to determine specific ways to implement them in the social process. Innovative reforms appear new directions in the life, which deals with designing training systems, design training processes, training and development of the human’s personality. Innovative reforms must be viewed as systematic and consistent implementation in practice with pre-designed learning process, a system of principles, methods and means to achieve the goals of managing in the social process. In the process of using innovative reforms does not focus not only achieving one goal, but also universalization of approaches to the study of new directions of life.

Innovative reforms can be characterized in terms of the level of action or effect from the person to the frameworks level (smaller scale-, micro- or macro level), such levels or measurements can be mapped against two fundamental definitions of social development. These varying levels of affecting point to the complexity of execution estimation on social advancements and emphasize the requirements for clarity of social development. Innovative reforms are based on realizing real change in the society. One of new changing – strategy in the heart of innovative reforms personality-oriented approach. Innovation strategy training assumes a systematic organization of management of social process. This activity is organized as a productive creative process. Innovative strategy involves the formation of new management style, new personal
position and new approaches to the organization of social process. Innovative strategy is aimed on the development of a personality, readiness, conditions for society and life [6].

Personal-activity and systemic approaches for training of innovative reforms allow to form professional self-determination, professional important qualities, creative reflective activities. Innovative activity needs constant reflective analysis of situations, own actions, actions of others. The development of the reflexive abilities of the innovative reforms makes innovative process of human’s life. Considering the process of preparing for innovation reforms put the following main tasks of innovative preparation: achieving the level of readiness for innovative activities; formation of professional competence of innovator; development of self-determination and creative reflexive activity [5].

In the innovative activity of social development, the value sense is important. The object of innovation is components of social: forms of organization of the social process, principles, methods and forms of social process and management. The value sense of human’s innovative activity is humanistic orientation. The fundament in preparing for innovative activity is the ability of reforms to work in conditions and change of subject-oriented learning activity. According to practice, innovators are trying to revive the old in a new quality. Innovations are implemented in level of awareness, are not a repetition of the old or repeating certain points of the old when solving modern pedagogical tasks. At the stage of preparation for innovation and development for social life is characterized by a tendency towards strengthening the need for new social knowledge and social activities.

Finally, it is vital to note that innovative reforms are regularly highly contingent and relevantly touchy. The improvements of social advancement are centered on making little businesses that reject the co-operative and common frame due to cultural-political reasons of history [3]. Social innovation has emerged to address a combination of minimalist state welfare structures and growing welfare failures. This do not reflect state failure or welfare crises but rather was the product of a context in which the relationship between the private individual and the state was often remote and problematic. Social innovation reaches a national scale with organizations functioning as a shadow state delivering financial services, employment, health and education to many more citizens.

In conclusion, social innovation offers the potential to lead to substantive changes in the alignment of resources, policy and societal structures to address the major issues of modernity across many different countries, societies. This is very much a dynamic project – a constantly renewing work-in-progress that has an inbuilt self-reflexivity and self-critique – working across many sectors (and their interfaces) and at many socio-structural levels. The empirical project to test and map the impact and effectiveness of social innovation is not only at an early stage of development, but also a better understanding of the trends, blueprints, challenges and opportunities is emerging.

**REFERENCES**
