

## Innovative Approach to Education in the System of Higher Education in Uzbekistan

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**Abstract:** The article analyzes the features of the innovative model of higher education. Attention is drawn to the directions of activities of higher education in the innovation process. It is shown that innovations in education are a necessity of time. The main indicator of innovation is a progressive beginning in the development of the higher education in comparison with the established traditions and mass practice. Therefore, innovation in the education system are associated with changes in objectives, content, methods and technologies, forms of organization and management system; in the styles of teaching and organizing educational process; the system of monitoring and evaluation of the level of education; training and methodological support; the curriculum and programs; a funding system.

**Keywords:** Innovation, Innovative Activity, Scientific Activity, Education, Higher Education System, Teacher - Student.

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### INTRODUCTION

In fact, innovation appears in Latin somewhere in the middle of the XVII century and means entering a new sphere, implanting it and generating a number of changes in this sphere. This means that innovation is, on the one hand, a process of renewal, implementation, and implementation, and on the other - it is an activity to develop innovation into a specific social practice, and not a subject at all. As the current economic situation shows, the country faces the task of innovative development. This implies an innovative approach in education, and mainly in higher education, which should translate the training of specialists to a higher level. The main indicator of innovation is a progressive beginning in the development of the higher education in comparison with the established traditions and mass practice. Therefore, innovation in the education system are associated with changes in objectives, content, methods and technologies, forms of organization and management system; in the styles of teaching and organizing educational process; the system of monitoring and evaluation of the level of education; training and methodological support; the curriculum and programs; a funding system. The sources of ideas for updating the higher education can be the needs of the country, region, city, district - as a social order; achievements of the complex of human Sciences; advanced pedagogical experience; intuition and creativity of managers and teachers; experimental work; foreign experience.

## MATERIALS AND METHODS

The main tasks of modernizing vocational education are presented in the state program:

1. Taking into account the specifics of regional policy in vocational education;
2. Flexibility and effectiveness of vocational education programs;
3. Transparency of financing and competitiveness of professional education;
4. Compliance of technologies used in professional education with the needs of modern economy and students;
5. Formation of students' competencies that are in demand by employers. For higher education, innovation is a relatively new phenomenon; for foreign universities, it has long been a reality.

There are quite a few definitions of the concept of "innovation" and unified approach to it has not yet been developed by science. According to the analysis of the economic literature, the concept of "innovative activity of the University" has not been developed. Studying the interpretation of the concept of "innovation" by Western authors, S.V.Kostyukevich revealed that their approach to defining this concept is pragmatic and utilitarian: to produce new products or services, it is necessary to be able to benefit from knowledge and skills. The following chain is being built: knowledge-innovation – economic growth. Innovations are characterized by the following processes:

- 1) Investment in the system;
- 2) Development of an innovative product;
- 3) Introduction of this product;
- 4) Getting a qualitative improvement in the system's performance.

For the higher education, innovative products are graduates with the required competencies and scientific and practical developments.

An innovative approach to education means advanced training of highly qualified personnel for the scientific and technical sphere and high-tech industries that can implement their ideas.

**ANALYSIS AND RESULTS.** The analysis of the innovative model of higher education to identify the following features:

- In the course of training and subsequent practical training, students master the basic competencies of research and innovation;
- Teachers have the opportunity to combine their educational activities with research and innovation;
- Universities cooperate with the relevant sector of the economy;
- Innovative enterprises are being created.

All this contributes to the formation of an innovative environment around higher education. Already today, the country has integrated structures where educational and scientific and innovative activities are combined. They are assigned the role of a flagship in innovation. These structures are characterized by the following features:

- They carry out both educational and scientific activities with equal efficiency;
- Technologies are being actively introduced into the economy;
- Fundamental and applied research has a fairly wide range;
- High level of training of masters and highly qualified specialists;
- A built-up system of retraining and advanced training programs.

The main task of creating such structures is to advance the development of science, introduce innovations, and train highly qualified specialists for high-tech sectors of the economy. Active use of information and communication technologies (ICT) in the educational process is one of the key

conditions of innovative activity. It is not for nothing that this problem is given the closest attention at the state level. But there are factors that prevent innovation.

1. Lack of adequate funding
2. Insufficient competence (lack of information, in particular) of representatives of higher education authorities of the district.
3. In contrast to large cities, parents do not have the opportunity to purchase the necessary educational literature and "getting" all the necessary textbooks and workbooks falls on the shoulders of already busy teachers.
4. As strange as it sounds, there is no social order on the part of parents as such: teach what you want.
5. The lack of preparedness for innovative activity of pedagogical staff.
6. Weak and practically absent technical information base.
7. Personal factors: free time for reading; strong-willed; perhaps the temperament, character traits of the teacher, etc.
8. Economic: the lack of real market relations in education, therefore, does not stimulate the teacher's personality to develop
9. Material: lack of funds due to individual reasons. In the field of educational policy: this is responsible state and public support for research projects and programs related to the design of innovative developing and developing education.

**RESULT AND DISCUSSION** Classification of innovative technology in education:

1. In relation to the structural elements of educational systems - in monitoring and evaluating results.
2. In relation to the personal development of subjects of education - in the development of certain abilities of students and teachers - in the development of their knowledge, skills, ways of working, and competencies.

3. in the field of pedagogical application - in the educational process.

4. By types of interaction of participants in the pedagogical process - in collective learning (person-oriented) and in individual, frontal, group form, in family training.

5. Functionality - innovations-products (educational tools, projects, technologies, etc.)

6. By methods of implementation - systematic.

7. On the scale of the distribution - at the international level and at school.

8. Selection of a sign of the scale (volume) of the innovation -system-wide, covering the entire school or University as an educational system.

9. Socio-pedagogical significance - in educational institutions of any type.

10. On the basis of innovative potential - combinatorial and innovations. 11. Compared to its predecessor - substituting and opening.

## CONCLUSION

The innovative model of higher education development implies the implementation of a systematic approach to the development and use of innovative products with their extension to all types of educational activities. It should be guided primarily by such principles as the priority of education, secular education, democratic character of education management and continuity of levels and continuity of education, active participation of the state as the main guarantor of the constitutional rights of citizens to education in the development of education, priority of universal values, human rights, humanistic character education, involving the freedom of choice of pedagogical workers methods of training and education, educational technologies, learning tools, and students - educational institutions, directions, training profile (specialty), forms of education. All this should eventually bring our educational system to the world level. But without regional actors, the modernization of higher education

cannot take place. Therefore, they should also actively participate in the process of innovative development of education. Thus, we can say that the introduction of innovations in universities will lead to a new model of higher education, its restructuring. And the innovation models should be different for different higher education.

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