



Innovative education system and tolerance skills

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ABSTRACT

In modern society, the role of spiritual and moral education in human development is particularly great. In recent years, researchers pay much attention to the search for new methods and approaches in education. The creation of a new concept of education has a paramount importance. The education system should be integrated into the global educational community and to respond to global trends in education. The primary focus of educational innovations should be on teaching and learning theory and practice, as well as on the learner, parents, community, society, and its culture. Technology applications need a solid theoretical foundation based on purposeful, systemic research, and a sound pedagogy. One of the critical areas of research and innovation can be cost and time efficiency of the learning.

Keywords:

Tolerance, education, innovation system, upbringing, educational technology, time efficiency.

Education, being a social institution serving the needs of society, is indispensable for society to survive and thrive. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. This evolution must be systemic, consistent, and scalable; therefore, school teachers, college professors, administrators, researchers, and policy makers are expected to innovate the theory and practice of teaching and learning, as well as all other aspects of this complex organization to ensure quality preparation of all students to life and work.

Here we present a systemic discussion of educational innovations, identify the barriers to innovation, and outline potential directions for effective innovations.

It is well known that higher education has been historically slow to adopt innovations for various reasons. Because it is complex (due

to cohesion and continuity of science) and labor intensive, higher education is particularly difficult to make more productive. Secondary school is even more conservative than universities because they cater more and more to students' well-being and safety than to their preparation for real life and work. Both secondary and higher education function as two separate and rather closed systems in their own rights. They are not only loosely connected to the wider world but also suffer from a wide disconnect between high school output measured in graduate learning outcomes and college entrance student expectations. It seems that "the systems and values of industrial education were not designed with innovation and digital tools in mind. Innovation, whether it is with technology, assessment or instruction, requires time and space for experimentation and a high tolerance for uncertainty. Disruption of established patterns is the modus operandi of innovation. We like the fruits of innovation, but

few of us have the mettle to run the gauntlet of innovation". It is paramount, nonetheless, to accept that "innovation is linked to creativity, risk taking, and experimentation" which must be a part of the education system.

Innovation is difficult to spread across school and academia because it disrupts the established routine and pushes implementers out of their comfort zone. Terry Heick writes that "many K-12 schools give lip-service to the concept of innovation in mission statements, on websites, in PDs (professional development), and during committee, council, and board meetings, but lose their nerve when it's time to make it happen. Supporting something seen as secondary (innovation) in the face of pressure, far-reaching programs, external standards ranging from Common Core to Literacy, Technology, and Career Readiness becomes a matter of priority and job security. While education begs for innovation, arguments against it often turn to tempting, straw man attacks". In many instances, innovation in educational institutions does not take priority over pressing routine issues – really, abiding by the state standards is more urgent.

Teachers and school administrators are commonly cautious about a threatening change and have little tolerance for the uncertainty that any major innovation causes. Of course there are schools and even districts that are unafraid to innovate and experiment but their success depends on individual leaders and communities of educators who are able to create an innovative professional culture. Pockets of innovation give hope but we need a total, massive support for innovations across society.

Innovations in the system of science and education today is the creation of the Dagestan Scientific and Educational Center of RAE (DSEC RAE) is a structure of continuous education institutions at various levels. A special place in DSEC RAE reserved to psychopedagogical conditions of formation of psychologically healthy and stable personality that determines the ability to counter any negative impact, to maintain stability and balance of the inner world and way of life, the creation of the Russian system of education of

patriotism, friendship of peoples, tolerance, citizenship.

Work in the area of search and creation a new concept of education is of paramount importance. The education system needs to adapt to the new market economy and integrate into the global educational community, to respond adequately to global trends in education. It is necessary to pay attention to the development of human capacity for innovation. The task of education is to help each individual to develop their skills and become a human being and citizen.

Today, conditions are updating the content of education, which focuses on the formation of the humanistic, socially significant values and patterns of civil behavior.

Organization of spiritual and moral education involves the creation of pedagogical conditions for the formation of young people feeling and consciousness of Russian patriotism, friendship of peoples, tolerance.

Culture education of interethnic communication (upbringing of Russian patriotism and citizenship, tolerance and friendship between the peoples) in DSEC RAE is an organized, purposeful process.

Education is intended to ensure the formation of young people humanistic motives. Humanistic orientation based on the motives of international behavior (formation of young people needs to show attention and sensitivity to the national dignity, have the attention and respect for the culture of a different nationality, language, traditions).

Speaking of education and spiritual formation of young people, we can not say about the place and role of religion. This is particularly important in the general surge of religious fundamentalism and the dissemination of ideas in the Caucasus. Therefore, the organization of youth education in the spirit of peace and tolerance among peoples, and should be considered reasonable to use the influence of religion in the various spheres of social life, the state, law, culture, education, national and family relations.

Conclusion

Radically improving the efficiency and quality of teaching and learning theory and practice, as well as the roles of the learner, teacher, parents, community, society, and society's culture should be the primary focus of these changes. Other promising approaches should seek to improve students' work ethic and attitudes toward learning, their development of various learning skills, as well as making learning more productive. We also have to bring all grades, from preschool to higher and postgraduate levels, into one cohesive system. As the price of education, especially at colleges and universities, continues to rise, cost and time efficiency of learning, effective instructional approaches, and methods and tools capable of fulfilling the primary mission of education all will become critical areas of research and inventive solutions. Colleges and universities must concentrate on expanding the value of education, maximizing the productivity of learning, correlating investments with projected outcomes, and improving cost and time efficiency. Whatever technologies we devise for education, however much technology we integrate into learning, the human element, particularly the learner and teacher, remains problematic. So, while taking advantage of effective educational technologies, we must situate those modern tools within a wider context of human education in order to preserve its humanistic, developmental purpose and, thus, make more effective use of them.

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