



Modern Innovative Education Process and Its Structural Analysis Challenges

Filimonova Liliya Yurevna,

Tashkent State Transport University

Tel: +998 933812706

Orcid: <https://orcid.org/my-orcid?orcid=0000-0002-6707-937X>

ABSTRACT

The presented article deals with the issues stating, that educating intellectually advanced generation is the ultimate goal of Uzbekistan for the construction of the great state. Education structural system is a whole science today. It is in the constant process of change according to the laws of development, but first of all its structure is a part of science.

Keywords:

structural analysis, education, modern, innovative, management, activities

Introduction. Within the years of the Republic of Uzbekistan Independence, all Educational Institutions were to prepare competitive and skillful specialists, engineers, teachers and instructors as number one priority. This idea promotes our present-day scientists, specialists, as well as teachers and instructors to become highly relevant, to have creative thinking ability, intellectual and spiritual potential, to gain the top skills as well as to become meticulous teachers. Higher education system plays a vital role in delivering highly-qualified scientists and teachers to our education system. According to the module content and evolving higher education institutions, training and retraining of professors and teachers serve as the basis for ensuring the highest standards of efficiency. In this academic year particular attention will be provided to Pedagogical Universities structure, management, and activities, as the students are promoted to be the most important part of the future staff training of all spheres of Uzbekistan economy.

Our today's President is very much concerned on the current issues of the whole system of education in our country. The

development of society, culture, science and technology increased requirements for improving the sphere of education system, to the enrichment and improvement of not only professional knowledge, but also pedagogical skills – managerial, teaching, communicative, research, scientific and educational.

Uzbekistan is obtaining its appropriate place among the developed countries; its future largely depends on the personnel with deep knowledge and qualifications. Under the constant attention of the President of the Republic of Uzbekistan educating intellectually advanced generation is our ultimate goal for the construction of the great state.

Education structural system is a whole science today. It is in the constant process of change according to the laws of development, but first of all we should speak of its structure as a part of science.

The structure of any human activity is a combination of the following components: motives and motivation - goal - objectives - content - forms - methods - results. It all starts with the motives of the subjects of the innovation process in education (teachers and university students), determining the goals of

innovation, transforming goals into a set of tasks and objectives, and developing the content of innovation. All of the above mentioned components of activities are implemented under certain conditions (material, financial, hygienic, moral and psychological, temporary, etc.), which are not included in the structure of activity itself, but if ignored, the innovation process would be paralyzed or would be ineffective.

The subject structure includes the innovative activities of all development subjects, starting with students and ending with the Minister of Education. This structure takes into account the functional and role relationships of all participants in each stage of the innovation process. It reflects the relationships of the participants in the planned innovations. The level structure reflects the interconnected innovation activities of subjects at the international, regional, district and other levels. It is obvious that the innovation process at universities is influenced by innovation activities at higher levels. For this impact to be positive, special activities of managers are needed to coordinate the content of innovation and innovation policy at each level. In addition, we draw the attention of managers to the fact that managing the process of educational development requires its comprehensive consideration.

The substantive structure of the innovation process involves the birth, development and adoption of innovations in teaching, educational work, organization of the educational process, in university management, etc. In turn, each component of this structure has its own complex structure. Thus, the innovative process in teaching may involve innovations in methods, forms, techniques, means, in teaching technology, in the content of education or in its goals, conditions, etc.

Lifelong cycle structure. A feature of the innovation process is its cyclical nature, expressed in the stages that each innovation goes through: emergence, rapid growth, maturity, development, assimilation, saturation (penetration into all links, parts of the educational process, routinization, i.e.

fairly long-term use innovation, as a result of which for many people it becomes a common occurrence, the norm, crisis, i.e. the exhaustion of opportunities to apply it in new areas, finish. The innovation ceases to be such or is replaced by another. Modern society develops much faster than hundred or even fifty years ago, so the issue of routine is urgent on one hand and on the other hand, it is out of question today, since life itself changes every second of every day.

Some innovations go through another stage, called irradiation, when with routinization the innovation does not disappear as such, but is modernized, often having an even more powerful impact on the process of educational development. For example, programmed learning technology before and after the widespread use of computers.

However, very often, having received positive results from mastering an innovation, teachers unreasonably strive to universalize it, to extend it to all areas of teaching practice, which often ends in failure and leads to disappointment and a cooling of innovative activity.

The management structure involves the interaction of four types of management actions: planning - organization - management - control. As a rule, the innovation process at a university is planned in the form of a new concept or, most fully, in the form of a development program, then the activities of the team are organized to implement this program and control over its results. Particular attention should be paid to the fact that the innovation process at some point may be spontaneous and uncontrollable. However, the lack of management of such a complex system as the innovation process will quickly lead to its attenuation. Therefore, the presence of a management structure is a stabilizing and supporting factor for this process, which, of course, does not exclude elements of self-government and self-regulation in it.

Each component of this structure has its own structure. Thus, planning includes a problem-oriented analysis of activities, the formation of the new concept and strategy for its

implementation, goals and the development of the operational action plan.

SCIENCE. Academic research in educational sciences, 3 (10),

Conclusion.

Besides those mentioned, in any innovation process it is not difficult to see such structures as the creation of innovations and the development of innovations; a complex innovation process that underlies the development of the entire education system, consisting of interconnected micro-innovation processes.

Knowledge of all structures is necessary, because it is the innovation process that is the object of management in the developing education system. All of the above structures are organically intertwined with each other not only by horizontal, but also by vertical connections, and moreover: each component of any structure of the innovation process is implemented in the components of other structures, that is, this process is systematic.

Bibliography:

1. Бычков, А.В. Инновационная культура/ А.В. Бычков// Профильная школа. - 2005.
2. Загвязинский, В.И. Инновационные процессы в образовании и педагогическая наука. Сборник научных трудов. - Тюмень, 1990.
3. Рябинова Е.Н. Разработка и реализация индивидуально-корректируемой технологии профессионального обучения – Самара: Изд-во СНЦ РАН, 2009г.
4. Suggs, Ernie (September 7, 1999). "Georgia Tech Harnesses Technology for Learning". The Tuscaloosa News.
5. Explaining Google Apps, <http://edtechteacher.org/gafe/>
6. O'Bannon, B. (2008). "What is a Lesson Plan?". Innovative Technology Center * The University of Tennessee. Retrieved May 17, 2011.
7. Iroda Izatullaevna Ismatullaeva, Liliya Yurevna Filimonova, & Achilov Oybek Rustamovich (2022). SOCIOLINGUISTICS AND ITS DEVELOPMENT AS AN INDEPENDENT