

Formation of Basic Competencies of Primary School Students on the basis of Innovative Approach

UrazimbetovaAygul, doctoral student in Tashkent state pedagogical university

Abstract

The development innovative of education requires anticipation of the characteristics of the emergence of a new social-cultural environment. It is based on the crisis situations that occur in human's life. It is in their expression that there is an incentive for innovation, for the development of individuals and society. In them one can see the causes of new phenomena of education, the tasks of the content, the need for changes in the results. New types of educational institutions and new types and forms of educational services are emerging.

The commercialization of education leads to a change in its goals. The growing gap between the need for highly educated professionals who can carry out creative self-actualization in the work process and the real state of their integration into the multifaceted life of society.

The new goals and tradition of society show the need to understand the types of education.

Thus, the question arises before the school about the need to create conditions for the acquisition and accumulation of knowledge, as well as the conditions of activity that can ensure the emergence, formation and creativity of the individual, its content, technology. The life of school is a phenomenon of holistic human life. In order to clearly understand the essence of the phenomenological approach to education, it is necessary to identify the foundations and methods of cognitive processes related to the inner world of the learner. In an educational institution, he is involved in a special situation - to realize and experience his potential.

At present, great attention is paid to the formation of knowledge-seeking skills and aspirations of primary school students, as well as the accumulation of knowledge. This allows us to talk about formative education. The approach to education, which is based on the transmission of cultural experience in the form of a logically complete system of knowledge, is gradually becoming a thing of the past.

It is in a situation that requires the introduction of new systematic methods in the management of the quality of primary education. Development in the new conditions is determined by changes in the state education system and legislation in the field of education, the development of new priorities in national education policy, institutional changes in the social, economic and spiritual spheres.

The modern requirements of the development of society set new goals for the school, actualize new values (self-development, self-determination, self-actualization). Based on them, the concept of person-centered education is developed. It is based on the cultural-historical and activity approaches developed in the works of L.S.Vygotskiy, S.L. Rubinstein, D.B. Elkonin, V.V. Davidovs [23,128,185,129].

Modern research of A. G Asmolov, V. P.Znnchenko reveals the general methodological essence of this concept, V.A Bolotov and others solve it at the organizational and managerial level [8,51,17].

The concept of an effective-generalizing approach to education, the essence of which is the organization of study groups according to the characteristics of the student's mental activity and social relations, expressed in collaborative work in children's communities, allows to use the features of children's communication to solve learning problems.

The current situation in society, as well as the experience of school management shows that the main way to develop and strengthen the education

system is to ensure the competitiveness of each educational institution and its graduates. The basis of competitiveness is the quality of education.

Analyzing the process of adaptation of the school to the complex economic and socio-demographic situation, we came to the conclusion that competitiveness is formed from several constituents.

First, it is the ability of the school to provide quality education in the I, II, III stages of education, providing the graduate with adaptation to the post-stage educational services or labor market. Second, it is the “image” of the school: parents and students are sufficiently aware of the services provided by the school and are satisfied with the level of these educational services. Third, parents and students are sufficiently satisfied with all types of educational services.

The education system should provide the necessary conditions for the consumer to choose the model of education (organizational, personnel, educational, methodological, informational, etc.). From the very beginning of education, the student-consumer must have the conditions of choice and be responsible for his own choice. The situation of choice should always be in conflict between the student’s capabilities and needs, the requirements of the standards.

In order to build a literate policy in the field of educational services, it is necessary to focus on the state educational standards and the requirements of students and parents.

However, in a competitive environment, an educational institution will be in a position to seek educational services that will allow consumers of educational services to meet their growing cultural needs and open up new opportunities to realize their individual identities. Therefore, the search for new ideas to improve the educational process, new opportunities that will bring students to the modern level of development of the nation, technique, technology, production. The most

important task of the educational institution is to create conditions for the formation of the individual as a key factor in the reform of society. This requires changes in the pedagogical system of the school - innovations.

The complex and controversial renewal of our society raises the question of the survival of the education system, which cannot be maintained without developing in conditions of instability in all spheres of life. The rapid development of innovative processes in recent years testifies to the need for reform in education.

Education is always innovative, pedagogical research. Experimental work was associated with innovative processes.

The word "innovation" appeared in science at the end of the XIX century. In the 1930s, a special branch of innovation research emerged in the West - innovation. It emerged as an expression of the growing need of firms in crisis and post-crisis times to develop and implement new services, ideas.

Innovation means the introduction of such an innovation that it is carried out in the system at the expense of its own (in - within) resources (reserves).

Innovations are ideas, processes, tools, results obtained in the integrity of improving the pedagogical system. But in any case, the problem of updating the pedagogical system is very important and topical, requiring appropriate professional analysis.

There are several descriptions of school-wide phenomena in pedagogy. Here are some of them:

- Innovation - a creative, technological and methodological concept of education, which raises education to a higher level
- Innovation is the creation of completely new patterns of activity that go beyond the norm, unregulated, bringing professional activity to a whole new level of quality [61].

- The process of innovation is a dynamic unity of pedagogical innovations, their assimilation by the pedagogical community and their effective use in practice on a scientific basis [118].

The issue of innovation is especially important in a modern school, as the main ways to modernize education and, accordingly, to actively reform the system are identified.

However, it should be noted that despite the growing interest in innovation processes and the scale of the spread of the concept of “innovation”, neither a general theory of innovation processes nor specific pedagogical innovations have been developed. At the same time, there is a number of works on innovative pedagogy, which in our opinion is noteworthy.

Information on innovative processes in the pedagogical literature is not yet sufficiently covered. It is difficult to find specific research on innovation input issues. Only in separate works published in the pedagogical literature in recent years can we find attempts to introduce ideas about innovation and general ideas about innovative processes in the education system.

I.P. Podlasy gives the following interpretation of the concept of innovation: “Innovation (from English Innovation – giving novelty , novation) - is a change within the system. Innovations in the pedagogical interpretation and in the most general sense involve the introduction of innovations in the pedagogical system that improve the course and results of the educational process "[113, 85, p.180]. At the same time, the author emphasizes that "there are contradictions in the explanation of the essence of pedagogical innovations." For example, "Professional pedagogy" states: "Innovation is - a complex process of creation, dissemination and use of new practical tools in the field of engineering, technology, pedagogy, research" [99, p.97].

But innovation cannot end with the creation of tools. Innovations are ideas, processes, tools, results obtained in general in the qualitative improvement of the pedagogical system [96, p. 140]

A.I. Prigogy gave the following definition: "Innovation is a goal-oriented measure that introduces new, relatively stable elements into a particular social unit - organization, village, society, group" [143]. Based on this definition, S.D. Polyakov has created a model for the dissemination of pedagogical innovations, which, in our opinion, reveals the essence of innovation more fully and concisely [116].

AI Prigogin, studying the definition given by S. D.Polyakov, comes to the following conclusion:

- First, the introduction of innovation does not happen right now, it is a process;
- secondly, it is not a spontaneous process, there are "authors" who aim to make these changes (authors of innovations are usually called "innovators", so we can talk about the innovative activities of participants in the introduction of innovations);
- thirdly, change is introduced into a society of people who are organized to a certain extent;
- Fourth, it leads to the emergence of new sustainable elements in society: the objects used, the norms of activity and communication, goals, values, the renewal of the environment, and so on [116].

If innovation is a process, then it will occur at certain stages, develop, and ultimately result. In innovation, this is reflected in the concept of "life cycle of innovation" [115, p.55].

The "period of life" includes the stages of the emergence of innovation, its assimilation in a particular object, diffusion (distribution to other objects), the

stages of transformation of innovation into traditional.

Of course, the innovation process can be stopped at an arbitrary stage. Most importantly, it can change (developing , deforming) the original novel beyond recognition [115 p.57].

Different scientists distinguish different amounts of innovation. For example, Estonian news theorist YuloVooglaid, a theorist of news and social experiments, proposed 25 basics of news separation. These include: long-term and short-term, aimed at small groups and society in general, radical and reformist, labor and leisure, authoritarian and liberal, enterprising and oppressed, etc. [115, p.7].

For pedagogy, the focus of our firm is: the radicalism and attitude of the new to the old, to the previous forms of activity.

In the distribution of innovations by radicality, there are often three types: radical, mixed and modified (in other words - improving).

An example of a radical innovation in public education is the attempt to restructure the educational process on the basis of computer technology. The second example (in the field of education management) is the transfer of schools to unsupervised, "trust-based" work.

Mixed innovation is a new combination of previously known elements (a new type of lesson, such as an unusual combination of known examples, working methods).

Modified innovation is the improvement, replenishment of the existing without completely changing it. The use of the word "innovation" is not appropriate for such changes.

The introduction of innovations into their predecessors is divided into the

following groups: replacement, disclosure, rejection, and most surprisingly, retro-news [115, p.8]. Replacing a traditional control case with a computer controller is an example of a replacement innovation. The new science of "Anthropology" is a creative innovation that reveals a new field of activity. Cancellation of homework is an example of rejection, final innovation. Finally, retro news is old. Forgotten. What has become even more relevant is the emergence of forms of group work in the classroom, which were considered to have always been discontinued in the 1920s; as an example, modern gymnasiums focused on gymnasiums of the early last century.

We believe that knowing a large number of innovations allows us to better understand the purpose of innovation, its capabilities, the characteristics of the expansion of the innovation process. For example, the difficulties of mastering and disseminating radical innovation can be expected to be more difficult than introducing modified innovations (mastering non-assessment learning is much more difficult than, for example, moving from a five-point grading system to a seven-point grading system).

A systematic approach is the methodological basis for understanding the innovative processes taking place in the current education system. It reveals the mechanism of interaction and interaction of systems, shows the development of sources and constraints of systems in order to realize the main task - the use of systemic qualities as a positive factor of radical influence on quality management in education.

V.P. According to Bespalko's definition: "a systematic approach is an approach that deals with a complete description of the structure of structural objects, the laws of their operation and development" [13, p. 14].

Systematic approach with introduction - goals, objectives; with output - the

results of the work, as well as the system with feedback from the community, parents, students, the external environment. In order to further reveal the essence of the innovation process, its impact on the qualitative renewal of the education system, it is necessary to clearly understand its boundaries, its connection with the concept of "pedagogical system". It is generally accepted that the pedagogical system enters the education system as the highest order system (O.E. Lebedev, A.I. Subetto et al [71, 147]).

There are certain difficulties in understanding the relationship between the concepts of 'pedagogical system' and 'innovative system'.

B.C. Lazarev [70] describes the innovative system of the school as "... all those who provide innovations in the pedagogical system, that is, the innovation process", and the pedagogical system - "all those who ensure its operation."

In our opinion, the innovative system will also work as a pedagogical system, but will have other components. A.G. Porshneva, Z.P. Rumyantseva, N.A. Solomatin analyzes the characteristics of sustainable and innovative processes on ten indicators:

- ultimate goal;
- ways to achieve the goal;
- the risk of achieving the goal;
- process type;
- managed as a whole;
- planning opportunities;
- plans;
- development of the system in which the process is carried out;
- the degree to which the interests of the participants in the process coincide;
- distribution of responsibilities;

- Forms of organization [127].

These indicators are, on the one hand, management categories and, on the other hand, components of an innovative system.

We believe that this scheme of comparison of sustainable and innovative processes can be adopted with some clarifications.

As the authors point out, short-term planning is possible in a sustainable process, and long-term planning is possible in an innovative process - with the possibility of making adjustments. We believe that a sustainable process is also planned for the long term. The degree to which the interests of the participants in the process coincide, in our view, does not depend on the type of process.

Many researchers analyze the extent to which innovations have an impact on the school's learning environment, emphasizing the role of innovation in radically changing school lifestyles as an educational process that takes place in it.

In our opinion, one of the aspects that need to be taken into account when assessing the impact of innovation processes is to link it with DTS. DTS has minimum requirements for the level of education as a guarantee of maintaining a single learning environment, where innovations have the ability to optimize and improve the quality of educational activities.

Current innovations lose their relevance over time, but retain their effective features and become part of the traditional process. This quality of innovation allows to increase the minimum requirements of the educational standard and, consequently, to rapidly change the level of quality of education over time.

In our research work, we found that innovative activity achieves optimal efficiency in the systemic nature of the introduction of innovations that cover all aspects of educational activity.

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