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PEDAGOGICAL ENVIRONMENT FACTOR IN THE DEVELOPMENT OF THE EDUCATION SYSTEM: PROBLEMS AND APPROACHES

Ravshan Yarashevich Ergashov*

*Deputy Chief of Educational Staff,
Higher Military Aviation School of the Republic of UZBEKISTAN

ABSTRACT

During the years of independence, the development of the education system, which is an important sector of socio-economic, political, ideological and cultural life of the country, is one of the vital factors that directly affect the formation of spirituality. The radical reforms being carried out today, their content and essence are steadily developing in line with the requirements of world standards, are intertwined with the traditions of our people, our rich history and spirituality. First of all, the legal framework for these radical reforms has been created, which in turn has laid the foundation for the creation in our country of competent personnel with modern knowledge and thinking, well-rounded, able to meet the requirements of advanced world standards. The education system has been one of the most pressing issues in the history of our country.

KEYWORDS: *Education System, Spiritual Values, Development, Innovative Ideas, Informational Technologies, Professional Skills, The Law "On Education", "National Training Program", Development Concept, Innovative Cluster System, Continuing Education, Intellectual Resource, Scientific And Methodological Structures, Pedagogical Education Cluster*

INTRODUCTION

The main part

If the root of a tree is the deeper and more branched, the stronger it is, the longer its life, and the more abundant its fruit. For thousands of years of human development, mankind has not been able to discover a more effective means of developing society than education, science, and the profession. That's why education, science is an important factor that determines the future of any society, nation and state, and serves its development.

Education can achieve its results only if it has its roots in science and industry, social life, in a word, connection with life, and is fully integrated with internal and related networks. and a state that is able to provide a deep, all-round continuing connection between science, education and the economy, and which can be applied to all spheres of public life, will prosper. It is no secret that our country is doing a lot in the field of education.

From the first days of the independence of Uzbekistan, our state has paid special attention to this area, and the implementation of radical reforms has become one of the main tasks. The further development of the nation with the youth can be seen in the meaning of spirituality, which has become the greatest wealth, its place and importance in the life of man and society. One of the bases of spirituality is history. Indeed, in the XXI century of information technology, the people's memory, the need to understand the reality of the past, which can resist foreign ideas, is growing from year to year, innovative ideas and approaches raise the attitude to history to a higher level. However, the efforts to ensure that our spiritual values are enriched with the achievements of science and development have paved the way for the development of our country in accordance with world experience.

Drastic improvement of the education system, identification of target areas for the training of highly educated specialists, in particular, continuous improvement of professional skills and knowledge of teachers are among the most pressing issues. It is no coincidence that the Address of the President of the Republic of Uzbekistan to the Oliy Majlis on the most important priorities for 2019 emphasizes the relationship between science and education, education and socio-economic life. Because human capital is in the center of the education system, its proper distribution, its effective use and targeted orientation, including the organization of the system of pre-school, general secondary and higher education in accordance with the requirements of today in a holistic way with all stakeholders of society, all subjects of the educational process, achieving complete continuity is one of the important tasks before us.

Review of literature on the subject

The problem of forming preparation of future professionals for innovative activities is multifaceted, but its solution is mainly related to the solution of the contradiction between the social order for the training of competitive professionals and the possibility of its implementation. Many educators and scientists have conducted research on the specific and general aspects of innovation.¹ For example: N.N.Azizkhodjaeva, B.L.Farberman, N.Saidakhmedov, M.Ochilov, B.R.Adizov, M.H.Makhmudov, S.Ziyamuhamedova, B.Ziyamuhamedov, U.Nishonaliev, R.Juraev, U.Tolipov, Russian scientists V.P.Bespalko, M.T.Gromkova, V.A.Slastenin, L.S.Podymova, M.V.Klarin, Y.P.Morozov, P.I.Pidkasisty, N.V.Konoplina, A.Y.Nayn, M.M.Potashnik, Khutorskiy A.V., N.R.Yusufbekova, V.I.Andreev, P.G.Shedrovskiy and others. The concept of innovation is interpreted differently in the scientific and pedagogical literature. Under the word innovation, V.I.Andreev understands the novelty, originality, which is introduced into the educational process at school.² A.Y. Nainsays: "Innovation means a completely new education (a special approach), a new idea that changes the

¹ K. Olimov and others. Methods of professional education. Textbook.2015y.

²Ishmuamedov R., Abduqodirov A., Pardaev A. Innovative technologies in education (practical recommendations for teachers of educational institutions). -T.: Talent Fund, 2008 -180 p.

essence of existing educational technology, a new type of educational institution or education management,". M.M. Potashnik understands innovation as the process of acquiring innovation. P.G. Shedrovsky says that this is an attempt to transfer an organized activity from one field to another. A.F. Balakirev in his work, based on the fact that this concept is derived from Latin (in-in, nova-new), argues that the term innovation should be interpreted as innovation, the introduction of innovation.

We believe that innovation is a subjective innovation that is new to a particular person or institution, while others are already sufficiently aware of it.

N.I. Lapin interprets the word "innovation" in terms of etymology and believes that its implementation means the creation and use of something new.³ It is a novelty that has emerged in response to a particular social need and represents a practical means of satisfying that need. The process of creating, acquiring, using and disseminating innovation in pedagogical practice in education is also called an innovative process. Innovations in education do not always have a theoretical basis, because innovative teachers usually develop their own authorized works, concepts, new programs, methods in practice.

MATERIALS AND METHODS

The fundamental changes that have taken place in recent years have necessitated a rethinking of new innovative approaches, existing views, concepts and attitudes to all spheres of public life with a mirror of development and efficient criteria. Noting that a lot of positive work has been done in the field of education and training during the years of independence, it should be noted that the inability to clearly define the goals and methods and means to achieve them, in-depth study of labor market requirements, inconsistencies in supply and demand serious mistakes and shortcomings were also observed as a result of disregard for social status and aspirations. As a result, the requirements of the Law on Education and the National Training Program have not been fully implemented. Over the years, we have focused more on finding our own unique and appropriate path in education and training, as in all areas.

Indeed, in recent years, President Shavkat Mirziyoyev has drastically reformed the education system and radically improved the quality of training and began to pay seriously attention to improving, in particular, the application of the experience of developed foreign countries in the system. Reforms in this area were introduced on March 14, 2017 "On measures to further improve the activities of secondary special, vocational education institutions", on April 20, 2017 "On measures to further develop the higher education system" On measures to further improve the system of postgraduate education, dated May 22, 2017, on August 8, 2017, on the activities of the Ministry of Public Education of the Republic of Uzbekistan. This is reflected in the Presidential Decrees of September 30, 2017 "On the establishment of the Ministry of Preschool Education of the Republic of Uzbekistan." If we pay attention, we can see that these decisions cover almost all types of continuing education. In addition, the "Strategy for further development of the Republic of Uzbekistan in 2017-2021" focuses on basically improvement of education. All of these documents, aimed at developing and improving the education system, have common aspects related to the introduction of innovations in the field, the adoption of foreign experience,

³ Zeer EF, Shakhmatova N. Personality-oriented technologies of professional development of a specialist. - Yekaterinburg, 1999.-244 p.

support for creative approaches, strengthening the integration process between types of education.

The study of existing omissions in the education system of Uzbekistan and their analysis showed that the coordination of pedagogical education, future planning, the lack of communication and integration between the stages of education, the subjects of education. The fragmentation of their activities has led to the necessity for pedagogical staff in the region and a decline in the quality of education. As a result, the new system of creating an innovative cluster of pedagogical education in some higher education institutions has been identified as a strategic priority, and certain work has been done on the basis of this system. The system envisages the introduction of a cluster approach to education, which is considered effective in light industry, a number of sectors of agriculture and manufacturing sectors of the economy.

Indeed, there is a chain of production, processing and conversion of raw materials into finished products and their sale in the manufacturing sector, and this sequence is also present in the form of human capital in the pedagogical education system. This shows that it is theoretically possible to introduce an effective cluster model into the education system.⁴

Given the high social significance of pedagogical education in the sustainable development of society, modern requirements, problems in the system and ensuring the connection between science and education in solving them Transfer of continuous pedagogical education to the cluster development system requires.⁵

The innovative cluster of pedagogical education is a whole of all types of education in the system of continuing education, research institutes and centers, bases of practice, scientific and scientific-methodical structures, and their shared functions contribute to the quality of the pedagogical education system. allows you to take it to a new level.⁶ Therefore, the main goal of the cluster is to increase the educational-scientific-innovative potential of the cluster, not only with a high level of civic and professional competence, but also competitiveness, ability to accept innovations, design and implementation of new educational programs and technologies is to unite to train modern education professionals.

Before we begin to explore the content and direction of the introduction of innovative methods in the education system, let's define the concept of "Pedagogical system" and "Innovation in the pedagogical system." We know that the pedagogical process is based on the pedagogical system. The pedagogical system is a cohesive set of founders who remain resilient to change.

What if there is a change?

if it exceeds the possible limit, the system breaks down and is replaced by a new system with other features. The pedagogical system is a very strong combination of elements. The structure of any pedagogical system today consists of a set of the following elements, which are interrelated: student; the purpose of education; educational content; educational process; teachers

⁴ Yunusova S.F. The problem of training highly qualified personnel in Indian universities (1960-1970): Dis. ... Cand. ist. Sci., T., 1981, 168 p.

⁵ Kuvvatov N.B. Training and education of teaching staff in Uzbekistan: experience and problems (1980-1990) Author's abstract. dis. ... Cand. Historical Sciences - T., 1994.-- 21 p.

⁶ R.E. Kholikova Development of higher history education and science in Uzbekistan: Author's abstract. dis. ... Cand. ist. nauk.- T., 1995.-26 p.

(or TTV - technical means of education); organizational forms of educational work. Each of the components of this system can be broken down into elements of any size. The pedagogical system is a relatively independent part of management, uniting all its components, because they have their own goals and structures. Emphasizing the unity of individual factors as an integral part of the pedagogical system, they are often referred to as the technology of the educational process.

RESULTS AND DISCUSSIONS

The cluster system of pedagogical education development works in general areas related to teaching, creation of textbooks, increasing the scientific potential of teachers, integration of education and upbringing. At the same time, these general areas are being privatized in the areas of education management and organization, ensuring continuity and integration between types and areas of education, and the use of teaching methods and tools. The following are the subjects of the cluster system:

- pre-school, general secondary, secondary special, higher and post-secondary education, where students, masters and doctoral students undergo pedagogical practice, educational and research activities, innovative and design activities and serve as an experimental base. additional educational institutions;
- Institutions of additional education for adults in accordance with the updates at different levels of education, institutions for retraining and advanced training of teachers of preschool, general secondary, secondary special vocational education of children and adolescents;
- Scientific and methodological structures, centers, research institutes engaged in and defining joint research activities;
- pedagogical communities, initiative groups, public associations, governmental and non-governmental organizations;
- Foreign higher education institutions and research centers.

The cluster system unites the entities, each of which operates separately, around a common goal, and at the same time, each entity operates on the basis of a common interest based on a common goal. The subjects of the cluster system support and control each other, each of which creates a spiritual and intellectual space of a separate cluster, expanding its social influence and importance. The innovative cluster of pedagogical education is based on the principles of relevance, membership, consistency, succession, modernity, focus, interest.

The main objectives of the pedagogical education cluster are:

- Ensuring effective succession in the field of pedagogy and promoting the best students in the teaching profession;
- Carrying out professional training of teachers based on practice and intensively ensuring effective communication with stakeholders;
- creating an environment for training future education professionals on the basis of internships with innovative experience;
- shortening the period of professional development of young professionals;

- Ensuring the direct participation of students in today's rapid development;
- Creation of a new generation of pedagogical, educational-methodical, scientific literature, tools and didactic materials in pedagogical education;
- increase the scientific, scientific and pedagogical potential of pedagogical education;
- Integration of intellectual resources around topical issues of pedagogical education development;
- search for and apply to education various forms and types of education, science and pedagogical practice;
- Improving the mechanisms of integration of education and upbringing;
- creation of opportunities for rapid interaction with preschool, secondary and higher education institutions and other applicants in the training of teachers;
- Scientific substantiation of the need for connection, interdependence and cooperation between the links of pedagogical education.

Based on these goals, the innovative cluster of pedagogical education performs the following functions:

- Training of teachers with modern knowledge and skills for educational institutions in the region;
- effective use of innovative pedagogical technologies to improve the quality of education;
- Consistent scientific activity in the field of pedagogy;
- Ensuring the continuity and continuity of the content of the main (textbook) and auxiliary means of education (dictionaries, encyclopedias, electronic sources, etc.) in the stages of education;
- organization of periodic training courses in cooperation with the regional Department of Public Education in order to fill the gaps in the level of knowledge of teachers of educational institutions in the regions;
- Organization of scientific-practical seminars in cooperation with the regional Department of Public Education in order to address the problems associated with the teaching of science in secondary schools;
- strengthening scientific cooperation with research institutes, research centers and basic higher education institutions in order to increase the scientific potential of professors and teachers in the institutes;
- Involvement of teachers with the ability to conduct research in secondary schools in research work;
- Internships at leading foreign universities in order to learn best international practices in the field of pedagogy.

Currently, the innovative cluster of pedagogical education has been identified as the main research area of the institute, and now more than thirty professors and teachers are conducting

research in this area of research. All our efforts are aimed at ensuring the full implementation of the tasks set by the decree of the President, meeting the needs of the region in teaching, training of modern competitive teaching staff with the involvement of advanced foreign experience in the field. In this way, the team of the institute will make a modest contribution to the implementation and implementation of the priorities and tasks set out in the "Strategy of Action".

CONCLUSION

In conclusion, it should be noted that the education system will have a strong organizational and technological complex that will ensure the achievement of the goals set by the development of innovative methods. It should be noted that the pedagogical system is always a technology. It is on this basis that it is easy to distinguish from the arbitrary "set" of components of the pedagogical system. Technology is the intrinsic quality of a system that determines its capabilities, subject to strict organizational logic. However, even at the level of task evaluation, the technologist relies on certain processes and events. Certain processes are used as evidence of success, and the results of remarkable events are realized as sources of new causes and formulas.

Indeed, at the current stage of development of our society, the innovative cluster of pedagogical education provides internal and intersectoral linkages in education, the experience gained in scientific research, scientific and methodological institutions and the achievement of scientific achievements in all spheres of education and socio-economic life, is presented as the most important system in the near future that will perform effectively. At the same time, it is necessary to ensure the interconnected and uninterrupted interaction of educational institutions and other stakeholders of society, the end product of the educational process - the training of highly qualified teachers and it is desirable to create scientific, creative, spiritual, economic opportunities for the benefit of society. Because the level of knowledge and competitiveness of the staff is the basis for the development and competitiveness of economic production, industry, agriculture and other sectors of society. The experience of developed countries, as well as life itself, clearly shows that the quality and effectiveness of everything we do is closely linked to this issue.

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