



PROBLEMS OF CHOOSING INNOVATIVE STRATEGIES FOR THE EDUCATIONAL PROCESS BASED ON EMPIRICAL METHODS

Muratov Elvin Ilich

TDPU named after Nizami

Teacher of the Department of Information Technologies

Article history:	Abstract:
Received: 18 th January 2022 Accepted: 18 th February 2022 Published: 30 th March 2022	When compiling a textbook, the main emphasis is on the rules for designing the educational process for professional educational programs in the current conditions. The features of the organization of educational activities of students, innovative teaching methods and educational technologies in vocational education are considered; principles, functions, means and methods of educational control and evaluation of the development of the educational program. Problems are encountered at the level of choosing the strategy of the educational process. Despite the large selection of practice-oriented, problematic and creative tasks, which gives freedom to choose the forms and methods of teaching, creates the flexibility of the educational process, it is still necessary to take into account the problems of choosing the educational process. This article proposes to solve this problem through empirical methods.

Keywords: Education and pedagogy, organizational and pedagogical design, pedagogy, psychology, professional pedagogy, professional pedagogical activity.

The essence of empirical pedagogical research is that it is aimed at collecting, accumulating, classifying and analyzing information obtained in the process of practical research. Throughout the empirical study, the organizer of the study uses practical methods and means aimed directly at achieving the goal and solving the pedagogical problem.

The very concept of "innovation" is interdisciplinary in nature and has recently been popular in various studies. The term is widely used in various fields of knowledge and practice. The origin of this term is interpreted in two ways. A number of dictionaries state that the basis of the Latin words: innovation (update) and innovare (update)

The concept of "innovation" came into scientific circulation at the beginning of the 20th century thanks to the economists G. Mensch and I. Schumpeter, who explained it as a discovery in science, implemented in a new product or technology. As a result, both the term itself and the concepts associated with them began to be used in various sciences, acquiring the status of general scientific categories. Among them are "innovative process", "innovative potential", "innovative theories" and others.

In the Uzbek educational system, innovations and the conceptual apparatus associated with them have become a topic of discussion and research since the 1980s. The terms "pedagogical innovation" and "innovation in education", used as synonyms, were

scientifically substantiated and introduced into the categorical apparatus of pedagogy by I. R. Yusufbekova. In her works, she considered pedagogical innovation as a special independent branch of pedagogical science, which has its own original object, subject and methods of research, in the context of educational activity, involving the introduction of something new in the goals, content, methods and forms of education and upbringing, organization of the pedagogical process.

Such researchers as V. I. Belyaev singled out two types of innovative processes taking place in the field of education according to the nature of their origin:

The first included innovations that occur largely without a plan (chaotically), without an exact correlation to the very need that generates them, or without a complete understanding of the entire system of conditions, means and methods for implementing the innovation process. This type of innovation can be called empirical: the teacher goes to innovation from his own non-traditional experience, often organized without a plan (chaotically).

The second type of innovations are those that are the result of a conscious and purposeful activity built on multivariate ideas and principles. The result of such activity is innovative pedagogy. This type of innovation can be called scientifically organized. It is one step higher in relation to the first type in terms of abstraction



and theoretical understanding, significance and scale of the results (Fig. 1).

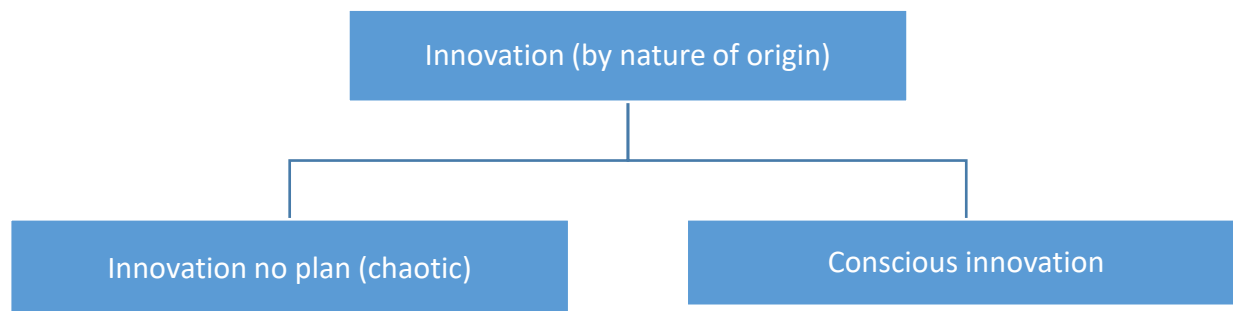


Figure 1 - Classification of pedagogical innovations by nature of origin

The next classification of innovations in education is related to their impact on certain parts of the educational process (Fig. 2).

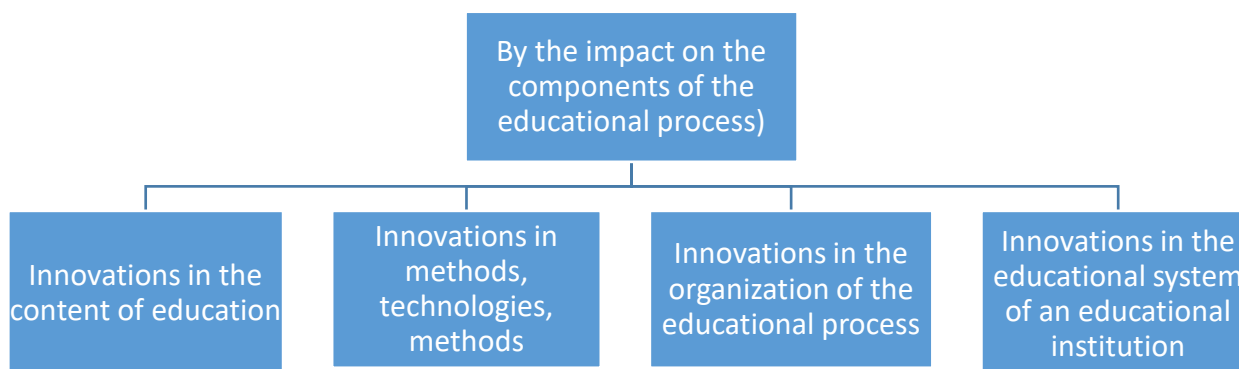


Figure 2 - Classification of pedagogical innovations by impact into the components of the educational process

So, we can summarize that, although there are a large number of definitions for the concepts of "innovation" and "innovation in education", the following characteristic features can be distinguished. As a rule, innovations are associated with elements of novelty, the introduction of innovations, updating and are aimed at obtaining results. Large number in the classification

LITERATURE

1. Qizi, U. S. B. (2021). Digitization Of Education At The Present Stage Of Modern Development Of Information Society. *The American Journal of Social Science and Education Innovations*, 3(05), 95-103.
2. Abduganievich, A. S., & Marsilovna, S. R. (2022, February). FEATURES OF THE PROFESSIONAL ACTIVITY OF A COMPUTER SCIENCE TEACHER IN THE MODERN CONDITIONS OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS. In Conference Zone (pp. 195-198).
3. Bagbekova, L. (2020). DISTANCE EDUCATION SYSTEM AS A NEW FORM OF TEACHING. *Theoretical & Applied Science*, (9), 12-14.
4. Kadirbergenovna, B. L. (2022, February). MASSIVE OPEN ONLINE COURSE BASIC REQUIREMENTS FOR DIGITAL EDUCATIONAL RESOURCES. In Conference Zone (pp. 187-190).
5. Bagbekova, L. (2019). Opportunities of massive open online courses. *European Journal of Research and Reflection in Educational Sciences Vol, 7*(12).
6. Kadirbergenovna, B. L. (2019). THE IMPORTANCE OF INDEPENDENT EDUCATION IN EDUCATION SYSTEM. *Педагогика ва психологияда инновациялар*, (5).
7. Kadirbergenovna, B. L. (2022, February). CREATE 3D GRAPHICS WITH THE HAND OF 3D MAX SOFTWARE. In Conference Zone (pp. 206-208).



8. Mirzahmedova, N. D. (2022). WORKING WITH DIGITAL INFORMATION ON A COMPUTER. *World Bulletin of Social Sciences*, 6, 88-89.
9. Xo'jayev, M. O. (2020). THE ROLE OF THEORY AND PRACTICE IN THE DEVELOPMENT OF IDEOLOGICAL COMPETENCE IN STUDENTS. *Theoretical & Applied Science*, (9), 18-20.
10. Otaboevich, K. M. (2021). Model of Developing Ideological Competence in Students. *Annals of the Romanian Society for Cell Biology*, 1284-1292.
11. Suleymanova, R. M. (2020). TECHNOLOGICAL PROCESS OF CREATION OF ELECTRONIC EDUCATIONAL RESOURCES. *Theoretical & Applied Science*, (9), 38-40.
12. Ilich, M. E. (2022, February). PROBLEMS OF PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS IN THE FIELD OF INFORMATICS. In *Conference Zone* (pp. 193-194).
13. Nazarov, I. U., Payazov, M. M., & Tadjibayeva, M. Z. (2019). TECHNOLOGY IS GETTING RID OF THE NOISE IN SPEECH PERCEPTION. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
14. Elmurzaevich-TSPU, M. O., & Rustamovich, A. J. (2019). THE BENEFITS OF USING INFORMATION TECHNOLOGY IN THE EDUCATION SYSTEM. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
15. Абдурахманова, Ш. А. (2018). ОБ ОДНОМ АСПЕКТЕ РАЗВИТИЯ ИНТЕЛЛЕКТУАЛЬНЫХ УМЕНИЙ В ЦИФРОВОМ ОБЩЕСТВЕ. In *АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРОФЕССИОНАЛЬНОГО ПЕДАГОГИЧЕСКОГО И ПСИХОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ* (pp. 12-14).
16. Абдурахманова, Ш. А. (2017). Развитие педагогической науки в Республике Узбекистан. *Молодой ученый*, (1), 428-430.
17. Mamarajabov O.E. Benefits of Using Information Technology in the Education System // *Vocational Education*. Tashkent, 2019. No.1. P. 55-59.
18. Abduraxmanova, S. A., & Jo'rayev, X. (2022, February). MODERN WEB TECHNOLOGIES USED IN PROFESSIONAL EDUCATION. In *Conference Zone* (pp. 178-179).