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Innovative Approach To Education As A Pedagogical Problem

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Abstract: In this paper, the need for an innovative approach to the educational process is considered as a pedagogical problem. Compared to traditional methods, innovative technologies play an important role in increasing students' interest in the lesson, developing independent thinking and communication skills. In particular, personality-oriented methods place the student in the center of learning and increase their activity. The study analyzes the activity of students, their creative approach, and the level of participation in the lesson, substantiating the effectiveness of the innovative approach with practical evidence. This approach is a priority of modern pedagogy.

Keywords: Innovative approach, pedagogical problem, personality orientation, educational technologies, independent thinking, interest in the lesson, communication skills.

Introduction: Currently, in our Republic, along with all other spheres, special attention is paid to improving the educational process in higher educational institutions and improving the quality of training competitive personnel, creating the necessary conditions for training qualified specialists based on international experience, establishing close cooperation between each higher educational institution and leading higher educational institutions of the world, widely introducing advanced pedagogical technologies, curricula and teaching materials based on international educational standards into the educational process, developing modern professional knowledge and creative abilities of students and teaching staff. The organization of the educational process in higher education based on an innovative approach is understood as the ability to describe positive actions that demonstrate real, non-standard methods through innovative thinking in solving professional problems to achieve communicative goals in intersubjective relations of the

educational process. Innovation is more integral to everyday professional activity and serves as a basis for the development of the competitiveness of not only individual enterprises, but also the country's economy.

In the modern European educational environment, the training of engineering personnel occupies a leading place. Today, the engineering activity that implements education based on an innovative approach implies such an organization of the structure of the educational process, aimed at the final result - the quality of the activities of graduates, measured by competence. Analysis of the educational standards of the new generation in the preparation of future engineers for professional activity shows that the content of higher education already includes disciplines that develop the engineering and design competence of graduates, which have an interdisciplinary, holistic character, which makes it possible to prepare students for professional engineering activity.

Modern requirements for the professional training of graduates of higher educational institutions, including engineering and design competence, imply the achievement of a holistic final result of the education system, which is an important task for the development of basic engineering and design competence as a unit of generalized knowledge and skills, personal abilities of graduates.

Methods. The opinions and statements of the esteemed President of our country, expressed at this meeting on "Priority tasks in the system of training engineering personnel," the tasks and plans for the future in this regard, along with expressing the relevance of the topic of our research, that is, the problem of developing engineering and design competence in students, also determine its necessity. In order to radically improve the system of training engineers in technical higher educational institutions of the Republic of Uzbekistan, improve the quality and ensure the effectiveness of education, an innovative approach to the updated structure of educational institutions at a new stage of development is necessary.

The necessity of developing engineering and design competence in students based on an innovative approach to the educational process allows for the formation of skills that develop under the influence of active interaction. This requires ensuring the interactive nature of the educational environment, conditions, and methods of teaching in higher educational institutions.

Innovation - expresses the meaning of the individual's creative ability, which characterizes the readiness to generate new ideas and is part of giftedness as an independent factor; the individual's innovation manifests itself in their thinking, communication, feelings, and certain types of activity. Innovation characterizes the personality as a whole or its specific characteristics, intelligence.

As with any specialist, in order for students to acquire engineering and design skills based on an innovative approach, the foundation is laid during their student years and is consistently developed in the organization of professional activity. In this case, the teacher's ability to direct themselves towards creative activity and effectively organize this activity is of great importance. When organizing creative activity, the teacher should pay special attention to solving problematic issues, analyzing problem situations, as well as creating creative products of a pedagogical nature. When solving problematic issues and situations, the teacher's innovative approach to finding a solution to the problem contributes to the development of his emotional and volitional qualities. By posing problematic issues, the teacher encounters arguments that contradict their existing knowledge and life experience. As a result, they feel the need to work on themselves and learn independently. The teacher can demonstrate the following innovative skills:

- to be able to determine the essence and significance of the task to be performed; to be able to analyze the problem statement; to draw up a plan for solving the problem;

- application of effective methods (analysis, synthesis, induction, deduction, comparison, etc.) in solving the problem;

- ability to choose methods for solving the problem;

- justification and re-examination of the correctness of the decision made; conducting small research in solving the problem; formalizing evidence related to the conditions of solving the problem, the course of the process, and summarizing the results of solving the problem.

RESULT AND DISCUSSION

The innovative qualities of a teacher training engineers direct their personal abilities, natural and social energy towards the high-quality, effective organization of professional activity. The innovative qualities of teachers working in the higher education system help them create new ideas, unlike the traditional approach to the organization of educational and upbringing processes, not to think monotonously, not to tolerate originality, initiative, and uncertainty. Consequently, a teacher with innovative qualities focuses on a creative approach to organizing their professional activity,

showing activity in creating new, progressive ideas that serve the development of children's educational activities and personal qualities, independently studying advanced pedagogical achievements and experiences, as well as having the experience of constant, consistent exchange of ideas about pedagogical achievements with colleagues. Usually, the innovative ability of teachers is ensured, formed, and gradually improves and develops through the desire to solve pedagogical problems, the implementation of research work or scientific projects, and the achievement of mutual creative cooperation. As with any specialist, the foundation for the innovative abilities of future engineers is laid during their student years and is consistently developed in the organization of professional activity. In this case, the teacher's ability to direct themselves towards creative activity and effectively organize this activity is of great importance.

In higher educational institutions that train engineers, the teacher should pay special attention to solving problematic issues, analyzing problem situations, as well as creating creative products of an engineering nature when organizing the engineering and design activities of future engineers. When solving problematic issues and situations, the teacher's creative approach to finding solutions contributes to the development of emotional and volitional qualities.

By posing problematic questions, the engineer encounters arguments that contradict their existing knowledge and life experience. As a result, they feel the need to work on themselves and learn independently. The pedagogue's implementation of research work and scientific or creative projects further develops their innovative potential. An engineer doesn't automatically become a creator. His creative abilities are formed through consistent learning and self-improvement over a certain period of time.

An innovative approach is understood as methods that activate students and encourage independent thinking, with the student at the center of the educational process. When using these methods, the teacher encourages the student to actively participate. The learner participates throughout the entire process. The benefits of the learner-centered approach are as follows:

- the main focus is on creative work;
- learning with higher educational effectiveness;
- high level of student motivation;
- taking into account previously acquired knowledge;
- adaptation of reading intensity to the needs of the student;
- support for the student's initiative and responsibility;
- learning through practical implementation;
- creating conditions for bilateral feedback.

An innovative approach to education is understood as pedagogical approaches aimed at developing innovative thinking, encouraging students to think creatively, experiment, and solve problems. Unlike traditional teaching methods that often focus on memorization and standardized tests, creative learning encourages students to explore, experiment, and express their thoughts in a unique and meaningful way. This approach contributes to the more holistic development of students, forming the skills necessary for achieving success.

An innovative approach to education develops critical thinking by encouraging future engineers to analyze, evaluate, and synthesize information in new ways.

Innovation, like any other quality (quality), is not formed immediately. Innovation is consistently formed and developed at certain stages.

When organizing innovative activity, the teacher should pay special attention to solving problematic issues, analyzing problem situations, as well as creating creative products of a pedagogical nature.

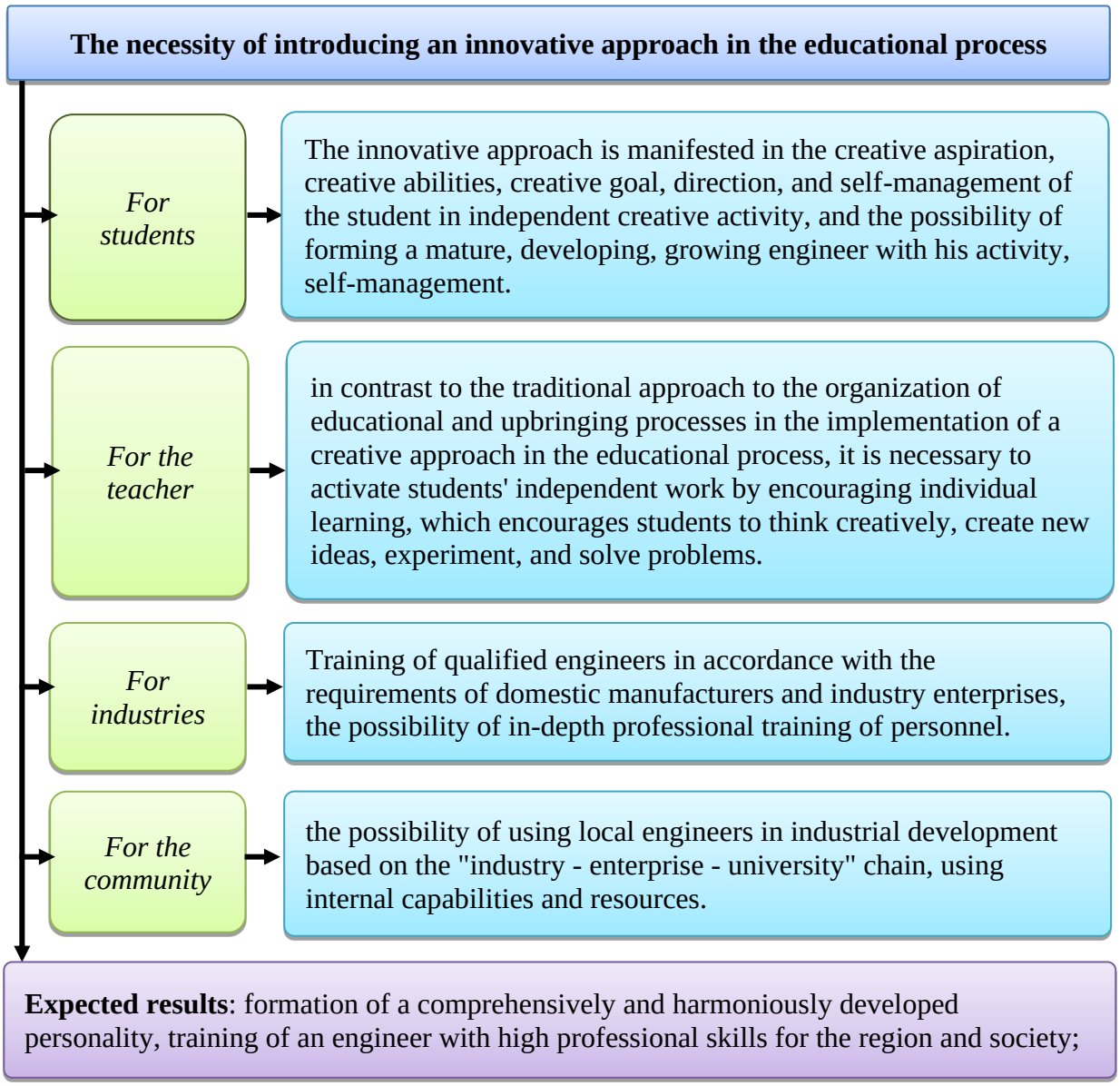

Figure 1. The need to introduce an innovative approach to the educational process

For a full understanding of the general essence of the process of developing innovative qualities in an individual, it is first necessary to understand the meaning of the concept of "innovation." According to Ken Robinson, "innovation is a set of original ideas that have their own value" (Azzam, 2009). Gardner, in his research, defines the concept of innovation as follows: "innovation is a practical action carried out by an individual, which must reflect a certain novelty and have a certain practical value."

In developed countries, creativity is becoming a constant practice and the main source of competitive advantage. The formation and development of a creative personality depends on the compatibility of changes in their inner and outer worlds, socio-economic conditions, and the content of human ontogenesis - activity that requires continuity and succession from birth to the end of life. The professional maturity and development of the student's personality as a specialist, by its very nature, manifests itself in the form of a systematic creative process. In almost any sphere of production, the person with creative potential ultimately wins. "Management of the educational process in higher education based on an innovative approach is aimed at developing the creative abilities of future specialists, strengthening their attitude towards innovations in their professional consciousness by transforming them into a potential for the formation of knowledge and skills. The innovative approach to the educational process is strengthening its position as an innovative type of education in our country, the main direction of which is the development of innovative thinking, the development of innovative abilities and intellectual potential, the search for new approaches to solving modern problems. These provisions are reflected in the national educational initiative for the development of innovative higher

education, which defines the development of a creative personality and the continuous creative self-development, the training of innovators capable of self-improvement, as a priority task. This encourages students to acquire innovative knowledge, to be self-creators and creators of their future."

CONCLUSION

Preparing students for professional activity based on an innovative approach is an important pedagogical issue that increases the effectiveness of the education system. This approach not only teaches students knowledge and skills, but also develops their creative thinking and problem-solving abilities. Innovation is a necessary component in the development of new ideas and the proposal of innovative solutions in professional activity. Students can achieve professional success by applying modern methods and strategies by teachers, as well as encouraging students to think critically and creatively.

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