BASHKIR STATE UNIVERSITY
BUKHARA STATE UNIVERSITY

Ribakova Ye.V., Olimov Sh.Sh.,
Samiyeva Sh.X.

CREATIVE APPROACH IN HIGHER EDUCATION EDUCATIONAL PROCESS MANAGEMENT

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In monography, the management of the system of higher education is difficult and complicated by the hard work of the leader, the subtleties of dealing with employees, the subtleties of influence on him, the demand from him in-depth knowledge of the subjects of pedagogy and psychology, as well as creative methods in the performance of his duties of managers in higher education and recommendations

Reviewers:
B.R. Adizov, professor of Bukhara State University, Doctor of pedagogical Sciences
Obukhov N.V., Associate professor of the Ural State Pedagogical University,p.f.n.

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INTRODUCTION

> “If we teach today as we taught yesterday, we rob our children of tomorrow”.
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> **John Dewey,**
> **Philosopher and educator reformer,**
> **1859-1952**

In today's fierce competition and economic globalization, issues such as the quality of training of personnel in the higher education system, increasing their potential and competitiveness are becoming an acute problem. In addition, we must not stop at the idea that the level of training in the education system of our country, especially in higher education, has been recognized in the international arena, but to further improve its quality, to take our work to a new level. These issues are of great importance for today's highly educated personnel in the labor market, as a result of measures to be taken to build an innovative economy as a result of the intensification of international globalization. President of the Republic of Uzbekistan Sh. M. Mirziyoyev said, “The solution of another problem is very important: it is the professional level of teachers and professors, their special knowledge. In this regard, it is necessary to create an environment that actively promotes the process of education, spiritual enlightenment and the formation of true values [1]”. In the 21st century, education is recognized worldwide as a key factor in ensuring sustainable development, and the concept of international education until 2030 identifies “creating opportunities for quality education throughout life” as an urgent task. This has expanded the use of modern information and communication and distance learning technologies aimed at developing the creative and critical thinking of each individual in the system of continuing education and throughout life.

During the years of independence, special attention was paid to improving the quality of education on the basis of modern requirements, teaching through the use of creative methods, strengthening the material and technical base of educational institutions, updating curricula, teaching materials in accordance with international requirements, introduction of advanced pedagogical and information technologies.

As a result of comprehensive reforms in the field of education, conditions have been created for the use of information and communication technologies and distance learning, as well as interactive teaching methods. In general, the management of the system of continuing education today requires a radical reconsideration of new innovative technologies. This is because the class-lesson form proposed by Jan Amos Comenius, which continues to this day, seems to be declining in importance. Classroom form can weaken individualization, creative methods and creative capacity building, taking into account personal interests. Therefore, it is important that distance learning technologies are widely introduced today, along with traditional forms of education. In the process of managing the higher education system, "Creating the digital industry of the future" requires the launch of the country's digital transformation by increasing the level of human capital development, rapid digital transformation in education. In Uzbekistan, as in other parts of the world, it is important to adapt the education system to the digital generation through the mass and effective use of innovative educational technologies and didactic models based on information and communication technologies. At the same time, a research-based approach should be actively used in the educational process, thereby developing students 'skills in research and shaping their creative abilities and creative thinking. Development of management system in higher education, wide use of corporate governance methods, modernization of material and technical base, effective

use of information and communication technologies in education, introduction of distance learning, regional and international integration of educational institutions, development of international cooperation in education, Increased sources of funding and the introduction of international standards for quality management in education are promising areas for system development.

A brief cross-sectional analysis of the literature and normative legal documents used in the preparation of the monograph. In preparing the monograph used 20 titles of listed literature. The views of the President on the development of education, Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, "Formation of pedagogical thinking in students of higher education institutions", "The essence of pedagogical creativity" were used and a comparative analysis of best international practices.

Theoretical and practical significance of the monograph. The complexity and complexity of the work of managers in the management of higher education, the subtleties of dealing with and influencing employees, requires a deep knowledge of pedagogy and psychology, as well as the versatility of the work of managers, creative methods of managers in higher education and their application in practice is of theoretical and practical importance.

Human capital, which is considered a set of social relations, corresponds to society as it is. The development of human capital directly depends on the outlook, consciousness, morals, spirituality, socio-economic and political relations of the youth, and the essence and nature of the social system. Since a person has intelligence, he understands the events of the real world, and rules the world with his scientific thinking, work, and potential. The growth of human capital is influenced by the overall events taking place in the surrounding social environment.

Necessary conditions and opportunities have been created in our country to raise a healthy and well-rounded generation, to realize the creative and intellectual potential of young people, to raise them to adulthood as comprehensively developed individuals who fully meet the requirements of the 21st century. From the first days of our independence, bringing up a healthy and mature generation has become an important and priority task. The noble goal of our developing society - the task of building New Uzbekistan - requires this. In fact, the main goal of our state is to ensure the prospects of the future generation, create the necessary conditions, and educate them as mature people.

In the "Annotated Dictionary of the Uzbek Language", comments on the human factor, human factor and human capital are unfortunately not available in the comments dedicated to the words "inson" and "factor" [3]. However, relying on the traditions of practical use of these words and combinations of work force, human factor, human factor in our language, it is possible to think about their meanings.

A. Smith was the founder of the science of political economy, who laid the first foundation stones for the development of the intellectual and practical potential of a person, the importance of developing a worldview, and the concept of human capital. He considered a person to be a part of social wealth and the ultimate goal of production [4]. At the end of the 19th century, another thinker, A. Marshall, directly linked the accumulation of wealth with human development and explained as follows: "Production of material wealth is only to ensure human life, meet his needs and improve his physical, mental and spiritual well-being. to increase their capabilities. But man himself is the main means of producing this wealth, and the ultimate goal of this wealth is man" [5]. The factor of education and upbringing plays an important role in the formation of human capital, because, unlike other types of capital, human capital is closely related to one or

another concrete person, it is primarily the personal property of that person and it is spent at the discretion of the capital owner.

Today, education is becoming the main tool for a person's worldview and self-awareness, realizing human potential and abilities. In his time, the great Russian chemist-scientist D. I. Mendeleev said, "Education is the human wisdom and priceless capital acquired by the time and labor of a person. "A truly educated person finds his place when there is a need for his knowledge and ideas in society, otherwise he is superfluous," he wrote. The capital of educated, intelligent people is really their education, acquired knowledge and skills [6].

Worldview is, first of all, a system of generalizations formed on the basis of the conclusions and knowledge that arise as a result of a person's necessary awareness, understanding, knowledge and evaluation of himself and the world [4].

Worldview - develops the ability of young people to perceive and understand the beauty of existence without knowing the inner world, and also educates and improves their feelings, imagination and thoughts about the beauty of the world. By developing a worldview, young people develop a broad aesthetic taste in all aspects, encourage them to look at evil with the eyes of hatred, and to perceive beauty [6].

On the basis of worldview, a person understands himself, reality, reacts to existence, therefore, on the basis of this, he learns his place in society, determines his goal, personal and social status based on the acquired knowledge. This is a necessary condition for the formation of characteristics characteristic of young people who are maturing in modern Uzbekistan, for the formation of humanitarianism, patriotism, loyalty to national and universal values, and the skills of practical assistance in their preservation and improvement.

Man always seeks to understand the secret industries of the world. He creates, builds and destroys things by himself. Their level of perfection depends on the knowledge of the creator. A

worldview is a system of dialectical views and beliefs that determine the development of the content of nature, society, thinking and personal activity. If we look at the existing objects, events, and phenomena in nature and society, we will witness that all of them embody strange perfection, proportion, grace, and elegance, all of which make a person happy, give him peace and spiritual strength.

In the era of increased globalization, every society needs creative people. This is a natural situation, because the changes happening in the world every minute require it, and in this regard, the attention of scientists of various fields is focused on the problem of developing the creative ability of the student in the conditions of the pedagogical process.

Contrary to the popular opinion that creativity is a "gift of God" and therefore creativity cannot be taught, M.M. Zinovkina suggests a different approach. The study of the history of technology and inventions, the analysis of the creative life of famous scientists and inventors shows that all of them, along with high (for their time) fundamental knowledge, as well as a storehouse of special knowledge or algorithmic thinking, as well as certain knowledge, that including heuristic methods and techniques [2].

The formation of a creative person can be defined as the development of a person in terms of creative activities performed in a mutually compatible way and creation of creative products. The pace and scope of this process depends on biological and social factors, the activity and creative qualities of a person, as well as existing conditions, important vital and professional events. In modern conditions, it is necessary for young people to have creative qualities. Possessing creative qualities of young people directs their personal abilities, natural and social energy, professional activity to quality and efficient organization. In order for young people studying in the higher education system to have creative qualities, they need to think about new ideas

different from the traditional approach, originality, and initiative in the educational and educational processes [8].

The process of social development educates people who have a unique and modern way of thinking for each era, and delivers young people who stimulate the development of society based on a new worldview. In this process, the role of the aesthetic worldview is strong in the philosophical worldview system that takes the people's perspective to the highest level, and the countries that acquire a special image in the way of the destiny of the nation, the development of the Motherland, and the well-being of the country are formed. As their driving force, the system of social relations between the individual and the state should play the main role. As President Sh.M. Mirziyoyev noted: "It is a good thing that our young people will grow up to become people who think independently, have high intellectual and spiritual potential, and are not inferior to their peers in any field on the world scale. we will mobilize all the strength and capabilities of our state and society for this" [1].

Today, in our country, a lot of work has been done and is being done to develop human capital, especially in the formation of the worldview of young people. He is closely connected with the development and prospects of the homeland, he does not imagine himself apart from the nation, country and socio-historical life.

The essence of a person's spiritual and moral image, life approaches, values and moral principles that are of priority to him represent the content of his worldview. In turn, the enrichment of the worldview ensures the gradual stabilization of personal qualities and qualities of young people. A new worldview, which expresses good ideas in its content, helps to enrich the positive qualities manifested in the image of young people.

In the minds of our young people, high moral perfection, selfless work for the country's freedom, prosperity and the

welfare of our people, being demanding towards oneself and others, being able to cultivate self-willed qualities, aspiration, initiative, organization, creativity and independence inculcating qualities such as having the ability to think is one of the important tasks at the moment. The more information and knowledge our young people have about the things and events around them, the more perfect and thorough their outlook will be. Another important aspect of the worldview is that it not only understands, but also evaluates the reality that surrounds young people.

Along with the change of society, worldview is constantly developing and changing in content. A new system is being created based on our universal and national values, which meets the requirements of the current era, and on the basis of it, a new way of thinking and worldview is being formed and developed among young people. Worldview is a powerful spiritual force that determines the direction of practical activity of young people, therefore, at present, it is gaining momentum to capture the hearts of society members, first of all, young people, and to influence their worldview for certain goals [4].

It is very important to mature the young generation, to develop their worldview, to awaken in their hearts a national idea, a national ideology, a sense of loyalty to their Motherland, to realize their identity, and to educate them on the basis of national and universal values. Therefore, it is necessary for us to constantly worry and fight for the complete spiritual world of our children, a new worldview, spiritual maturity. Intellectual and spiritual wealth, high aspiration and activity of young people largely depend on spiritual, including creative ideas and artistic factors. Developing their worldview based on these factors is an urgent task today. In conclusion, it should be noted that the development of human capital, the formation of creative ideas and a new worldview in young people is one of the priority tasks of society and higher education institutions, and the following is recommended:

- human capital is a person's fundamental and practical knowledge, experience, skills, scientific and logical approach to events, phenomena and processes in nature and society, the level of professionalism in finding their innovative solutions. development of thinking, outlook;

- creation of organizational and pedagogical conditions for the development of creativity and a new worldview among young people based on the requirements of today's social and economic development;

- on the basis of spiritual and educational events, to pay attention to the expression of worldview concepts that express intelligence, knowledge, and interest in one's profession in young people;

- it is necessary to create conditions for our youth to improve creativity, high spiritual qualities and a new worldview, to further enrich, develop and show this uniqueness to the world.

I CHAPTER. THEORETICAL BASIS OF USING CREATIVE METHODS IN THE MANAGEMENT OF HIGHER EDUCATION SYSTEM

1.1. The content and essence of the management of the higher education system.

In recent years, thanks to the reforms implemented in New Uzbekistan, many positive changes have been made in the field of education, our nationality has been restored, and new pages of our material and spiritual values have been opened. Human qualities such as spiritual and moral purity, faith, honesty, religion, honor, kindness, respect for the elderly, which play an important role in the spirituality of society and the development of a person, are not formed by themselves. All of them are based on the content, ideological orientation and effectiveness of the educational system of the young generation. Education is a very complex process that reflects the social and political life of each era. its methods, tools and factors are formed and improved over the centuries, self-justified customs become traditions. Therefore, in education, each nation's own way, method, worldview formed historically and tested in experience will be educational tools, therefore, education should not be separated from the national and historical ground.

The theory of education is a component of the science of pedagogy and studies the content, form, method, means and methods of the educational process, as well as the problems of its organization. First of all, the valuable spiritual heritage of Eastern thinkers will have an important programmatic value in educating young people to become well-rounded people. Muhammad al-Khorazmi, Abu Nasr Farabi, Abu Ali Ibn Sina, Abu Rayhan Beruni, Ahmed al-Farghani, Imam Ismail al-Bukhari, Ahmed Yassavi, Bahavuddin Nahshband, Amir Temur, Muhammad Taragai Ulug'bek, Alisher Navoy and the social, political and philosophical

views of world-famous scholars like Zahiriddin Muhammad Babur are important for all times.

Al-Khorazmi, Ibn Sina, Umar Khayyam, Abu Rayhan Beruni, Yusuf Khas Hajib, At-Tirmizi, Bahavuddin Naqshbandi, Ahmed Yassavi, Imam Bukhari, Amir Temur, Mirza Ulughbek, Alisher Navai, Babur, Uvaisi, Nadirabegim, Zebunisa, The lives and activities of our thinkers such as Mahzuna, Gulbadanbegim, Sofi Olloyor, Abdulla Avloni, Abdurauf Fitrat, Anbar Otin, Behbudi, Cholpon, creativity, and especially ideas about education are extremely important for the development of our new society today. The literary and scientific heritages that made our nation famous in the world are "Avesta", "Qur'an-Karim", Al-Khorazmi's "Aljabr wal Muqabala-Algebra", Imam Al-Bukhari's "Al-jame' as-sahih", Farabi's "The People of the Virtuous City". views", Beruni's "Asor al-Baqiya", Ibn Sina's "Laws of Medicine", Yusuf Khos Hajib's "Qutadgu Bilig", Mahmud Koshgari's "Devoni Lug'atit Turk", Amir Temur's "Timur's Laws", Alisher Navoi's In unique sources such as "Hayratul Abror", "Saddi Iskandari", "Farhod and Shirin", "Lisonut Tair", "Boburnoma" by Babur, "Zizhi Jadidi Kuragoni" by Ulug'bek, "Devoni Hikmat" by Ahmed Yassavi, in the noble activities of our ancestors, reflected in his thoughts.

A person who does not deeply study and respect the cultural heritage of his past, who does not understand the historical path traveled by his ancestors, who is not aware of the activities of his great ancestors who sacrificed their lives for the sake of national independence, will never know his identity. still can't understand. Studying the cultural heritage of the past is a complex process. It is necessary to inculcate the examples of cultural heritage and the noble ideas put forward in them into the minds of the young generation in a continuous, consistent, systematic and purposeful manner.

The process of education is a multifaceted process, which is organized on the basis of internal and external (subjective and

objective) factors that serve to illuminate the essence of education.

Subjective factors represent a person's internal needs, interests, life relationships, and objective factors create conditions for a person's life, formation, and positive solutions to life problems.

The more the goal of education is proportional to the content, direction, form and objective conditions of pedagogical activity, the more success is achieved in the formation of personality. In the organization and management of the educational process, not only the activity of the teacher, but also the age and psychological characteristics of the students, their thoughts, and their views on life play an important role.

Another feature of the educational process is its long duration, the results of education are not immediately visible. A long-term period is required to bring up a person who can show human qualities in himself. Another feature of the educational process is its systematic organization. Integrity consists in the fact that the unity of the purpose, content, tasks and methods of the educational process serves to realize the idea of personality formation. As we know, personality traits are not acquired one by one, but holistically. Therefore, the pedagogical effect is also holistic, it can have the character of a system.

The integrity and systematicity of the educational process requires careful decision-making of cooperation between the teacher and students.

Two-way communication is formed in two directions, i.e., the teacher's influence on the student (direct communication) and the student's attitude towards the teacher (feedback).

According to the idea of the theory of pedagogical technology of education, now the student is not only the object of the educational process, but also acts as a subject. Therefore, it is necessary for the teacher to take into account the internal capabilities of the student, the external influences on him, and the

sources of information. If this requirement is forgotten, it will be difficult to educate a person or all efforts will be ineffective.

Another important feature of the educational process is the presence of contradictions in education. These contradictions create the basis for the emergence of conflicts between the initial qualities that appear in students according to their own understanding, or between the requirements for students and the opportunities to fulfill them.

Since education is an activity aimed at a specific goal, it is differentiated, i.e., stratified, depending on the specific development of abilities and qualities in a person (intellectual, emotional, political, moral, aesthetic, etc.). These aspects of educational activity, their content, specific goals, and methods are studied by relevant disciplines. As a result, the study of the educational process becomes more complex, and there is a great need to integrate and generalize them. In turn, the generalization of the collected knowledge is first analyzed sociologically, and only then it is carried out at the philosophical level.

In addition, these contradictions are often due to the fact that the mind and behavior of young people are not compatible with each other. It is caused by not knowing well.

So, the educational process showed the following features:

- goal-oriented process;
- a multifaceted process;
- long-term process;
- holistic systematic process;
- two-way communication process;
- a process of contradictions.

To sum up, a person who can show the qualities of humanity rises to the level of perfection, becomes a social person capable of serving the development of society. So, the high development of the society depends on the high physical and moral education of the youth. Because a virtuous person does not lose his pure human qualities under any circumstances, which indicates that

he embodies physical and moral qualities. Therefore, it is correct to say that the true meaning of humanity is determined by raising a perfect generation.

Is it possible to teach creativity? This question was of interest to many famous scientists from time immemorial to the present day. What is creativity? We call creativity a human activity that creates something new, creativity is often interpreted unilaterally as many personalities, geniuses, talents who created great works of art, made great scientific discoveries, invented innovations in science, education. in particular, everything that goes out of the ordinary and at least a drop of the new, owes its origin to the creative process of man.

A creative approach to solving problems is a prerequisite for many types of activities. Currently, an increasing number of authors are inclined to understand the historical relevance and social significance of creativity and giftedness. And just as at one time the social requirement for the developing psyche of a child was mastering the skill of reading, so in our time something similar happens with the psychological function of creativity: it ceases to be the inheritance of units.

Creativity today is not something distant, not excess or exotic, it is what the spirit of the times requires, the spirit of the coming and coming changes, it is "the road to the future." The growing interest in creativity is associated with the increasing dynamism of social development, the acceleration of technological progress, in which more and more people are expected to be able to invent and create. But there is another circle of requirements, it concerns the possibilities of personal self-realization concluded in creativity. The problem of creativity and giftedness turns into a problem of a person who is ready to accept the "challenge of time" and answer it, capable not only of creating, but also responsible for what is being done.

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This, the law of creativity is the formation of the personality of the author in the very act of creativity. As already mentioned, over the past decades, the theory of creativity has made great strides. Nowadays, activity characterized by elements of self-organization, conditioned by the non-material aspirations of a person and having as its basis the satisfaction received from it, and as its result - the development of the personality itself is one of the main objects of study of sociologists and philosophers.

Activity is always carried out by a person. Its goals and motives have an impact on the level of performance of the activity. If the goals of the individual lie outside the activity itself, if a person works only ad adr or only in order not to lose prestige, then the activity (carried out at the level of action) is carried out at best in good faith and its result, even with brilliant execution, does not exceed the normatively required. Noting the high abilities of such a person, one should not talk about his high creative potential, since creativity presupposes the coincidence of motive and purpose, i.e. passion for the subject itself, absorption in activity. In this case, the activity is not suspended even when the original task is completed, the original goal is realized. In this case, the activity is not suspended even when the original task is completed, the original goal is realized. What a person does with love, he constantly improves, realizing all the new ideas born in the process of the work itself. As a result, the

new product of his activity significantly exceeds the original plan. In this case, we can say that there was a development of activity to the initiative of the individual himself (in fact, self-development of activity), and this is creativity [1].

This allows us to conclude that the basis of creativity is internal motivation (interest and even love for the cause). "You need to love what you do, then work rises to creativity," says M. Gorky.

Speaking about creative pedagogy, I would like to answer the following question in a timely manner: what is creativity?

Creativity is the ability to generate unusual ideas, deviate from traditional thinking patterns, and quickly solve problematic situations. Among the intellectual abilities, it is allocated to a special type.

But the studies of many psychologists have shown that there is no direct dependence of creative abilities on intelligence and the amount of knowledge. There are three main approaches to the problem of creative and intellectual abilities:

- There are no creative abilities as such. Motivations, values, and personality traits play a major role in determining creative behavior. Intellectual abilities act as necessary, but insufficient conditions for the creative activity of the individual.

- A high level of intelligence development implies a high level of development of creative abilities and vice versa. There is no creative process as a specific form of mental activity.

- Creative ability – creativity – is a factor independent of intelligence [2].

The field of creativity is difficult to research and causes a lot of controversy, since the empirical field of facts related to this problem is very wide. Proponents of one of the research directions consider creativity as unusual manifestations of ordinary processes, i.e. creativity as a phenomenon is generally denied independence. However, creativity as a phenomenon has many supporters. These researchers consider four main aspects:

➢Creative environment. For the manifestation of creativity, a free, relaxed atmosphere is needed.

➢Creative personality. Independence of judgment, self–confidence, the ability to find attractiveness in difficulties, aesthetic orientation, the ability to take risks are potentially creative traits.

➢Creative product. Quite often, a person creates not for the sake of universal recognition, but to experience the "creative torment" - that state of uplift that allows him to feel like a person.

➢Creative process. The common thought processes for all types of creativity are combining and analogizing. The main operation that "works" during the creative process is the comparison operation. The role of imagination is also important – the basis of the creative process.

I would like to note that the main feature of human consciousness is its creative orientation, creative aspiration. After all, man has a very special difference from animals - creative consciousness, with the help of which creativity is carried out and creative self-improvement takes place. At the heart of the formation of individual and social man, at the heart of the development of human civilization and progress are the creative self-realization of personality and humanity, the striving of humanity for perfection and the spread of reason in the universe. And nowadays a reasonable person is increasingly becoming a Creative Person, a Creative Person. A creative person is a new stage in the social intellectual evolution of life.

Creativity is the constant creation of life itself. J.P. Sartre [3] obviously intuitively had this in mind when he emphasized that a person must create himself all the time. Since the pedagogical function is a fundamental function of a person, then, paraphrasing Sartre, we can say that a person constantly has to create a teacher in himself. Moreover, this applies to a teacher, a teacher, a teacher, that is, to a person whose main profession becomes the profession of teaching and educating others.

The teacher-creator must first realize the constant self-creation of himself as a person and as a teacher. Mastery is the apogee of creativity in professional activity. It is a manifestation of the "meta-ego", that is, the highest professional creative principle, in which the highest level of the system-social quality of a person, that is, the personality itself, is revealed.

Pedagogical mastery is the teacher's performance of his work at the level of high standards and standards. Mastery is a good command of the basics of the profession, the successful application of techniques known in science and practice. Skill levels should be emphasized:

- pedagogical creativity in a broad sense, "discovery for oneself", i.e. the discovery by the teacher of variable non-standard ways of solving pedagogical problems (these solutions are already known and described, but the teacher, subjectively for himself, discovers them). Here the teacher makes the transition from algorithmic stereotypical techniques to subjectively new ones. Examples of this level of creativity: choosing the optimal solution from a fan of possible ones, using the old technique in the new changed conditions during improvisation in the classroom, explaining the reasons for the student's failures in himself, etc.;
- pedagogical creativity in a narrower sense, "discovery for others", innovation. This is the creation of new original, either individual findings or holistic approaches that change the usual view of the phenomenon, reconstructing the social experience. It is necessary to distinguish between innovative technologies - new ways of solving pedagogical problems, as well as innovative ideas - new values and mentalities. Innovation is a special type of non-standard thinking, which includes, first of all, a new idea, ways of detecting problems of problematic reality, followed by their original solution and its return to pedagogical practice. In this regard, innovation means enriching the teacher's socially developed experience, his personal contribution to it. Innovation

is always an individuality and an author's concept at the same time, it is a contribution to science and experience. This level of creativity is not closed to every teacher, although the path to it is difficult and usually requires the whole life of a person.

"Creator", "innovator" - at this level, the first layer of the teacher's creativity is initially carried out, namely pedagogical creativity as mastering non-standard ways of solving problems in constantly changing situations. This requires flexible thinking, intuition, improvisation, and the ability to act in conditions of uncertainty from the teacher.

Thus, the new pedagogical thinking is a humanistic focus on the development of another person, a willingness to innovate, and the mastery of the means of transforming pedagogical reality.

I would like to emphasize that the goal of creative pedagogy is, first of all, the formation of a new creative thinking of a teacher who professes universal values, free from prejudices and prejudices, because only a creative person can educate another creative person — a person who independently builds his destiny and lifestyle, who knows how to live and create in the modern world according to the laws morality. Here we should recall the thought of the German psychologist A. Disterveng: "A bad teacher presents the truth, and a good one teaches to find it"[4]. Based on this, we should try to build the educational process.

At this time, it can be concluded that the existing education system, based on traditional didactics, which considers learning to be a process of objectively deterministic development provided by the transfer of already known factual knowledge to the trainees, produces good specialists only for reproductive activity.

There was even a sad joke that a creative specialist is the result of a marriage of the existing education system (it should be noted that the Russian education system is rightly considered one of the best in the world).

The principle is known: "first teach the craft, and then let the student create as he wants." It is based on a four-level division of knowledge:

- The first level is knowledge-familiarity, allowing you to realize, distinguish between phenomena, certain information;
- The second level is knowledge-copies that allow you to apply the information received in practice;
- The third level is knowledge-transformation, through which previously acquired knowledge is used to solve new tasks, new problems (this is already the level of creativity).
- The fourth level is postgraduate education, conditionally aspirantura (according to the UNESCO classification), as well as other types of postgraduate education characterized as "education through life" (as opposed to "education for life").

If the secondary school focuses on the knowledge of the first and second levels, then the higher school, designed to prepare a highly qualified specialist, is focused on the third and fourth levels.

We know that the vast majority of educational engineering tasks in technical universities are routine (biased to the usual ways and methods of action), which is characterized by the following signs:

- there is an accurate statement of the problem;
- as a rule, the method or method of solution is specified;
- a training example is given;
- usually, the result of the solution is unambiguous and known to the teacher

It is clear that the ability to quickly and correctly solve engineering routine tasks is also very important, because without it, engineering creativity turns into a groundless fantasy, and the result, as a rule, cannot be brought to practical realization.

But it is also obvious that success in teaching and educating a creative person depends not only on the sound assimilation of already known factual knowledge and their volume.

Creativity is not so much an activity in general, as a specific activity in the activity itself, which increases the creative potential of the latter. In other words, creativity consists not only in the subsequent transformation of the object, but most importantly - in the change of the subject of creativity, i.e. the person.

Creativity can and should be taught from childhood. The way out is in creative pedagogy.

Pedagogy of creative orientation, contains pedagogical influence on the subject, for the development of a certain educational material, and is distinguished by its goal: to increase the effectiveness of learning against the background of centrifugal supercritical interaction.

At the same time, the student is transferred from the rank of the object of influence to the rank of the subject of creativity (creativity), and the traditional (basic) educational material is transferred from the rank of the subject of mastering to the rank of a means to achieve some creative goal.

To achieve the effect of creative orientation, it is necessary:

- to create in the educational process a background of centrifugal, open to the meta-knowledge area (i.e. beyond the narrow specialty) of supercritical (allowing only benevolent, developing criticism) interaction, contributing to the disclosure and development of creative abilities of students;
- reorganize the educational process, during which the student becomes a creator, and the educational material is a means to achieve a creative goal;
- introduce additional training material, including a description and demonstration of the action of heuristic techniques.

I would like to conclude that every teacher has a task – to create the necessary conditions that contribute to the individual development of personality. These conditions suggest that everything should be aimed at such an organization of the

educational process, such its integrity, where all subjects would activate a person's creative potential, awaken his spiritual forces, thirst for creativity; where the teaching methodology of any subject would exclude passive perceptions of ready-made knowledge, conclusions and points of view.

We know that each person has his own style, his own way of learning, his own specific life practical experience. The formation of creative thinking is based not on overcoming and unification of all these characteristics, but, on the contrary, on their consideration and maximum use as factors of the development of creative activity of the individual. It seems that it is the teacher, like no one else, who is most responsible for observing the Hippocratic oath: "Do no harm!"

Thus, creative pedagogy is very relevant in our time, as it is necessary to further search for active teaching methods, teaching by creativity.

"It is necessary to emphasize the role of creativity as the highest principle of the world, creativity as the principle of novelty, creativity as the most universal essence of the whole series of universal entities." A.N. Uaytxed [5].

One of the most important tasks of the higher education system of the country is the training of highly qualified and competitive personnel. The effectiveness of this task will have a significant impact on the ongoing socio-economic reforms in our country and the achievement of the goals of radical reconstruction of our society. Because, as it is known from practice, the effectiveness of any socio-economic changes depends directly on the professional maturity of the specialists who will be mobilized to perform the tasks set in this regard. Improving education, which has been declared a priority in the socio-economic, spiritual and cultural development of society in an independent, democratic Republic of Uzbekistan, is primarily aimed at achieving a qualitatively new state. This is an extremely complicated, complex problem that is being addressed in many

areas. One of them involves the improvement and reconstruction of the management mechanism of the education system, which is a specific form of social life management. In this regard, the Decree of the President of the Republic of Uzbekistan dated April 20, 2017 No. PP-2909 "On measures for further development of the higher education system", July 27, 2017 No. PP-3151 "Higher Education" Resolution No. PQ-3775 of June 5, 2018 "On measures to further expand the participation of industries and sectors of the economy in improving the quality of training of educated specialists" and "On comprehensive measures to improve the quality of education in higher education institutions and the country" play a special role in this situation.

In order to improve the economy of our country and integrate it with the world community, it is necessary to use the scientific potential of higher education institutions of our country. In turn, this issue determines the place of the innovative potential of higher education institutions in the system of work to be done on the implementation of innovation and scientific and technical policy at the regional level. There is a system of ideas, concepts, considerations about the essence of management activity, the principles, forms and methods of its cultural implementation. Due to the achievements of mankind in science and technology, economics and social spheres, the demand for science in management activities is also constantly growing. On the one hand, science is interested in the conceptual enrichment of management activities, on the other hand, practical managers seek a scientific understanding of their activities, its theoretical justification.

The innovative orientation of economic development underscores the principles of organizing the growing need for technological innovation in innovative activities and the possibility of clear and consistent compliance with the structural-organizational interactions.

Among the pedagogic scientists in our country, X.I. Ibrahimov, N.A. Muslimov, Sh. Sharipov, M.B. Urazova, O.A. Koysynov, A.A. Ibragimov, J.R. Khudoyberdiyeva, B. Ma'murov, B. Ziyomukhamedov, M. Oralova, M. Salayeva, N. Egamberdiyeva, E. Yuzlikayeva's scientific research on the development of pedagogical skills in future teachers on the basis of a creative approach and the formation of their professional and innovative preparation. specific aspects, social factors affecting the development of creativity qualities, individual activity, as well as ways and forms of formation of critical, creative, design skills in learners, existing pedagogical conditions, didactic support are highlighted.

Various problems of professional-pedagogical training of future teachers, including psychological, organizational-pedagogical issues of personal development in training the future teacher's design skills for pedagogical activity G.N. Akhunova, L.V. Golish, D.M. Faizullayeva, Sh. Sh. Olimov, B.Kh. Rakhimov, M.T. Mirsoliyeva, F.R. Yuzlikayev, Sh.N. Majitova, R.Kh. Djurayev, U.I.Inoyatov, Z.K.Ismailova, Sh.E.Gurbanov, U.N.Nishonaliyev, A.R.Khodjabayev, H.F.Rashidov, D.D.Sharipova, J.A.Hamidov, D.O.Khimmataliyev, O.Kh.Turakulov and other scientists were analyzed in their research.

Organization of a person-oriented educational environment that serves to design, creative self-development, creative development and creation of ideas in future teachers by means of innovative educational technologies I. Ridanova, V. Slastenin, A. Abduqadirov, U. Begimkulov, N. Azizkhodjayeva, J. Yoldoshev, Y. Kruglova, N. Sayidahmedov, O'. Tolipov, G. Chizhakova, B. Khodzhayev, Y. Ghafarov, M. Tilakova , based on the scientific research of S. Toshtemirova.

In recent years, in the educational system of the developed CIS countries, special and serious attention has been paid to the issue of the formation of creativity in teachers and students. V.F. Sidorenko, N.V. Tulenkov, M.V. Shestakova, design issues in

education I.A. Kolesnikova, M.P. Sibirskaya, E.S. Zair-Bek, V.P. Bespalko, O.G. Golichenko, issues of preparation of future specialists for design activities S.A. Zaitseva, P.V. Smirnov, V.Kh. Kilpatrick, T.W. Many studies conducted by Kuklina and their results can be seen.

Scientific-philosophical issues of formation of creativity and pedagogical skills in the experience of foreign studies F.Barron, E.De Bono, K.Rodgers, Ellis Paul Torrance, A.Maslow, N.Jackson, F.Raymond, Drapeau Patti, T.M.Amabile, T.Armstrong , L.Chen, A.Craft, M Csikszentmihalyi, N.Jackson, M.Oliver, K.Leung, J.Wisdom and other scientists' scientific researches reflect the issues of design culture formation.

Today, there is a widespread view that "the project method can be considered as one of the leading teaching methods that are more suitable for the modern goals of higher education, one of which is the formation of design skills of future teachers" [7]

At the same time, "the design method is described in pedagogy as follows: person-oriented, activity-based, teaching interaction in groups and group activities, based on the principles of problem-based learning, developing self-expression and reflection skills, independent and creative activity that forms the skills of intellectual, practical and voluntary spheres, educates perseverance" [6].

In the "Pedagogical Encyclopedic Dictionary" the project method is defined as "an educational system in which students acquire knowledge in the process of planning and carrying out practical tasks of increasing complexity - projects" [1,2].

N.W. Maminova and I.S. Ivanova, I. D. Chechel explained in his studies that "the project method is a pedagogical technology aimed not at consolidating real knowledge, but at applying it and mastering new ones" [4].

E.S. Polat said that "the project method is based on the development of students' knowledge and skills, independent expression of their knowledge, action in the information space,

development of critical and creative thinking." If we talk about the project method as a pedagogical technology, then this technology includes a set of research, problem-solving methods that are creative in their nature" [5].

According to N. A. Fateeva, T. N. Kanatnikova, the practical application of the project method leads to a radical change in the future teacher's position. It turns from a carrier of knowledge into an organizer of research activities, and the psychological climate of the audience trained by the project method changes radically [8].

Currently, there are certain theoretical views for the scientific justification of the organization of the design skills of teachers, and the issues of modernization of education G. V. Atamanchuk, V. G. Afanasev, D. M. Gvishiani, T. M. Davydenko, I. R. Lazarenko, O. E. Lebedev, L. A. Mokretsova, I. K. Shalaev, T.I. Analyzed in Shamova studies [6].

In the researches of N. G. Alekseev, Z. K. Kargieva, V. N. Kespikov, A. G. Oboskalov, etc., the design skill as a partner of the creative process, that is, the implementation of the project method as a method of teaching creative, scientific research activities in the higher education system, is a future teacher's task. It is analyzed that they become organizers of their own knowledge activities from a "battery" of ready-made knowledge [4].

Today, in the science and practice of pedagogy, attention is paid to the issues of forming design skills in the future teacher. The theoretical study of scientific sources and the analysis of socio-cultural reality allows the future teacher to further improve the theory and practice of designing skills in the process of learning specialized subjects. In this regard, the following contradictions were identified:

- the peculiarity of the mind and thinking of a modern specialist and insufficient development of design skills;

- the existence of an objective need that determines the need for project activities in the study of specialized subjects in the field of pedagogy, insufficient development of methodological support for project teaching methodology in this field;

- the existing system of training future teachers in a higher educational institution and the need to include special courses with innovative content that reflect the socio-pedagogical situation in which design skills are important.

The organization of the management process in the higher education system using creative methods includes three main aspects:

- an entity that is an association of personnel engaged in the joint development and implementation of innovations in management and education;

- a set of process actions aimed at fulfilling the necessary tasks in the management of the higher education institution;

- Structures that ensure the internal regulation of the system and the improvement of the interaction between its elements (departments, divisions).

From this point of view, the organization of innovations should be understood as a process of regulating the activities of management, organizational structures that determine the composition and location of the subject, institution, unit, as well as forms, creative methods, processes of management. Accordingly, management in the education system is a very complex process. Effective management of a higher education institution and the formation of a positive image to take a competitive position in the market of educational services requires an innovative approach.

Improving the quality of the educational process to world standards, creative methods in the management of the education system and their implementation in practice

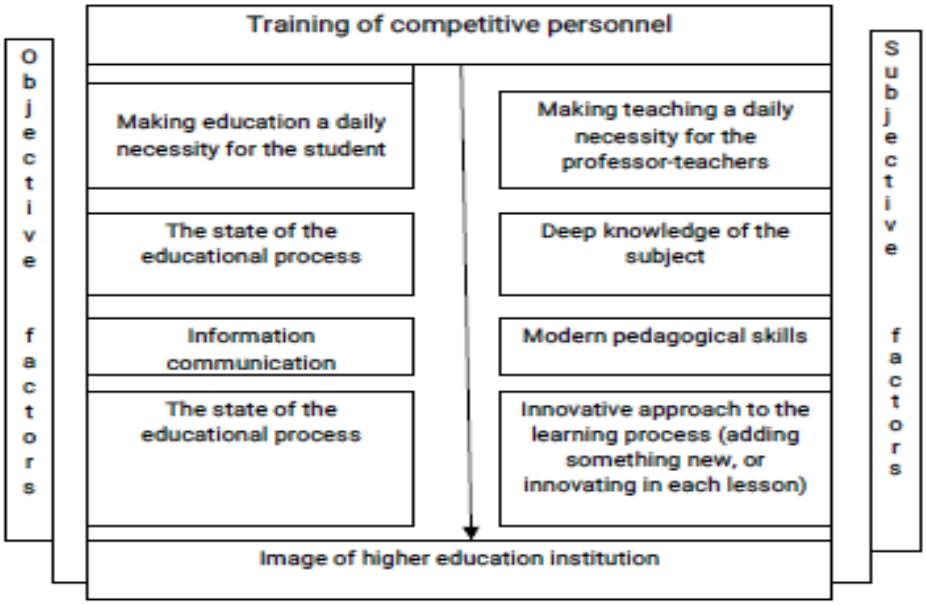


Figure 1. The process of managing the higher education system using creative methods

The most important factor in the transition to the development of higher education is not only the development of technical ideas, but also the production of products in demand in domestic and foreign markets, as well as the implementation of highly qualified specialists in science and technology and high-tech industries is the need for training. It should be noted that the development of research and innovation and practical mechanisms to encourage the modernization of production, its introduction into the process of technical and technological renewal, to ensure a stronger link between science and industry, research between higher education and enterprises of the real economy. Establishing close partnerships, innovative ideas and projects are key factors in ensuring the quality of education. In our opinion, ensuring the interdependence of education and practice, training staff for practical work, the widespread introduction of scientific advances in tuition, ensuring the continuity and organic of education,studying independently are the main principles of developing innovative teaching in higher education. At the same time, our goal is to combine education and upbringing, to cultivate an intelligentsia with high spiritual

qualities, to ensure a high reputation of highly educated professionals in society.

1.2. Normative and legal bases of determining the role of leading personnel in the management of the higher education system

Currently, economic growth and social development in society increasingly rely on knowledge based on innovations, and implementation of this process imposes important tasks on higher education institutions. Any achievement of scientific progress in the field of innovation today should serve to make the problem of humanity easier, to solve its problems at least partially.

The implementation of modern reforms in higher education around the world, the use of innovative technologies in the educational system, and the rise of the economy to higher heights depend on the level of professional skills and competence of the personnel. It is known that the goal is to increase the potential of personnel in all areas of education, as well as to eliminate existing gaps in education. That is why it is important to continuously update their knowledge and develop their professional skills and the ability to use it creatively in social activities in preparing future teachers for innovative activities based on creative approaches.

Higher education, which is a social institution in our country, is a necessary condition for the development and well-being of society. It should not only be comprehensive, stable and superior, but also constantly develop to solve problems in a rapidly changing and unpredictable globalized society. This evolution must be systematic, consistent and comprehensive. Therefore, professors, researchers and politicians are expected to innovate in the theory and practice of education, as well as in all other areas of this process.

In the 21st century, education on a global scale is recognized as the main factor ensuring sustainable development, and in the international concept of education until 2030, "Creating the opportunity to receive quality education throughout life" was defined as an urgent task. This has expanded the possibility of using modern information and communication and distance learning technologies aimed at developing creative and critical thinking of each person in the continuous education system and throughout life. Today, it is necessary to increase the quality of education based on modern requirements, to provide education by using creative methods, to strengthen the material and technical base of educational institutions, to update educational programs and teaching-methodical literature based on international requirements. Special attention was paid to the introduction of advanced pedagogical and information technologies into the educational process [4, 498].

It is very important to recognize the achieved level of personnel training in the higher education system of our country in the international arena, to further improve the quality aspects of modern education, and to raise our effective work in this regard to a new level. The modernization of education is determined by the increasing role of innovative technologies in teaching, it changes the nature of the development and improvement of knowledge, skills and abilities, the development of the content of the subjects being mastered, and the significant expansion of the process of using modern teaching technologies. allows [2,804].

Independence made truly global changes in the way of life of young people and their psychology, taught young people to think in a new way. Only spiritually mature people can build a perfect society, therefore, nowadays, it is necessary to look at young people as a component of society and as a unique group, and analyze their comprehensive development and state of

formation within the framework of this society, based on its internal characteristics.

The search for solutions to innovative pedagogical problems in the higher education system is related to the analysis of the results of the examination of the characteristics, content, composition and classification of innovative processes in the field of education.

Since young people embody both strong and weak aspects in the social sense, on the one hand, they are characterized by social activity, a high level of impressionability and a desire for news, the need for ideals, a thirst for creative reconstruction of the world, existence, and curiosity. On the other hand, the aspects of impatience, unreasonable criticism, denial of everything are noticeable. Youth lifestyle is first of all a description of their real existence, a description of what they can do. The inner world of young people has an active influence on their lifestyle, so it is impossible to predict their lifestyle without knowing the psychology and inner world of young people.

Developing the worldview of young people and directing them to a clear life plan and goal is formed especially during the school period, because during the school period, the feeling of yearning for the future is high. A well-chosen perspective, clear life plans and goals, combined with students' participation in social practice, expand their experience and knowledge and worldviews. As a result, they accumulate universal human experiences based on logical reasoning and worldview.

An innovation is an idea, practice, or object that is accepted and implemented as new and can be defined as "the implementation of a new or significantly improved product or process, a new marketing method, or an organizational method.

The concept of "innovation" first appeared in the studies of cultural scientists in the 19th century and meant the introduction of elements of one culture into another. This meaning has been preserved in ethnography until now. At the beginning of the 20th

century, a new field of knowledge - introduction and retention of news - appeared.

By this time, there is a scheme for dividing the innovation process into stages in the scientific literature:

1. The stage of emergence of a new idea or new concept; it is conventionally called the stage of innovation arising from the results of fundamental and practical scientific investigations (or those that appear suddenly).

2. Time of discovery, i.e. creation of innovation in the form of a model of a realized object, material or spiritual product.

3. Finding a practical extension to the created innovation and further developing and perfecting it; this phase culminates in achieving robust performance from innovation. After that, the independent existence of the innovation begins, and the process of introducing innovation moves to the next stage, which takes place only on the condition of acceptance of the innovation. During the period of use of the novelty, the following stages are visible.

4. The spread of innovation consists of its diffusion (joining) to new areas and its wide application.

5. Dominance of innovation in a field, in particular, innovation loses its novelty and ceases to exist as innovation. This stage ends with the emergence of a new effective innovation or its replacement with a more effective one.

6. The range of use of the novelty is reduced and replaced by its new product [4,499].

Innovative pedagogy is a system of knowledge that is currently known as an unofficial science, but which is rapidly developing and attracting the attention of experts from all over the world. A team of pedagogues and scientists who have recognized its educational importance are critical of existing traditional pedagogy. Serious opinions are being expressed about this new science, which is being formed and developing these days, and its main task is to reorganize and master the theory of

the prevailing educational system on the basis of innovation. Innovative pedagogy is the dominant theory, the basis for solving theoretical and practical problems. According to the innovators, the usual classical pedagogical theories are outdated, and it is impossible to educate the current generation in this way in the new conditions. This is the current situation in pedagogical science in general, and innovation is very important in this situation.

Uzbekistan's socio-economic development largely depends on the training of specialists who can fully join the world's intellectual potential. The implementation of these tasks requires the training of future teachers and scientific-pedagogical staff based on modern requirements, and one of its effective methods is to interest future teachers in creative activities and guide them to conduct scientific research. Another important aspect of fulfilling this task is that now science and technology are improving and developing day by day, hour by hour, as a result of which there is a need to train qualified specialists.

In this regard, i.e. ensuring competitiveness in preparing future teachers for innovative activities, harmonizing the advanced education system, developing cooperation in education, forming future teachers as innovative and advanced are urgent tasks. lib is [1,67].

Orienting future specialists to innovative activities in higher education institutions, activating motivation for modern and quality education, strengthening the place and role of innovative activities in higher education, and the process of implementing educational reforms in the region's social- forecasting in accordance with the priorities of economic development is recognized as an urgent problem. The development of pedagogical innovation in our country is related to the contradictions between the demand for the rapid development of the movement of public-pedagogues and the inability of pedagogues to implement it. Therefore, the demand for new

knowledge, the demand for understanding the concepts of "Newness", "New innovation", "Innovative process" has intensified [3,164].

The regular system represents a simplified scheme of the actual development of the above-mentioned innovative process. A specific innovation process includes these steps and does not necessarily follow their sequence and interdependence. Looking at innovation as a complex and purposeful process of creating and disseminating new information, uniig's goal is to meet human needs and demands with new tools, which leads to a certain quality change in methods and systems that ensure efficiency, regularity and vitality.

The innovative process is associated with the transition to a different qualitative state, revision of outdated rules, situations and values. The totality of a series of innovations at one level constitutes the innovation integrity. Innovation has an internal logic and directions, and character development from the birth of the idea of innovation to the beginning of its use represents the logic of the relationship between the participants of the innovation process. In this way, innovation is a dynamic system, which, like an internal logic, expresses its legal development over time, its interrelationship with the environment. The structure of the innovation process changes as the innovation progresses from one stage to another. At the same time, its outcome and effect will depend on the dynamic characteristics of the news.

In the process of improving the quality of teaching based on creative approaches in higher education, the following are considered important:

- increasing attention to the potential of personnel in higher education, increasing the professional prestige and status of professors, teachers and scientific staff;

- ensuring the integrity of science and production, radically updating modern educational programs, taking into account the innovative achievements of the economy at the world level;

- development of spiritual and moral orientations of learners at all stages of education based on universal ideological principles and the rich intellectual heritage of our people, the priority of values;

- improvement of education management, development of management in society;

- developing and implementing measures to strengthen the role of the family, parents, public organizations, and neighborhood in educating young people from a spiritual-ethical, creative, intellectual, and physical point of view, as well as getting quality education [1,36].

Only a person who understands himself and understands the spirituality of the nation knows his people, nation, homeland, and family. Therefore, it is necessary to teach young people to acquire deep theoretical and practical knowledge, professional qualifications, skills, to properly react to events and problems in social life, to love the Motherland, and to use the priceless spiritual jewels created by their ancestors. It is the demand of today to acquire, preserve and enrich them, deeply analyze the future of our country, the current state of socio-economic development, use the spiritual and intellectual knowledge of the world and our country, and educate them in the spirit of active participation in reality.

The future of our society depends to a large extent on innovative changes in the field of education and work aimed at raising it to a level that meets the needs of society. This requires preparing future specialists to be competitive, focusing on innovative activities that take into account the requirements of the time.

Since the years of independence, along with ensuring socio-economic development in our country, special attention is paid to the education of a harmoniously developed generation, which acquires world-class knowledge at the level of needs. Education is an important part of the social policy of the Republic of

Uzbekistan, the process of implementing educational reforms, democratizing education management and transition to a market economy, has significantly changed the morale of students in higher education institutions as well as the goals and methods of education, especially the educational process. The main purpose of modern education is to create the opportunity for a person to make a free choice in their lives, or rather, to form a free person. In the eyes of leading cadres and coaches of educational institutions, a free citizen can form a highly moral person, who knows his rights, can rely on his own strength and abilities, can express his personal point of view on the ongoing political, socio-economic and cultural processes , the task is to bring up professionals who have mastered the secrets of their profession. Today, with the changing requirements of the education system, the problem of modernization of the higher education system is becoming increasingly important. This requires the development of new forms and methods of education. At the same time, the priority should be to direct the leadership to independent development. Independent knowledge and demonstration of skills by highly qualified teachers is an important condition for raising higher education to a new level of quality. In a rapidly changing environment, the role of development technologies, active forms and methods of teaching and independent learning is growing. The new purpose and importance of education is that the continuous development of teaching practices using creative methods poses a complex task for higher education institutions, such as training and retraining of highly qualified personnel for innovative activities. To achieve this goal, the Government of the Republic of Uzbekistan is constantly strengthening the regulatory framework of the education system. The Action Strategy of the Cabinet of Ministers of the Republic of Uzbekistan on five priority areas for further development of the Republic of Uzbekistan in 2017-2021 identifies ways to move to an innovative model of introduction of scientific achievements into

production and radical changes in the quality of modern education and technology. To ensure the achievement of these goals, special decisions were made on the establishment of the Ministry of Innovation Development of the Republic of Uzbekistan and a number of other structures in this direction. The resolutions define the following as the main directions of innovative development of Uzbekistan:

- creation of a strategic planning system that allows to form an innovative model of priority development of industries and sectors of the economy;

- introduction of innovative forms of improving the efficiency of public administration;

-formation of a modern infrastructure for the development of science and innovation;- Broad investment in the development and implementation of innovative ideas and technologies;

- Comprehensive support and encouragement of scientific research and innovation, first of all, support of ideas and developments of the younger generation.

The ability to solve such a task requires the formation of reflexive-analytical, creative and a number of other skills of managerial importance. The development of a culture of career-oriented creativity, technological and situational management of teachers is also of particular importance in the context of an active approach.

Based on this approach, the main goal of educators is to create favorable conditions for professional and personal development of professionals. At this point, "What are the mechanisms of independent development?" a legitimate question arises.

One such principle is to create a visual representation of the content of the information. Because exhibitionism is one of the important didactic principles. Based on the principle of demonstration, the content of information will have a convenient and acceptable form for assimilation. Within the framework of an

active approach, the application of the principle of exhibitionism will have a logically interconnected content.

There are factors that determine the effectiveness of the educational process, which is reflected in the talent and ability of the leader and the personal qualities. Such a process requires leadership:

- Adequate provision of teachers with professional and pedagogical skills, curricula, textbooks, manuals and information sources;

- The widespread use of various modern forms and methods of education, the effective use of various visual and technical aids in education, information technology, the positive-emotional nature of the relationship between leaders and teachers;

- Organization of various educational competitions, seminars and trainings that require initiative and activity;

- active use of cognitive processes by teachers, the presence of voluntary and volitional characteristics of cognitive processes;

-requires material and moral stimulation of scientific activity, initiative and professional pedagogical skills of teachers. It is known that the qualities of a leader are so many and varied that we can include the following:

attentiveness, depth of thought, sincerity, civility, politeness, sensitivity, endurance, self-discipline, flexibility, humanity, diligence, discipline, generosity, conscientiousness, ideological reliability, initiative, team respect, critical thinking, logical thinking, love for children,

observation , kindness, responsibility, patriotism, pedagogical erudition, political consciousness, independence, humility, courage, justice, ability to self-improvement, sensitivity and so on.

In order to work successfully, every leader must have both talented and pedagogical skills and exemplary personal qualities and be able to use it throughout his career, which plays a key role in revealing the abilities and talents of the leader. A creative

leader with pedagogical skills achieves productive results with little effort. Pedagogical skills appear and develop in the process of activity, but at the same time differ from qualifications and skills. Skills and perseverance are the result of transition, and the development of pedagogical skills requires talent, ability and intelligence, that is, anatomical and physiological features of the human nervous system. A good teacher is a person who knows pedagogical theory, laws, psychological features of the educational process, mastery of educational technologies, love for the profession and field, love and confidence in students, high pedagogical skills and abilities, general erudition, optimism, quick and clear. ability to influence, emotional calmness, calmness, business acumen, clear and convincing speech, demanding qualities [4,5].

These features increase the ability to organize the qualities of the person, to form them in the person. From this point of view, the above-mentioned qualities of the teacher's personality are interrelated and, in a sense, it can be said that the sum of them constitutes the teacher's personality. Another important professional and psychological quality of a leader is his resistance to various types of stress.

The occurrence of stresses in managerial activity is associated with psychophysiological conditions such as frustration, type of nervous system, temperament. For example, in the field of pedagogical psychology there are 14 different stress reactions of managers. An important aspect of the issue lies not in the absence of stress in the work of the manager (manager can not work without stress), but in the social adaptation of the manager to stressful situations. This is due to the concept of social psychological tolerance of the educator. Studies have shown that teachers with low levels of pedagogical skills also have lower levels of stress tolerance. With the increase of internal loci control of the leader, the increase of his pedagogical skills in overcoming the difficulties in the educational process is fully

determined by psychological diagnosis. Thus, if the psychological characteristics of the leader-cadre are developed in a certain direction, his pedagogical ability and mastery will increase.

1.3. Creative methods in the management of the education system and methods of their implementation in practice

The most important of the achievements of the twentieth century was that man, with his intellect, thinking, and creative potential, invented sophisticated technology, electronics, and other similar global technologies. But at the same time, the problems associated with man and his life, which created such complex technologies, have not diminished. When the time comes, we come to the fact that a very intelligent person who has created complex electronic technology has proven to be helpless and powerless because he cannot accurately assess the mental experiences of himself and those around him.

At the threshold of the new century, radical reforms have begun in independent Uzbekistan, as in many other countries. All these reforms raised the human factor to an higher level than ever before and linked its strength, perception, potential, spiritual and spiritual perfection directly with development, progress and civilization. From this, the problem of man and his perfection, of working on himself, of worrying about his own perfection, has become more urgent than ever. New directions, new approaches have appeared in science. The urgency of these issues is clearly reflected in the items of the President of the Republic of Uzbekistan "Strategy for action on five priority areas of development of the Republic of Uzbekistan in 2017-2021." Knowledge of human psychology, the right direction of their development and talent, the ability to work optimally at any time, to be psychologically prepared for various changes, to develop new thinking and thinking, the ability to objectively and correctly understand the processes taking place.

Today's new era, rich in rapid changes, requires everyone to adequately know their inner potential, to manage the spiritual world of their relatives and colleagues with this reserve of knowledge. In order to act in accordance with such requirements, a person must be able to adapt his innate abilities to the situation, to act objectively. A person is in constant contact with other people throughout his life. As a result of such interaction, his mood and perception of the reality around him will change significantly. In communication, people gain their individuality, gain respect, and showcase their talents.

One of the major social psychological phenomena in the life of a group and community of people is leadership. The concept of leadership is widespread in political science, psychology, sociology, management, and a number of other disciplines about man and society. A wide range of theoretical and empirical studies have been devoted to this phenomenon. Leadership learning has a direct pragmatic orientation. First and foremost, it serves to develop effective management methods, as well as to select leaders. Psychometric and sociometric tests and methodologies aimed at the implementation of various innovative strategies have been developed in Western countries and have been successfully applied in practice [6].

The word leader is derived from the English word "Leader", which means "a person who leads". By this concept is meant a person who is capable of influencing others in order to develop joint activities. This ability of his will be to serve the interests of this association. According to scholars R. Hogan, G. Curphy and D. Hogan, who have studied the phenomenon of leadership, leadership is persuasion, not dominance. People who insist on making their own decisions because they have dominance over others are not leaders. A leader is a person who is able to persuade others to achieve a common goal that is important for the freedom and benefit of the group by temporarily giving up their personal interests. The shortest definition of leadership

belongs to T. Gamble and M. Gamble: "Leadership is the ability to influence others." It can be said that anyone who influences others can be a leader, and every member of the group has leadership potential. But in order for a person to be recognized as a leader, he not only influences others, but he can instill confidence in them through certain qualities in him. The interest in leadership and the phenomenon of leadership has fascinated many researchers for centuries. In the early twentieth century, the study of management activities began. Leadership and leadership has become the object of research. In the 30s and 50s, a number of large-scale studies were conducted on a systematic basis. From the 70s onwards, the interest in learning leadership began to grow even more. This is evidenced by the emergence of the works of J. McGregor Burns, R. Tucker, B. Kellermann, J. Page. For a long time in the former Soviet era, there were no conditions and requirements for the formation of leadership. Accordingly, no research has been conducted to examine leadership-related problems. For this reason, much of the work in the field of leadership belongs to western scholars. However, we cannot say that the problem of leadership has not been studied by Russian scientists at all. For example, research by B.D. Parygin serves to reveal the essence of leadership.

In our country, too, in the post-independence years, in order to strengthen the development of society, attention began to be paid to the training of qualified personnel. The focus on building leadership skills in society is reflected in the core of the National Training Program, which is to train people who can find their place in society, strengthen the spirit of solidarity in the team and increase production efficiency. Therefore, in-depth study of the problem of leadership formation is one of the important tasks of psychology in our country. Because the study of the problem of leadership is necessary for the organization of effective leadership activities, the development of methods of selection and formation of leadership. A leader is a person who ensures a

bright future for any society. From the example of our lives today, it is safe to say that we really need leaders. Whether it is a personal, professional or social field, or some specific or creative direction, we need leaders everywhere. Among experts, theorists, and practitioners, there is still the question "Will they be born leaders or will they be formed leaders?" The debate continues. Some of them try to convince us that someone will undoubtedly have some “extraordinary trait” from birth, and that trait will make him a leader. At the same time, other researchers clearly believe that leadership can be created and shaped in the context of a clear and proper combination of teaching, preparation, and existing skills. Sometimes leadership is also recognized as an innate, talent given to certain people. But is leadership really innate, or does it develop in a person over the years? Psychologist A. Menegetti, who has written books on leadership, writes with confidence that some people are born with innate leadership traits, but that doesn’t mean he or she will really become a leader later. B.D. Parygin identified the following differences between leader and leader:

The leader is appointed formally, the leader is promoted informally. The leader is given rights and powers by law, the leader does not have such rights and powers. The leader represents the interests of the group in the system of intergroup relations, the activity of the leader is limited to the internal activities of the group. The leader is accountable to the law for the activities of the group, the leader has no such responsibility. There are several theories in social psychology on the issue of leadership. Leadership refers to dynamic processes in a small group and is a concept that reflects the relationship of subordination and dominance in the group.

Leadership also depends on objective (group goals and objectives in a particular situation), subjective (individual typological characteristics, interests, needs of group members), as well as factors of the leader's actions as the initiator of group

activities and higher education. According to leadership role theory (American researcher R. Bales), leadership is the acceptance of a particular role. The two have significantly different leadership roles.

The first is the professional role, the suggestions and ideas expressed by the leader on the work being done and intended to solve the problem that arises.

The second is the role of the 'socio-emotional specialist', the leadership involved in solving problems in interpersonal relationships.

For leadership to be effective, both forms of leadership must be present. According to feature theory, the main determinant of leadership is to have unique leadership qualities. According to this theory, some people acquire innate leadership qualities (hence another name for this theory called charismatic theory).

A leader who is "goal-oriented" in the most comfortable and most unfavorable environment to perform a leadership function achieves great results. In moderately favorable situations, a "people-oriented" leader prevails. Proponents of synthetic or complex theory argue that leadership is the process of organizing interpersonal relationships, and the leader is the subject of managing that process. Leadership is a group function that needs to be studied in terms of group goals and objectives.

The synthetic model focuses on three main parts of the leadership process: leader, followers, and situation. The leader is never alone, he calls the members of the group to this or that action, the psychology of the group members, their moods, aspirations, knows his interests better than anyone, is the most enterprising among them. There are different leaders:

The intellectual leader is the most knowledgeable, intelligent and resourceful of the group members.

An emotional leader is the most humorous, enthusiastic, cheerful, compassionate, understanding of others in the group.

A strong-willed leader is one who is able to motivate a group to work, who is courageous, determined, and determined.

They appear according to the demands of the situation and gain prestige in the minds of children according to their qualities. Leader qualities can be good and bad. When a group follows a leader, it takes him as an example without criticism and follows all his actions. For example, if a leader tells us to avoid a lesson, those who follow him will leave the lesson. Therefore, the class leader needs to identify and work with informal leaders along with the formal leaders in the class, and the management skills of the class leader are his or her way of working with informal leaders. Any leader has a reputation. Reputation is a characteristic of a person that he or she has the ability to influence both individuals emotionally and voluntarily. Informal prestige, that is, the prestige gained through interpersonal relationships, is most effective. Each leader or leader is an individual (irreversible). Each boss organizes his work, management activities in a unique way.

Leadership theories. When it comes to the phenomenon of leadership, it is worthwhile to dwell briefly on leadership theories. To date, there are basically three theories about leadership:

- Charismatic theory;
- situation dependence theory;
- synthetic theory.

Charismatic theory. The first is the “theory of leadership qualities” or charismatic theory. Its essence is that not everyone can be a leader, some individuals have an innate set of such qualities that ensure that he or she becomes a leader in the group. For example, in 1940, the American K.Burd compiled a list of 79 leadership qualities. The list included qualities such as initiative, ability to communicate, sense of humor, self-confidence, ability to make quick and clear decisions, and higher education. But the error of this theory was that, firstly, it could not explain how the

above qualities were manifested and how they were formed, and secondly, that no quality was mentioned many times during the interrogations. Situational dependence theory. The second theory is the theory that leadership depends on the situation. The main idea here is that "Leader is the product of the situation." Everyone has leadership qualities, but some situations are conducive for some individuals to express themselves, to be leaders.

Synthetic theory. The third theory that emerges as a result of the critique of the above two theories is the synthetic theory of leadership. This theory views the leader as a direct product of group relations, advancing the primary role of the group in the realization of the leader. Thus, in today's society, where strong innovations are taking place, one of the most pressing issues is the study of innovations in the field of management, training of leaders in strategic management in order to form leaders with real leadership qualities, develop their skills and contribute to the development of society.

II CHAPTER. CURRENT STATUS OF HIGHER EDUCATION SYSTEM MANAGEMENT PROCESS AND WAYS TO IMPROVE IT

2.1. Analysis of the work being done to increase the role of leadership in higher education

From the first years of independence of our country, the creation of a system of training has become one of the main tasks of today. It is known that the structure and content of training is one of the important tasks of higher education in the Republic of Uzbekistan, based on the prospects of social and economic development of the country, the needs of the labor market, modern achievements in science, technology and economics. The main task of creating a social market economy is to build a market economy system in which the main goal and task of training qualified personnel is not only to increase production efficiency and profitability, but also to focus on the social needs of the population. While the market economy achieves the main goal of ensuring production efficiency, it also solves some social problems to some extent, because the solution of the main task of the market economy, which is to produce more products, leads to employment, wages for labor results and so on.

The following are of particular importance in understanding the relationship between the training of qualified personnel and the education system. In a market economy, there is a natural demand for education by employees. There are many ways in which employees or full-time employees can earn more money through training. They can also earn a living without being separated from production. All this determines that there is a direct and, at the same time, inverse relationship between the functioning of the labor market and the development of the education system, its adaptation to changing economic conditions.

At the same time, in the context of changing economic conditions, there is a redistribution of employees by sectors and occupations. Most of the changes in the structure of employment and education are determined by changes in the structure of personnel, occupation or industry, however, some of these changes occur due to the consumption of educational services by the population.

Thus, in the current situation, the development of national education systems is determined by a number of factors: on the one hand, education has become an important area of human activity, and on the other hand, the growing role of education in society leads to new trends in economic development. The need to develop and improve the education system in any country arises due to new trends in socio-economic development in today's world. The growing importance of knowledge in the modern world is also confirmed by the emergence of new terms, such as information society, knowledge economy.

At the same time, knowledge has become a key factor in production due to its impact on society and the economy, while traditional factors such as natural resources, labor, and capital have become secondary. But in our view, the possession of knowledge cannot be a productive force without man. Human capital itself includes accumulated expenditures directed to education, vocational training and other areas of activity.

World experience and practice show that people's investment in education pays off faster than other factors. Qualified personnel determine the future of any country. Economic growth can be ensured through the development of a system of training qualified personnel. The policy of training qualified personnel pursued in our country is considered an important condition for the development of Uzbekistan.

In our opinion, it is necessary to take the following measures to further improve the training of qualified personnel. Improving the system of training, ie identifying the need for qualified

specialists in accordance with the requirements of the national economy. The results of the analysis show that there is a disparity in the training of personnel by sectors of the economy. To do this, it is necessary to identify the need for highly qualified personnel and create accurate methods of forecasting.

Gradual reduction of the share of public funds spent on education, the transition from an active policy to an inactive policy in this regard, the transfer of funding to enterprises and organizations, the organization of their transfer to education. The state should retain funding for training only in the budget sphere.

Improving its quality in the training of qualified personnel, increasing the competitiveness of the trained personnel in the labor market, its training in accordance with the requirements of the international labor market will further increase the prestige of the trained personnel in Uzbekistan. To do this, it is necessary to take into account the end result of the incentives for the training of professors and teachers, as well as the indicator of employment of trained personnel.

It is necessary to further improve the salaries of teachers in the field of education, to improve financial incentives based on the allocation of extra-budgetary funds in this area. Strengthening competition in the education market through the inflow of foreign investment in education or the gradual introduction of private education. For this purpose, it is expedient to implement the necessary normative documents, educational standards, taking into account the developed high technologies, based on world practices and experience.

As a result of reforms in the economy of the Republic of Uzbekistan requires radical changes in the field of personnel management. It is known that the effective work of enterprises and organizations is ensured by the qualified staff and their strategic management. In this regard, it is important to achieve the formation of qualified and enterprising employees, the effective use of their labor.

In the field of human resource management, HR policy changes from an “influential” policy to an active strategy, which integrates with senior managers into the overall policy of the entire organization. Personnel service and special functional managers - personnel managers are responsible for the effective implementation of personnel policy. In this way, HR management is becoming increasingly important as a factor in increasing competitiveness, long-term development of the firm, ensuring efficient production.

President of the Republic of Uzbekistan Sh. Mirziyoyev stated this in his speech at the session of the Oliy Majlis: "Today, life itself requires us to form an effective system of professional, efficient and effective public service, to develop an effective system for innovative, enterprising and loyal people."

An enterprise, an organization is a system in which people unite to achieve common goals. The successful operation of an enterprise is important not only for the purpose of the managers or the reputation of the enterprise, but also for every employee involved in the development of the enterprise.

Corporate policy - includes the goals, objectives, rights of the people included in this system and the enterprise. In addition to policies produced for economic, financial, marketing, and other specific activities, there will also be personnel policies in enterprises. Personnel policy in enterprises is closely related to the above policies. Personnel policy will be developed in all commercial organizations, institutional organizations and manufacturing enterprises. It is in such organizations that the principles of personnel policy and strategy are gradually applied in the development of the enterprise and form a whole.

At present, in the effective use of employees of enterprises and organizations, attention should be paid to the development of employee capacity, improving working conditions, increasing productivity, efficient use of working time.

Thus, the personnel policy and management system reflects a set of goals, objectives and main directions of activity, as well as various types, forms, methods and relevant mechanisms of management aimed at improving labor productivity and quality of work.

The successful implementation of radical changes and reforms in the life of the state and society requires, first of all, enterprising personnel with solid knowledge in a market economy, who can understand and analyze the current foreign and domestic policy of Uzbekistan. Career planning and development of such personnel play an important role in the effective organization of labor activity and the full use of their potential with the most effective of personnel technologies.

President of the Republic of Uzbekistan Shavkat Mirziyoyev on December 18, 2018 at a meeting dedicated to the needs of modern personnel, the involvement of educated youth in strategic areas said:" We need to train personnel in line with the requirements of the times, the pace of reforms. This is our future, our tomorrow". He also noted the need for enterprising and enterprising personnel in various sectors of our economy.

In the course of his labor activity, a person often occupies not one, but several service duties. Promotion in these service positions is commonly referred to as a career. Career planning is one of the motives of labor activity and for modern man it is one of the ways of personal growth and self-development by providing personnel development. Promotion in service responsibilities is equally important not only for the employee, but also for the organization in which he or she works. Acquired new skills have a positive impact on the quality of work of the employee, which also leads to efficiency in the activities of the organization.

Due to the modernization of the relationship between manager and employee, more responsibility is being placed on staff. In addition to the traditional vertical growth model of the

career, the use of modern horizontal and diagonal career models also brings benefits to the organization.

Traditionally, the experiences of Japanese and U.S. companies are studied as an example of career planning and development. These two countries are radically different in terms of culture, lifestyle, organization of production and values.

It is no secret that many believe that the reason for the "Japanese miracle" is the Japanese management system, mainly in the specifics of personnel management. Over the centuries, the Japanese have developed such qualities as accepting oneself as part of society, striving to achieve collective goals and sacrificing one's own interests for the benefit of the community, and pursuing long-term goals and this is reflected in their behavior with qualities such as diligence, practicality and a high level of self-discipline.

In Japanese organizations, all management positions are held by "company people". When a person enters a job, he or she thinks of working in this organization until a certain threshold age, until retirement. Lifetime recruitment coverage in different firms has its own characteristics: in large companies, the majority of staff are permanent, and in small enterprises, the management structure is covered.

In Japan, career planning focuses on lifelong recruitment, which means that all employee changes will be within a single organization. According to the Japanese approach, the professional knowledge and skills levels of the staff do not match their qualifications and qualities. The quality of the workforce is considered to be the skills and work experience accumulated as a result of carrying out certain activities in a particular organization. That's what career advancement depends on.

The rotation, which allows the worker to acquire several specialties, extensive knowledge, helps to overcome the limitations of the Japanese model. Depending on the traditions and characteristics of the organization in the process of training

and retraining of personnel, staff rotation can be carried out in the range of 3-5 to 4-7 years. Each worker can have 5-6 specialties and become a broad-profile professional. In a Japanese company, the main principle of promotion in the internal organizational structure is the traditional "system of positions". During the work, the employee can climb from the edge of the "personnel pyramid" horizontally to the center and vertically from the base to the end. The rate of ascent in the hierarchical ladder of "status" is determined by length of service and age, "ascent by age" is carried out.

This approach eliminates the problem of competition between individual employees in filling vacancies. But in recent years, it is recognized that age and work experience are not enough to rise in the service. Elements of the qualification system are added to the principle of "rising in age". In modern Japanese companies, two types of careers can be distinguished: functional, i.e., dependent on a person's personal qualities and abilities, and based on age and respect.

The Japanese strongly affirm the idea that a leader should be an expert in solving problems in any field. As a person rises in service responsibilities, he or she should be able to look at the organization from different angles, with no more than 3 years left in one stage.

The U.S. is characterized by a model that is characterized by planning to change career careers on a regular basis, approximately every 5 years (this period is also considered successful by the economic cycle). Americans view a worker's relocation as a natural way to advance his or her career. Such an approach is called a diversification approach.

In the United States, career planning and "career planning" became commonplace in the 1970s. The positions are also the basis for planning, taking into account in detail the vacancies that may be vacated in the near future and compiling a list of candidates to fill them. The structure of job requirements and

their interrelationships are studied for creation of the scheme of a change of position. Then they choose positions that are close to them or "developing" in terms of the structure of responsibilities.

This is followed by the development of “model schemes of switching”, which include a “chain” of positions linked by a “domino effect”. This approach is based on “upward” planning without involving workers. In this case, a person’s career is built on a sequence of formal acts that can have very little impact on him or her.

It is only in recent years that the importance of a worker’s confidence in making a real career and being motivated is recognized, with career planning from below involving the employee himself and his immediate supervisor.

From the first steps in the organization and beyond, the specialist is usually associated with the same function and professional skills. Each stage of the career has certain professional requirements, and the individual strives to improve his / her professional aspects throughout his / her career, which is not limited to a single enterprise. Transferring to a company with a higher reputation is not a betrayal, and in the rise is not age and work experience, but skills, psychological compatibility, ability to work in a team, as well as education. A newcomer employee may be more motivated than an employee with more work experience.

There are different ways of working with middle and senior management staff. These include individual career planning, senior career planning, key career advancement programs, and early identification of high-potential leaders for career advancement.

In the U.S., the focus is on the narrow specialization of leaders. American professionals are usually professionals in a narrow range of knowledge, so their promotion in the service ranks is done only vertically. This limits the opportunities for

promotion across management levels and leads to a reluctance of management staff to move from one place to another.

Based on the above, it should be noted that career planning plays an important role in the professional formation of an individual. Everyone has to choose how and in what direction to develop for themselves - whether to build their career within one organization or gain experience in several related companies. Recently, enterprises and organizations in our country are interested in planning and developing the careers of their employees, using foreign experience. Because the personal development of the employee in the future will lead to the overall prosperity of the enterprise. Inadequate motivation of people to plan their personal careers, the power of habits formed and established in people can be a major problem.

In this case, companies need to pay special attention to the issues of individual career planning, to encourage self-development. In this case, it is possible to pre-identify young and potential personnel from the US experience and work with them on the basis of an individual program. In-depth development of an employee in only one field does not always yield the expected results, so it would be advisable to use the Japanese experience to develop an employee so that he or she can see an industry from different angles. Then, when he reaches the position of leader, he will be able to manage every enterprise or organization wisely.

Today, very stringent and complex requirements are imposed on the organization of the educational process, since the social need for training a qualified specialist who is able to work with complex equipment, fully understand the essence of the production process, and positively solve problems that arise in the event of emergency situations, necessitates the organization of the educational process based on a technological approach. Therefore, the range of tasks of pedagogical science, developing in close connection with social progress, is expanding. Naturally,

this science is also faced with the task of effectively using the achievements of modern science and technology.

Technical sciences require a special approach in organizing the educational process, in choosing effective teaching methods, and in determining the content of education. When teaching, it is assumed that the level of organized preparation of the teacher for the teaching group is the same, the composition of which is unchanged; students conduct cognitive training. Each lesson is part of the process and the whole logical conclusion of the stage of mastering knowledge, skills and abilities.

Modern educational technologies represent a complex integral (holistic, inextricably linked) system in which the skills and qualifications assigned for the purposes of education are reflected as a certain regulated set of methods of pedagogical activity aimed at students' assimilation of theoretical knowledge and the cultivation of certain spiritual and moral qualities in them . This is where the setting of educational goals comes in (to whom and why?), selection and development of content (What?), organization of educational processes (How?), designation of teaching methods and means (With using what?),as well as the level of qualifications of teachers (Who?), method for assessing achieved results (how?) must be taken into account. The integrated application of the listed criteria determines the essence and technology of the educational process.

There are the following types of lessons for didactic purposes:

1. Lesson for gaining new knowledge. At such lessons, the subject and the intended goal are described, new educational material is described, and independent work of students is organized, homework is given, these types of lessons are conducted in cases where it is easy to master the educational material.

2. General or mixed lesson. At such lessons, various didactic issues are resolved - homework and student knowledge are

checked, new material is presented, etc. They include the closest links to each other in the study of special subjects, which is important to ensure that students acquire their knowledge thoroughly and consciously.

3. Lesson to strengthen knowledge. At such lessons, conversations will be held with students on previously studied materials, films will be watched, knowledge will be memorized, facts and results will be strengthened in the students' memory. As a result, knowledge becomes much deeper.

4. Test-check lesson. In such lessons, oral questions on the subject, with the help of tests, examinations, are carried out in writing or graphically. Their goal is to obtain the necessary information for a thorough assessment of the level of preparation of each student, that is, to determine how consciously and painstakingly the knowledge is acquired.

5. Problem-based project lesson. The purpose of these lessons is to determine whether students can answer the given problems or not. Such lessons are carried out after students have acquired certain knowledge, skills and qualifications in special subjects.

In order for teachers to be able to independently carry out a certain technical and technological task in the subject of specialization, they are provided with textbooks, various technical literature, methodological instructions, drawings, diagrams, products, raw materials, models and equipment, educational and methodological complexes, including tools and equipment, this will promote learning and formulate a creative approach to education.

To successfully conduct a lesson, you must first determine the purpose of the pedagogical activity in organizing the lesson, what it is going to achieve, determine the means by which this will help achieve the goal, and then determine what method of action to achieve the goal.

An important feature of learning in vocational education classes is that knowledge is not explained to students in a ready-made form, but they are given one or more tasks for independent reasoning.

When setting a pedagogical task, it is advisable to take into account:

- determining the content of an academic subject based on solving educational goals;

- develop an information structure of an educational subject and present it in the form of a system of learning elements;

- preliminary determination of the level of students' assimilation of learning elements;

- determination of the initial level of knowledge of students (this indicator is based on the level of mastery of educational material on which the content of the academic subject is based);

-establishing the boundaries of the material base and organizational forms of education.

Problem-based learning is arranged in the following order, based on the requirements for independent creative activity using three methods.

a) statement of the task of the educational material.

b) research conversation method.

c) research method.

Statement of the problem of educational material. When using this method, the solution to the problem is carried out by the teacher himself. In this method, you can check the essence of the problem and explain in detail the sources of this problem, what caused it, what was the process of solving it, what difficulties were there. The problematic presentation of new scientific and technical knowledge is a method of transition from the explanatory-descriptive method of teaching to exploratory dialogue and the research method.

Research conversation method. When using this method, students' independence in mastering educational material

during industrial training lessons increases. The essence of this method is that when the teacher presents educational material, he periodically asks the students the question: “When you were in the researcher’s place, how would you solve this problem?” Students offer their own solutions to the problem, sometimes very simple and not so perfect. The use of the inquiry method leads to faster student achievement, which is why this method is often called the partial inquiry method.

Research method. Using this method, the independence of the students who have reached the highest level at the time of solving the problem is achieved, but the student must fully understand this in order to solve the problem given to him. This means that he must be ready to solve this problem on his own. After the student understands the problem, he begins to solve it, express the expected result, determine the most convenient ways to implement it, propose effective methods for verifying the solution, and then solve the problem and think through and explain the verification method, conclusions and prove their correctness.

The traditional and non-traditional teaching methods listed above undoubtedly serve to increase the effectiveness of teaching in educational institutions.

Considering the interaction of spirituality on a global scale in the life of society, special attention is paid to the formation of spiritual and educational activities, the study of national values and implementation in the educational process. Each country applies its own approaches to the forecasting process, taking into account the characteristics of its historical and socio-economic development and improving them taking into account constantly changing conditions.

Since independence, the work carried out in our country has been going on for centuries and has completely changed the face of our country and our country. Reforms and innovations in political, economic and spiritual life, modern cities and villages, new modern enterprises, educational institutions, cultural and

community facilities, bridges and roads, in other words, the economy is growing and growing steadily.

The full transition of Uzbekistan to an innovative development model is due to the need to create in the country an effective system of state support for innovation activities and stimulate the practical implementation of innovative ideas, developments and technologies in public administration, priority sectors of the economy and the social sphere, especially in the system of continuous education. At the same time, improving the higher education system is focused on training highly qualified specialists for the social sphere and the economy who meet the most modern requirements. The content of higher education in Uzbekistan has also changed. [1].

Spiritual and educational activities are the main factor in further deepening democratic transformations in Uzbekistan and forming the foundations of civil society, ensuring human rights and freedoms.

Therefore, first of all, we reveal the essence of the concepts of “spirituality”, “enlightenment” and “activity” and think about the content of spiritual and educational activities. Because spirituality brings up a harmonious person. The education and training system is being improved. It serves as an important tool in conveying the idea of national independence to the consciousness of young people. It also encourages the youth to take an active part in the most noble work of creating a great future for Uzbekistan, committed to the ideology of national independence, gaining boundless love and affection for their mother and father. [2].

Spirituality is the basis of our history and values, it encourages the youth to pay attention and develop these riches, build a strong country with economic development in the future, acquire modern knowledge and high experience from our youth. The essence of the concept of spirituality is that it shows that people of different nations and countries are blood brothers. Our spirituality has been shaped by the destinies of millions and millions of people over the centuries. Spirituality is necessary for

a person, like air, like water. The meaning of spirituality is loyalty to the land, people, our independent state, family, parents, children, relatives, respect for people, conscience, freedom. Spirituality has a very deep and broad meaning, it makes a person an individual, a consciousness that radically distinguishes and sharply distinguishes him from other ordinary living beings, common sense and contemplation, humanity, nobility, compassion, kindness, loyalty, patriotism, honesty, purity, respect to nature, love and reverence for science, literature, art and culture, loyalty to national and universal values, loyalty to oneself and one's own - this includes such wonderful qualities and qualities as respect and appreciation for one's people, their language, historical culture, customs and traditions The essence of the word "spirituality" is its meaning. A person who seeks meaning in the world around him is driven by spirituality.

In our country, the state is the main reformer. It is known that the state, relying on the strength of its citizens, makes only serious changes. Therefore, in our national policy, spirituality is considered an important factor in the formation of harmonious people. Spirituality plays an important role in the reforms and changes that occur in society.

The essence of spiritual and educational activities is to create opportunities for cooperation of all peoples living in our republic, in the formation of an ideology that unites them in their aspirations and prosperity, which can serve the achievement of great universal values - peace of the nation and the consent of citizens, the rule of law, social justice , human rights, develop advanced national traditions.

The key role in improving the system of training qualified personnel is for graduates who, in the current conditions, will be able to raise a harmoniously developed generation - physically healthy and spiritually mature, intellectually rich, possessing versatile knowledge and creative thinking. It is gratifying to note that the leadership of our republic almost daily makes decisions that influence a radical turn in education and other social structures of society [2].

Therefore, given that for many years the concept of spiritual and educational activity has not been deeply studied either in the educational process or in research work, there is a need to develop in a student of a higher educational institution the skills and abilities to acquire and apply spiritual and educational knowledge. After all, this is an important tool for the formation of a harmonious personality based on the idea of national independence.

2.2. Improving the role of leadership in the management of higher education on the basis of creative methods

The rapid development of science, engineering, production and technology has opened up new prospects for development in all spheres of society. Mankind's centuries-old experience in state and society building has led to the development of advanced approaches to the regulation of social relations on the basis of new approaches. The essence of these approaches in recent years has been expressed in general terms using the concept of "modernization". So what does the term “modernization” literally mean? What situation is described on the basis of this concept?

Modernization (visual "modern" - modern, advanced, updated) - is the renewal of the object in accordance with the new requirements and standards, technical instructions, quality indicators.

Usually, in the process of modernization, machines, equipment, production tools and technological processes are updated. However, due to the development of science, technology, manufacturing and technology, society also moves from a certain stage of development to a more advanced stage. In philosophical interpretation, quantitative changes become radical qualitative changes. Modernization (visual "modern" - modern, advanced, updated) - is the renewal of the object in accordance with the new requirements and standards, technical instructions, quality indicators. Social modernization means the transformation of society from a social system to an open civil

society. On the basis of this type of modernization, changes of a general or specific nature take place in the social strata of society. In particular, innovations in the field of education are among them.

Modernization of the education system is the redevelopment or improvement of the existing mechanism to meet the social, economic and cultural needs of society, its demand for qualified personnel, and the individual's demand for quality education, sustainable development of the education system.

This modernization has a comprehensive character, preserving and enriching the best traditions of teaching and educating the individual, fully covers all areas of the education system and serves to meet the needs of society in the training of qualified professionals. The following priorities will be addressed in the modernization of the education system:

-ensuring the equality of all persons with others in full education and openness of education;

- achieving new quality indicators in the system of continuing education;

- formation of effective normative-legal and organizational-economic mechanisms in the system of continuing education on the basis of attraction and effective use of new educational resources;

- development of social status and professional competence of employees of the education system on the basis of state and public support;

- enhancing the role of participants in the educational process - students, teachers, parents and educational institutions in accordance with the principle that the education system is based on state and public administration.

In the context of Uzbekistan, as in all countries, the role and place of the state, society, local and social organizations, higher and lower authorities, mutual unity and cooperation are important in the modernization of the education system. The

priorities of modernization of the education system in modern conditions are:

- creation of electronic information and educational resources;
- mutual coordination of existing and new technological forms of education;
- creation of favorable pedagogical and technological conditions for independent mastering by students of the basics of educational and specialized disciplines.

In the process of managing the higher education system, the solution of various tasks is achieved through the design of the content and tools of the activities of the leader and the teacher. In modern conditions, the technologicalization of the educational process using *creative methods* requires a new approach to its design, that is, the need to cover the educational process in accordance with the technological structure. The design of the educational process is of particular importance in the organization of the professional activity of the leader. The study of each activity is done on the basis of design using separate creative methods.

The design of the educational process is a form of pedagogical activity, which is characterized by the technological structure of the educational process and a set of methods and tools that guarantee learning outcomes.

The product of design is the design of the educational process. As a result of the analysis of the essence of pedagogical practice, several laws of design of educational process were distinguished. They are:

1) the design efficiency of the educational process is provided on the basis of appropriate coverage of all components (technological management, media, information, socio-psychological environment) in the project;

2) technological means of education are selected depending on the individual characteristics of students;

3) design strategies are selected according to the individual method of the teacher;

4) The quality of the design depends on the scope of the feedback, the content of the design, as well as the effectiveness of all factors.

The design of the educational process in higher education institutions is at two levels:

a) at the level of pedagogical activity (design of separate parts of educational process);

b) at the level of activity of the education manager (integrated design of the educational process).

In the design of the educational process, not only each component, but also the relationships between them are modeled, and the laws of design prepare the basis for the development of theoretical foundations of design principles, their application in pedagogical practice.

In essence, the basic principles of designing the educational process are:

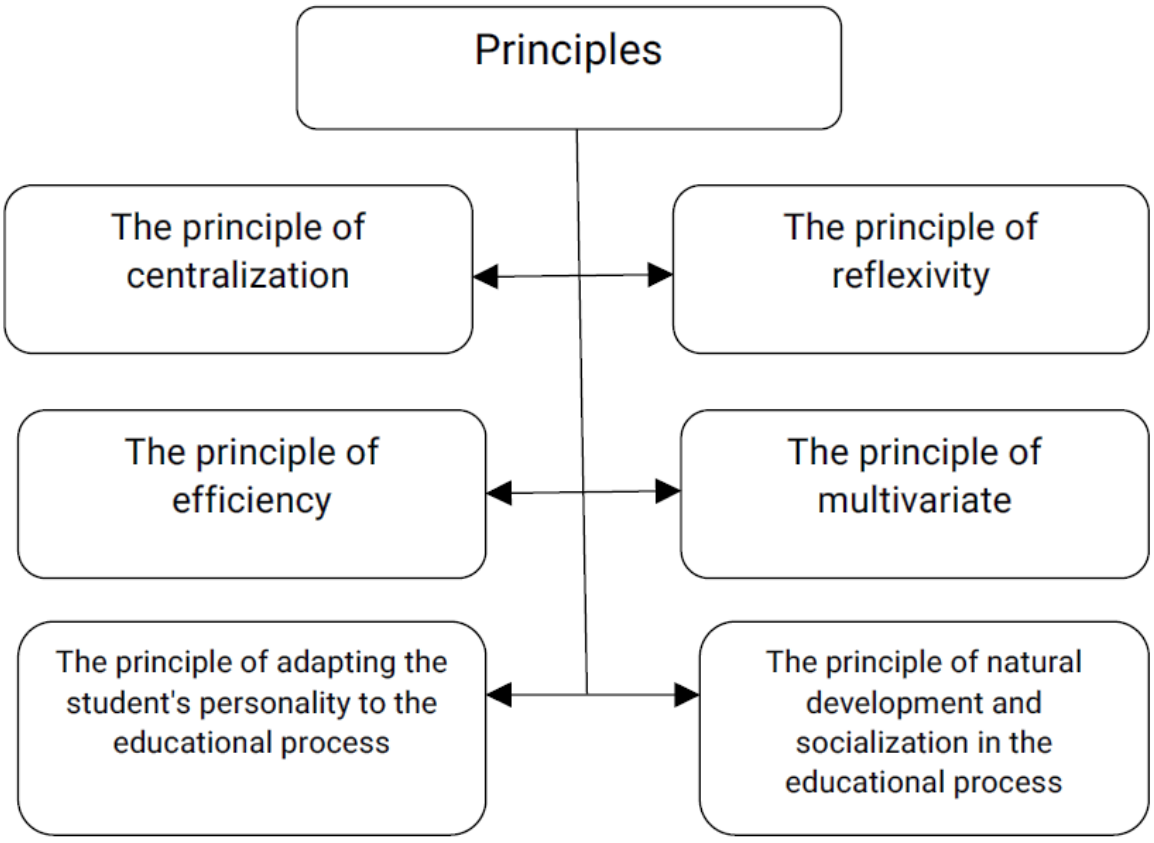


Figure 2. Principles of designing the educational process.

The principle of centralization is expressed as a key element in the design of the model of managerial activity in the technological process. The main systematized educational content and activities in the structure of the educational process is a technological process, the content of which consists of educational activities aimed at mastering the basics of social experience of teachers. From the point of view of an active approach, each element that makes up the content of education should correspond to one of the types of activities of the subject. The types of activities of the entity, in turn, should be represented by generalized activity models as a set of specific models.

The principle of centralization requires the implementation of design in the following order: purposeful creation of activity models, methods of their mastering by students, choice of means (technological operations), substantiation of methods of management of educational activity (teacher activity).

The principle of reflexivity describes the subject's assessment of himself, his personal activities and knowledge, the opinions of others about him and the relationship between them in terms of collaborative activities. In the design process, the teacher should always take into account the educational process, its specific and ideal conditions, students' learning needs, opportunities to fill them, personal qualities and abilities, opportunities for effective organization of pedagogical activities. **The principle of reflexivity** requires that the project of the educational process, which is created, be constantly corrected and supplemented on the basis of the analysis of the needs and capabilities of the participant of the educational process - the subject.

The principle of effectiveness characterizes the convenience of pedagogical conditions, the achievement of effective results at the expense of less time and effort. Effectiveness - social experience should provide for the achievement of the set goal through the content of activity

models, technological operations, their development, choice of management methods, appropriateness of educational activities, educational tools, short time and effort of the subject in the technological process.

The principle of multivariate. Each learning process takes place under the influence of a number of objective and subjective factors. These include the socio-economic living conditions of leaders and teachers, the social production and natural climate around educational institutions, the educational and material base of higher education, the level of professionalism of teachers, the spiritual and psychological environment in educational institutions, intellectual potential of staff, interpersonal relationships. . The manager should take these factors into account when designing the learning process.

At present, innovative methods are used in modern conditions to improve creative methods and strengthen the role of management in their implementation.

Today, in the educational process organized in every university, technical means such as computer, scanner, video eye, video camera, projector, electronic board, modem, telephone, internet, multimedia, microphone, speaker, webcam, CD-ROM, database (database)) and innovative tools such as webinar technologies are being used effectively. Their essence is discussed below.

Computer (visual "computer" - a computer that performs data processing and calculations in a strictly defined order, as well as symbolic symbols

1. Integrity (students are tested using a variety of exercises and tests).

2. Reality (students' observed behavior is assessed)

3. Independence (each student is evaluated by several experts).

4. Objectivity (conclusions are based on standardized estimates).

5. Reliability (conclusions are based on the results of tasks performed independently by students)

1) compile a list of qualities of professional competence to be assessed by students;

2) development of a problem situation task, which allows to model the types of activities in which the qualities of professional competence are manifested;

3) development of criteria determining the level of formation of certain competencies; preparation of evaluation sheets for experts;

4) development of questionnaires; use of assessment as a form of examination;

5) compiling a questionnaire;

6) a software electronic device or system that performs other functions based on inference. The strictly defined procedure performed by the device is called the application. The computer consists of the following components: system unit, monitor, keyboard, mouse and external devices.

A scanner (from the word "scanner") is a device that creates a digital copy of an image (text) based on the analysis of an object (usually an image, text). The process of copying is called scanning.

Video eye is a modern electronic device designed to remotely monitor the situation on the doorstep (threshold) from a TV or video monitor screen. From the outside, the video eye is no different from a normal "door opener", so it does not attract attention. An important aspect of video surveillance is that if it is installed, the house does not necessarily require people inside the building to come to the doorstep to find out who is standing at the door.

A video camera is a mixture of a television transmission camera and a video recording device, which was originally used as a "television camera". Originally used as a small-volume handheld camera, camcorders were used to record family video

recordings on a VCR. Later, with the advent of the camcorder as a mixture of the TV camera and the VCR, the camcorder began to be used in journalism.

A liquid crystal display (LCD) is a device that consists of one or more liquid crystal matrices that transmit an image to the screen. When using it, you have to brighten the image and eliminate sharp changes, depending on the plot of the image.

An interactive whiteboard is a device with a large touch screen that is part of a system that includes both a computer and a projector. With the help of a projector, the image on the computer's desktop is projected onto the surface of the electronic (interactive) board, resulting in the board becoming a "screen". You can change the image transferred to the board, make certain changes to it, or mark it.

All changes are saved to a file on the computer accordingly, it can be saved, saved to a flash drive or disk, processed. In this case, the whiteboard appears as an input device. The board can be controlled by a special stylus or a light touch of the hand on it. The connection between the board and the computer is two-way, and the handle (stylus) of the hand or board works like a mouse.

Modem (derived from the words "modulation", "demodulation") - a device that converts continuous signals into digital data (modulation) and digital data into continuous signals (demodulation). When a computer is used to exchange information over a telephone network, it is necessary to have a device that allows it to receive signals transmitted from the network and convert them into digital information. The function of the modem is to convert the signal transmitted by the computer into an electrical signal with a frequency corresponding to the operating frequency range of the telephone network, as well as to establish interconnection.

This device has its own communication software. These programs allow you to transmit and receive data over long distances.

A telephone (Greek for "long" + "sound" - a distant voice) is a device designed to transmit and receive sound over a certain distance. Modern phones are capable of sending electrical signals directly.

The Internet is a huge global computer network that connects computer networks that store and transmit tens of thousands of pieces of information around the world; its task is to deliver the desired information to those who wish. Often referred to as the "World Wide Web", "Global Network" or simply the "Network". The Internet-based World Wide Web (WWW), as well as many other information delivery systems, operate.

E-mail (derived from the concept of "electronic mail"; "email", "e-mail") –

1) an e-mail that allows you to send information to another person, regardless of location, message text or file (document, photo, etc.);

2) computer network, as well as services for the exchange and receipt of electronic messages between Internet users; technology.

Usually a message sent by e-mail is called an e-mail (letter) or e-mail (e-mail), and the mail itself is called a box (e-mail). According to the components, principles of operation and characteristics (simplicity of use, some retention of information in the delivery, sufficient reliability, as well as the absence of a guarantee of delivery), this mail is practically ordinary (sent on paper) mail, which also includes mail, letter (letter), envelope, box, delivery and other concepts apply.

Multimedia (visual "multi" - many, "media" - environment) - the interaction of visual and audio effects that occur according to interactive software management based on the use of modern hardware and software that combines text, sound, graphics, photos, video in a single digital presentation . The educational process uses computer programs (systems), computer models in the form of various tasks for independent learning, learning tasks

to be solved at different stages of training, computer training games, as well as multimedia products such as educational web pages on the Internet.

A microphone is a device used in the preparation of various audio animations (Windows system or MSWord text editor) and presentations. Animations are prepared in full sound form. A speaker is a device used by a Windows system or MSWord text editor to make sounds heard from a computer to a user when presenting audio animations and presentations. Its main function is to output and amplify sound (music, sound, etc.) through the device.

A webcam is a device that transmits video between computers. It is used when using an international Internet service. Using a webcam, seeing a subject located anywhere in the world is divided by the ability to communicate with it. When using the skype system on the Internet, a webcam is used. You can make video calls, conference calls.

CD-ROM (Compact DiskReadOnlyMemory) is a laser device used only for reading purposes, a laser (compact) disk. This disk can hold 650 MB (700 MB) of data, it is easy to use, it provides speed of data exchange. The laser (compact) disc has CD-ROM (for reading) and CDWriter (for writing data and programs) views. Database (database) - a set of interconnected logically connected data used together; a single repository that stores data once used and then used simultaneously by multiple users.

Webinar technologies and their application in the educational process. In modern conditions, webinar technologies are increasingly used in the education system.

The communicative competence of the leader-educator is manifested in the process of communication with his team, parents, colleagues and management. In this case, the interaction of the teacher with the team is especially important. The educator seeks to engage with students, to be effective.

Communicative competence of the teacher - a conversation of the teacher with the student body, parents, colleagues, management in accordance with the requirements of pedagogical etiquette and communication.

Communicative competence of the teacher in the educational process is shown below

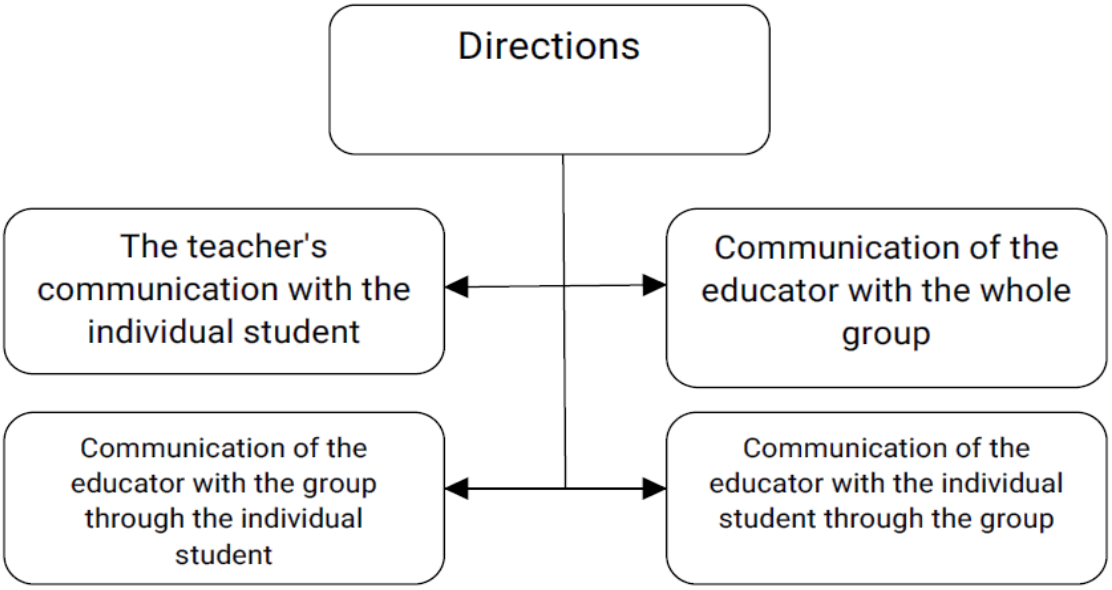


Figure 3. Directions of communication of the leader-teacher

It is advisable for the leader-educator to constantly analyze the techniques of communication with the team. Manages pedagogical activities as a leader in certain situations. Communication is also a leading factor in this process. However, the effectiveness of communication is determined by what style of communication is chosen by the educator who is acting as the leader. Typically, the methods of communication of the teacher as a leader are divided into the following three types:

1. Authoritarian style. Accordingly, the organization, content, form, methods and means of all types of activities by teachers are all determined only by the leader. Any initiative of teachers is not encouraged, on the contrary, teachers are influenced by giving orders, instructions, referrals, as well as taking punitive measures. Even when teachers 'activities are

positively evaluated, the impact on them is described in a variety of ways.

2. Democratic style. According to him, the teacher relies on the opinion of the team in the organization of pedagogical activities. It strives to take into account the views of each person in the organization of training and educational work, to select the most effective by summarizing them. The participation of all colleagues will be ensured during the discussions. Initiatives expressed by teachers are supported, and these initiatives will be put into practice based on available opportunities. The educator who uses this method realizes that the task is not only to monitor the activities of students, to make corrections. The focus is on taking effective parenting measures while acknowledging teachers 'achievements or pointing out their mistakes to themselves. Each student's achievement is recognized individually, which inspires them to achieve new victories. Based on this approach, the supervisor strives to properly distribute the work to be done, taking into account the interests and abilities of each employee, and identifies the rewarding of active teachers as a key area of activity. The supervisor will act on the advice, please, in establishing communication with the teachers.

3. Liberal style. Typically, this method is recognized as a method that ensures that the leader-teacher relationship is based on coherence. A leader who works in this way tends to ignore even the negative things that are done by the educator. It becomes a habit to remain silent even in situations where it is necessary to properly evaluate and punish teachers. This leads to teachers being irresponsible. A leader who prefers a liberal style has absolutely no interest in the lives of educators, does not interfere in their activities, and absolves himself of responsibility in crucial situations. In some cases, they also endorse conflicting opinions. A leader who works in this way will not have a reputation. Because you can't trust him.

The search for solutions to innovative pedagogical problems in the higher education system is related to the analysis of the results of the examination of the characteristics, content, structure and classification of innovative processes in the field of education.

Since young people embody both strong and weak aspects in the social sense, on the one hand, they are characterized by social activity, high level of impressionability and desire for new things, need for ideals, thirst for creative reconstruction of the world, existence, and curiosity. On the other hand, the aspects of impatience, unreasonable criticism, denial of everything are noticeable. Youth lifestyle is first of all a description of their real existence, a description of what they can do. The inner world of young people has an active influence on their lifestyle, so it is impossible to predict their lifestyle without knowing the psychology and inner world of young people.

The development of project activities in pedagogical education took place over a long period of time. In the 17th century, Jan Amos Kamensky formulated the idea that the teacher's work should be an incentive for the success of education. He believed that a person should be taught to acquire knowledge by observing natural processes (movement of the sun, stars, weather changes, wildlife processes, etc.), to know objects by himself and not to get this knowledge from books or other people's conclusions. [2].

In his scientific works, V.V. Guzeev considers design education as an integrated technology and pays special attention to the specific features of the formation of design activities of future teachers in the educational process (Table 1.).

1.- table

Stages of formation of future teacher design activities

Stages of work on the project	**Contents of works**	**Teaching activities**
Preparation	Definition of project topics and objectives	Explains the essence of the approach to the project and encourages students to set the goal correctly.
Planning	- identification of sources of information. - determination of methods of data collection and analysis. - determination of methods for presenting final conclusions. - setting process evaluation criteria. - distribution of tasks among team members	Offers ideas, makes suggestions.
Research	Collecting information, performing intermediate tasks.Basic weapons, conversation, survey, observation, experience	Observes, advises, indirectly leads activities.
Conclusion and suggestion	Data analysis. Making conclusions	Observes and advises
Observes and advises	Forms of submission of the final report: oral report, oral report through the	Hears, asks questions that reveal the issue more broadly and determine the

	provision of information, written report.	activities of each participant
Evaluation of the results		It assesses the readiness of students, the ability to make appropriate use of information, unused opportunities, the quality of the report.

A project is a product of efforts aimed at developing the content of pedagogical activity, guaranteeing its results based on a specific plan and goal. The basis of the project is a scientific or creative idea.

Projecting is a practical action aimed at developing the content of an activity or process by estimating, predicting and planning the expected result based on initial information. Designing is based on the system "idea - goal - expected result - guess - predict - plan".

Designing the educational process is the process of developing its project, taking into account all factors for the effective organization of a separate educational process.

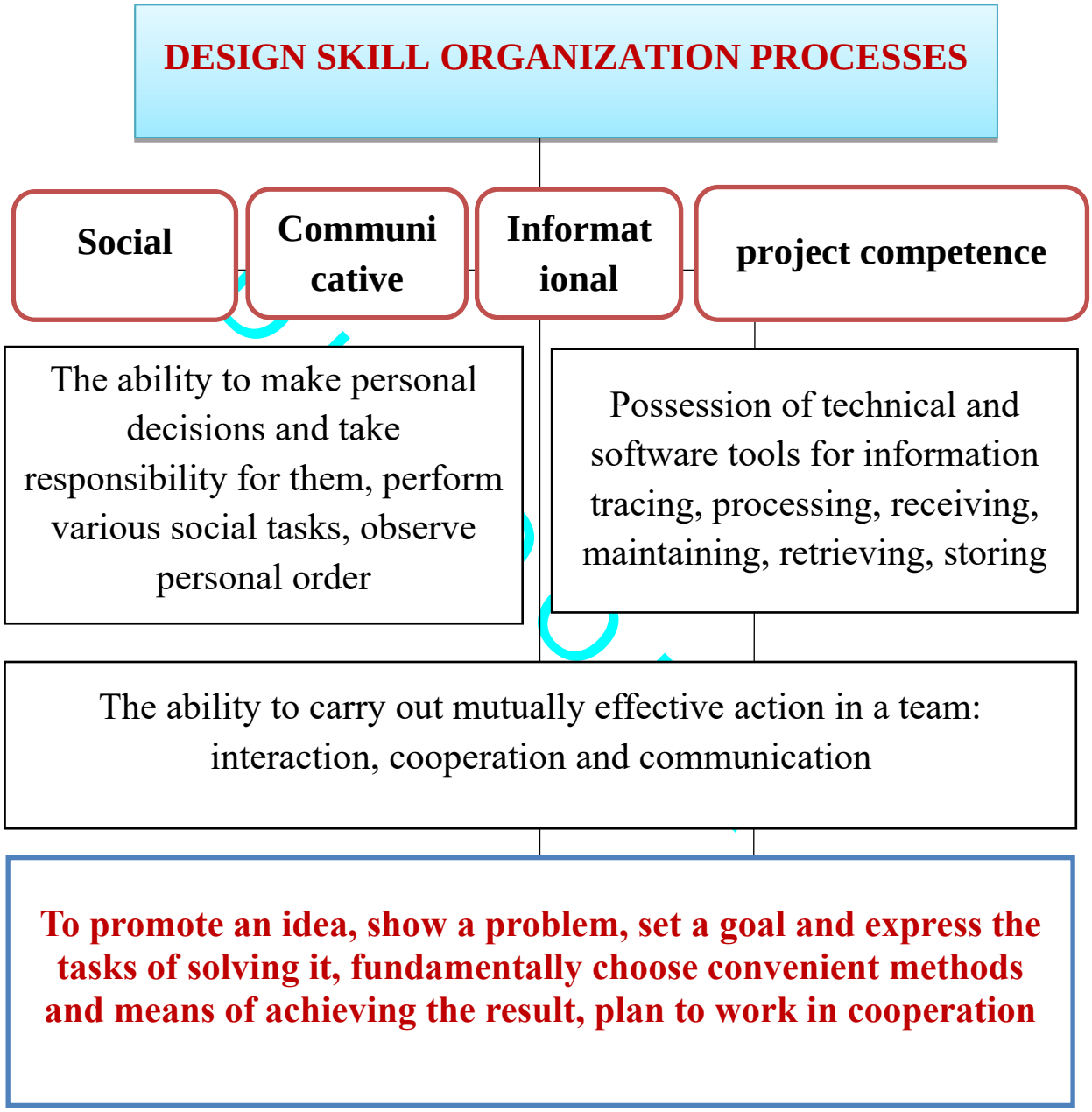
In the design of educational processes, it is necessary to correctly define the content of education, the goal of education, the expected result, the correct selection of educational methods, forms and tools, and the specific criteria for evaluating the knowledge, skills and qualifications of students. It is considered desirable to focus on their proper implementation and coordination within the time allotted for the training.

In order to achieve clarity of the purpose of the training session, the teacher is required to pay attention to the following:

- the didactic process that occurs in the lesson can fully ensure the achievement of the educational goal under certain conditions and within the specified time;

- the possibility of making a clear conclusion about the level of goal realization at the end of the training process.

The formation of design skills based on a creative approach in future teachers in higher education implies the sequence of actions shown in Figure 4.:



4- figure. Design skill organization processes

It follows from this that the processes of organizing design skills are a step-by-step process. The initial stage of designing the educational process consists in setting the educational goal.

Civil and moral education is understood as a social process, and another group of scientists considers the socialization of a person to be the main goal of education. However, education is one of the main factors of youth socialization.

Communicative process is of particular importance for professional-pedagogical activity, because the interaction of the two main subjects of the educational process - the teacher and the student - is mainly communication, and it is carried out with the help of speech. The communication competence of the teacher also regulates the whole system of work relations with his colleagues, parents and other subjects of the educational process in order to achieve his goals in the conditions of working together with students.

Despite the fact that the information process itself is often evaluated as a pure process, it is considered a deep social process by its essence. Because information means the transition from one form of society to another form with a higher level of social development and determines the future characteristics of society.

There are following methods of informed process:

- direct observation;
- communication with experts on the issue of interest;
- reading necessary literature;
- watching videos, TV programs;
- work in libraries, archives;
- access to information systems, databases and banks of computer data.

Project capability process is a practical action aimed at developing the content of an activity or process by estimating, predicting, and planning the expected result based on initial information.

Pedagogical education system is designed to create conditions for continuous self-education, professional and personal development, creativity and skill improvement of future

teachers. For the development of an active, business-minded teacher who is ready for self-development and self-improvement, has organizational skills, initiative and creative potential, the formation of planning skills is of great importance in the pedagogical education system.

The leader lies in the uniqueness of pedagogical work, its versatility and complexity. At the same time, this work is of a creative nature, that is, it is constantly changing with creative ideas. Every situation, every moment of the relationship with educators, in a certain sense for the leader, is not the same and is not repeated. In the management of the higher education system, the leadership requires the in-depth and complexity of the work of personnel, the subtleties of dealing with and influencing employees, a deep knowledge of pedagogy and psychology. It is also reflected in the versatility of managerial work, the time spent on its implementation. Social progress is leading to a narrowing of the line between reform-based education, the complexity of vocational training, and the hard work and leisure time of leaders in higher education. The creativity of executives is always based on a certain experience. Because a creative-minded, creative leader must always strive for something. In the education system, the leader-teacher seeks the acquisition of advanced methods, as well as ways to apply them in their work, appeals to the achievements of pedagogy, psychology and teaching methods. Creative leaders compare the experience of others with their own experience without analyzing it directly, and then accept its advanced aspects.

Suggestions and recommendations. Speaking about the specifics of the pedagogical profession, it should be emphasized that its essence is mainly knowledge, vocational training, and therefore it is necessary to constantly study. This feature of the teaching profession requires him to constantly work on himself, to acquire independent knowledge. The key to his success is to work on himself continuously.

The most important feature of the work of leaders is to ensure the full development of young people. This, in turn, requires the owner of social activity - the teacher to be self-sufficient in all respects. Only a well-rounded person can form a perfect person.

From the above, it is clear that the ongoing education reform in our country is a noble effort to achieve the level of educational development in the developed countries of the world. This requires the appropriate use of the historical experience of developed countries and, based on our own internal capabilities and historical roots, to raise our education system to the level of advanced countries in the near future, to create a socio-economic basis for a more perfect national education system.

2.3. Directions for improving teaching methods.

The quality of education is a set of specific features of the educational process, one of the urgent tasks is to increase its effectiveness on the basis of ensuring compliance with the future needs of man, society and the state. Today, in the process of radical modernization of the education system in our country, foreign and domestic experience is being studied to achieve and further improve its level. Quality of education is a process in which the quality functions of the components of the entire education system have a complex developmental force (dynamics), which is explained by changes in the social, economic, technological and political environment in the activities of educational institutions.

In order to organize activity-oriented reading and learning, of course, learning objectives must be expressed at different levels of thinking. It means that a person is able and willing to move skillfully and responsibly in professional situations and to continue to constantly improve his or her ability tomove.

Taking into account the process of modernization of the education system, a number of Uzbek scientists, including U. Begimkulov, O. Musurmonova, MS Mustafaeva, BR Adizov, R.Sh. Researchers such as Akhliddinov, Yu.N.Abdullaev, M.Kh.Mahmudov, R.Ishmuhammedov, L.V.Golish in their scientific researches creatively organize education, scientifically and practically substantiating the problems, methods and means of improving the quality of education, conducted researchon improving general secondary education, democratizing education, and other features.

The following scholars have thought so about the improvement and development of education. M.N. Skatkin defines the principles of education as follows: scientific, all-round, and interrelated with life, stratification, systematization, interrelationship between educational disciplines.

In his research, MG Ogorodnikov distinguishes scientific, ideological, historical, systematic, unity of theory and practice, the relationshipof education with life as the main principles.

At present, one of the urgent tasks is to ensure that the educational process is organized on the basis of person-centered learning technologies. Today, the teacher must not only teach knowledgeand develop practical skills, but also teach students to acquire knowledge, research and make decisions independently.Person-centered learning technologies require a different approach to the learning process. The teacher has to change his attitude towards the student and science.

The theoretical foundations of person-centered education include:a)determining the role of the learner in the learning process and personal development;b)normative requirements for professional development of the student. These principles are reflected in the State Education Standards and their requirements;c)the creative ability and skill of the

teacher is of great importance in the organization of the educational process.The learning process requires the use of person-centered learning technologies.

Person-centered education is based on the following principles:

a)the position of the individual is recognized, the student actively participates and self-assesses as a disseminator of subjective experience;

b)the subjective experience of each student is taken into account in the educational process;c) the development of the student as a person is not only satisfied with his normative activity, but also constantly expands the source of development of his abilities by gaining experience.

The implementation of person-centered education must meet the following conditions and requirements:

➢Development of all subjects in the educational process, creating conditions for students, masters, teachers, management staff;

➢to pay attention to and develop the necessary professional qualities of the person in the process of education;

➢introduction of modern pedagogical and psychological technologies of personal development in the educational process;

➢protection of educational subjects, creation of conditions for students to win;

➢providing educational and methodological assistance for the professional development of educational subjects, the organization of continuous and rapid diagnosis;

➢Development of differentiated education, as it plays a major role in student self-determination and development and is widely implemented;

➢Creation of large-scale conditions, organization of multi-practical workshops, experimental rooms, training rooms;

➢Identify the main characteristics of the person, as well as the professional qualities of the future specialist.

The content of person-centered education. Traditional activities in the current educational context cannot fully ensure the full development of the individual. Curricula and programs become more complex asthey become more difficult to focus on. It is necessary to make changes in the educational process and to organize different specialties in one profession.It is possible to make modified changes to the structure of the curriculum documentation. The autonomy of each block must be taken into account when designing this structure.

It should be borne in mind that the blocks can be modified and replaced at any time. Students should be given the opportunity to choose what they want from the didactic curriculumblocks as they independently draft the content of the education they are receiving. In developing these projects, they use training regulations and common production technologies.

The main focus is on independent and cooperative readings.In the technology of person-centered educational content, teaching and didactic materials provide for the revision of student self-monitoring.The content of person-centered education should not be satisfied with information-questionnaires, but should include problematic texts, contradictory information, and ambiguous situations.

Of course, the curriculum should also have different recommendations, meaningful tables, instructions that will help you work independently. Learning materials cover students 'subjective experiences and the changes that occur in them.

Technology helps the student to choose the content of the study material. There is an opportunity to choose the technology and methods of education. Such mastery of education is a departure from traditional teaching,and good results are

observed in teaching. Extended such readings should be explicit.In order to effectively achieve the learning objectives and solve the learning problem, it is important to activate students' knowledge in the context of theoretical issues related to the problem situation and the process of solving the problem situation without knowing them.

That is, the student should be as close and prepared as possible to the problem solution.

Problem-based learning is one of the most advanced pedagogical technologies that has a positive effect on the educational process today.

Problem-based learning is one of the most effective methods of teaching, which mainly demonstrates the logic of problem situations based on scientific knowledge.

Problem situations are included, and the traditional narrative is the most optimal composition of the study material.Problem-based learning is the teacher's activity to provide students with problem-based learning conditions by creating a pre-conceived system of a series of problem situations and to manage the process of solving them by students.

Problem-based learning is a special structure of creative learning activity in which learners master knowledge and problem-solving situations, problem-solving and problem-solving activities -making assumptions, substantiating and proving hypotheses.

The goal of problem-based technologyis for learners to acquire knowledge, skills, and competencies, to master ways of working independently, and to develop their cognitive and creative abilities.

Problem-based methods are methods based on the creation of problem situations in science, the search for and solution of complex problems, analysis, the ability to see events and

laws behind specific facts, which require students to activate their knowledge of special subjects.

Modern psychology and didactics are based on the fact that the initial moment of the thinking process is usually a problematic situation. It is only when a person needs to understand something that he begins to think.In the process of problem-based learning, the teacher first creates a problem situation, asks questions, suggests problems, experimental tasks, organizes a discussion aimed at solving the problem situation, confirms the correctness of their conclusions.

Students think about and make suggestions on how to solve a problem situation based on their previous knowledge and experience. Summarizing their previous knowledge, identifying the causes of events, explaining their origin, choosing the most reasonable option to solve the problem situation. This method not only increases students' curiosity, but also develops their thinking skills.It is possible to talk about the use of problem-solving methods of teaching material, practical problem-solving work, and even research.

Problem-based learning involves the use of problem-based presentation methods such as reasoning, proving, generalizing, analyzing evidence, following a student's point of view, and encouraging them to be more active.

In problem-based learning,the teacher develops questions and assignments that focus on specific learning objectives. It encourages students to move towards a specific goal when solving problem questions or completing assignments, and oversees the process. The student will remain an active participant in their education. The essence of problem-based learning is that students must solve the problem independently. This means that the system of teaching materials and assignments should be structured in

such a way that they are mainly focused on independent thinking and learning.

The introduction of problem-based learning in the educational process will ensure the development of students' research activities and the achievement of the following four main goals:

1. Achieving full mastery of basic knowledge by students;

2. Development of theoretical thinking;

3. Formation of interest in the content of science;4. Increased professional motivation of the future specialist.

The main task of the teacher is not to transfer information, but to teach students the objective contradictions in the development of scientific knowledge and ways to resolve them. In this way, students form a style of research-oriented thinking, stimulating their cognitive activity. In collaboration with the teacher, students discover new knowledge for themselves, acquire the theoretical foundations of science.

Depending on the level of student participation in the problem-solving process, the problem-based organization of education varies. The first level involves the teacher's activity in which he / she fully explains the problem and explains the solution, as well as engages students to think together using counter-questions. The second level of problem-based learning allows the teacher to state and articulate the problem,then directs the students to independently search for ways to solve it.

The essence of the problem situation is to create a dialectical contradiction between new factors and events that are known to students and previous knowledge is not enough to understand and explain.

This contradiction is the driving force behind the creative mastery of students 'knowledge, which is consistently revealed

in the process of solving a problematic task.In the implementation of this method, the student seeks to solve the problem and performs a number of tasks:-studies the problem situation;-represents the problem;-seeks a solution to the problem;-solves the problem;-Checking the solution of the problem, to draw conclusions, which allows the student to develop a successful solution of the problem, the formation of knowledge on the topic of study, the ability to creatively apply the theory in practice.Having problem-solving skills allows students to succeed, not just in solving learning problems.

Therefore, the main taskof the teacher is to develop in students the ability to analyze the problem-based assignments in the educational process.The issue of developing the abilities, minds and skills of students, deepening their scientific and practical knowledge is of great importance today. Solving this problem will help students grow in their abilities and consciously increase their interest and responsibility in their professions. Research on teaching technologies has shown that modular teaching technology gives good results in the formation of professional knowledge and skills in students. Another effective way to improve education is to teach science on the basis of modular technology. Modular learning is one of the most promising systems of teaching because it is best suited to the system of developing students 'cognitive abilities and creative abilities. In modular teaching, through the full, abbreviated and stratification of curricula, it is possible to teach step by step, that is, it is possible to individualize teaching. Modular training has the following objectives:-ensuring continuity of training;-individualization of teaching;-creating sufficient conditions for independent study of educational material;-acceleration of training;-Achieving effective mastery of science. Modular teaching requires the reading of problem-based and instructive lectures

that provide generalized information on key issues of science. Lectures should focus on developing students' creative abilities.

The module should be structured with practical and laboratory sessions, and supplemented with new material that explores the content of the lectures.The following advantages were identified from the content of the modular system of training:

-Ensuring continuity of training in disciplinesand modules;

-establishment of inter-module methodologically based compliance;

-Flexibility of the modular structure of science;-stratification of students according to their abilities (after the first modules, the teacher may recommend individual students to individualize the subject);

-Accelerate teaching as a result of "squeezing" information, effective use of classroom hours and optimization of the schedule of study time, lectures, practical (experimental) classes, hours for individual and independentwork.

As a result, the student will have sufficient knowledge and skills. Modular learning technology should be developed and implemented in accordance with accepted principles of teaching.The introduction of information and communication technologies inmodern education requires the development of new forms of teaching. Another way to improve education is computer-assisted learning technology.

Computerized learning technology is computer-based learning. Computer technology in education is a type of new information technology. That is, on the basis of computer technology of teaching it is possible to accelerate the learning process and achieve maximum efficiency.The introduction of computer-assisted learning technology will pave the way for distance learning. Computer-assisted learning technology is mainly implemented through e-learning resources.

Computer-assisted learning should be tailored to the level of preparation and intellectual capacity of the learners.In practice, all technologies that use special technical means of information (computer, audio, video, film) are called computer technologies. After the widespread use of computers, the term "new information technology" appeared. In general, any pedagogical technology is information technology, because the basis of the technological process of teaching is information (information) and its transmission.

In our opinion, it is better to call computer-assisted learning -computer-assisted learning technology. Computer technology develops the idea of programmed learning. This technology is the process of preparing and transmitting information (information) to the learner through a computer. In order to improve computer-based teaching and compare it with traditional forms of teaching, it is necessary to pay attention to the following principles:-creation of additional electronic resources, data and libraries, development of special software for searching for information on the network;

-Improving the teaching and methodological work of teachers, cooperation with specialists in the field of Internet use, information technology and psychology;

-Regular updating of e-learning resources.

This requires the use of advanced pedagogical technologies and active methods in teaching. Criteria for assessing knowledge in computer-assisted learning technology is an important issue.

As this technology is mainly focused on independent learning, it requires active and responsible participation of teachers in organizing the assessment process. Because the assessment process should take into account not only the results of tests, but also the activity of students and their ability to work independently. The curriculum of science should be adapted to computer technology.There is an opportunity to

use information and teaching technologies in computer training.

The effective organization of the computer-based learning process ensures the achievement of learning objectives. The educational functions of the computer include:-source of educational information (teacher and partial or complete replacement of the book);-Demonstration weapon (with a qualitatively new level of multimedia and telecommunications capabilities);-gap of individual information;-trainers;-diagnostic and control tool.

The computer came out in the function of a working instrument with the following qualities:-means of preparation of texts, their storage;-text editor;-graph builder, graphic editor;-a computer with unlimited capabilities (with the creation of results in different formats);-modelingtool.

Another way to improve teaching is to use these pedagogical technologies.Pedagogical technology has the following features:

1. Pedagogical technology is a factor in meeting the social need for improvement and optimization of the pedagogical process.

2. Pedagogical technology is a set of theoretical and practical knowledge of didactic and educational nature, as well as the effective, skillful organization of the educational process, as a methodological science.

3. Pedagogical technology is an integrated process that reflects the general nature of the educational process.

4. Pedagogical technology serves as a guide, that is, it serves for the development, upbringing, formation of the individual.5. Pedagogical technology -has a personal character, there are no uniform, strict, normative (standard) requirements for the use of certain technologies in the educational process.

Each educator has the opportunity to implement a specific technological approach, taking into account the

characteristics of the educational environment in which he works, the existing internal and external conditions.6. Pedagogical technology represents the unity of education, upbringing and personal development.The main purpose of pedagogical technology is to improve the pedagogical process, which is the basis for the formation of a perfect personality, humanization, ensuring the independence of the student, the effective use of technical means in the teaching process.

Based on the above, it can be said that although alot of research has been done on the organization and improvement of the educational process in higher education, it is a problem of improving the psychological, pedagogical and didactic capabilities of creating and using modern teaching tools. Research of modern didactic means of teaching and pedagogical possibilities of education in the process of improvement of teaching methods; modeling, teaching, supervising pedagogical software tools should be used in education teachers.

Analyzing the above principles of the theory of improving education, its quality and characteristics are addressed at the regional, city and school levels in modern society, focusing on public needs, the interests of specific regions and educational needs. Therefore, improving the quality of education and its organization requires the introduction of new approaches that determine the ability of the education system to develop sustainably and consistently, to attract intellectual and material resources.

2.4. The differentiation of education is an important factor of pedagogical technology

The main goal of educational reform is to create objective and subjective conditions for the formation of the personality of

students as a perfect person. To this end, the spiritual and moral education in educational institutions will be strengthened, and attention will be paid to the formation of students' understanding of national identity, patriotism, and a sense of pride for their homeland. It should be recognized that these tasks are solved mainly in the educational process. Therefore, it is important to create objective conditions for the formation of a perfect person. One of them is the differentiation of Education. It is no exaggeration to say that the concept of the development of society and its future is inextricably linked with the education system.

The head of state studied the historical experience of the advanced countries of the world and revealed his leadership and civic responsibility based on ingenious, scientific and methodological principles. As schools create our future, it is both a duty and an obligation for us to think and care about its future. One of the important aspects of its development is the differentiation of education, as noted above.

The first elements of differentiation, which are organized in the study of sciences in the current groups, are the process of transition to differentiated education instead of homogeneous groups. It will be possible to implement differentiated education in two directions. This is due, firstly, to the fact that on the basis of tests used in developed countries, students can be divided into gifted - intelligent (gifted) group, average gifted and low middle group, depending on the level of intellectual maturity. The current school has 3 categories of pupils in one class. Classes are mostly tailored to the average pupils.

The interest in talent fades. Low skilled students do not understand these materials. Teaching pupils to assess themselves in the educational process, to correctly determine their learning opportunities leads to an increase in their desire for knowledge. In the course of your life and work, you need to not only correctly assess yourself, but also the assessment of

others is very important. This opens the way to self-awareness, selfesteem, a clearer idea of your capabilities. The essence of the technologies described above is that internal (self) and external (expert) assessment are important in identifying students' maturity, potential, achievements and shortcomings in self-assessment. If a student (teacher-peer, expert, parent) is highly valued by the teacher, it will lead to new achievements to justify this trust. For any individual and student, the assessments of the adults around them are important, and it is important that they are consistent with the assessment that the student gives to himself or herself. In particular, teachers are required to be objective, not emotional.

The teacher's underestimation of the student's abilities leads to a negative reaction to it. Not only negative, but self-confidence, desire to read, leads to a decrease in aspiration. "I didn't know. It's useless for me to try" The most important task of the teacher is to fight for the student not to create such a mood, to convince the student of his own strength, to teach him always use their opportunities. To do this, the student must develop the skills of self-observation and selfknowledge. It is important to teach them to evaluate their own behavior and knowledge on the basis of self-control, self-examination.

At the same time, it is necessary to have a clear idea of the aspects that ensure the positive success of educational activities. In turn, the technologies described above are the basis for developing students 'sufficient intellectual ability to think critically and positively. It is only important to use them appropriately and skillfully in the learning process. Teachers have an external (superficial) assessment of student performance. There is no denying that. However, this assessment gives the expected results when carried out on the basis of objective and pedagogical-psychological technologies. The teachings of L. Vygotsky ("Near Development Zone"), D.B. Elkonin on the gradual formation of mental operations for the

development of education and the intellectual development of students have long existed. However, their purposeful use in the new socioeconomic conditions serves as a scientific basis for new pedagogical technologies.

For example, D.B. Elkonin showed that the main criterion for the mental development of the student is the appropriate choice of objects and symbols on the basis of the task, the tools used, selfexamination of the content and components of learning activities. Such organization of student activities is consistent with independent learning activities and develops independent decisionmaking skills in learning activities. But it takes place in stages such as self-assessment, selfobservation, self-analysis, self-knowledge. Here it is important for us that the most important student knows his potential and correctly evaluates his behavior. But in order to do this, the student must have formed a certain evaluation criterion for values (knowledge) and be able to compare his achievements in different areas.

It is important for students to be able to justify their position, knowledge, actions, defend their decisions through discussion, dialogue, "brainstorming" in the learning process. The student leads the intended goal by aloud with the partners to prove their actions, decisions, and in turn to listen to them diligently, to respond to them reasonably, to make changes in their actions. This in turn leads the student to form confidence, their own actions, and their own control program. On this basis, if the student is able to make changes to his decision, the movement of opportunity, and draw conclusions for future action, then it can be said that the foundations of self-assessment have been formed. But these processes do not take place spontaneously, smoothly, without contradictions. First of all, along with the educational technology, the personal skills of the teacher are also important. A teacher must learn to evaluate his or her own actions by equipping his or her students with self-improvement, independent thinking knowledge, and skills. The

ability of students to enter the state of self-knowledge (understanding) and others, the reflexive skills necessary for their assessment and self-observation, the technology of stratification in the formation of thinking creates important pedagogical conditions. It forces the reader to study material of extreme complexity and impairs its development. Most importantly, the desire (motive) to read and learn decreases, the student not only loses interest in reading, but also increases the mood of educational indifference. The moderate organization of the educational process in schools, that is, the teaching of all the same, all the same, regardless of the educational opportunities of the student, paves the way for the formation of indifference, disregard, qualities.

This model of education is economically, politically, socially and morally harmful. As a result, society will be deprived of talented and intelligent people. Differentiated organization of education, based on the pupil's learning opportunities, the learning material for highly gifted children is more complex, with moderate difficulty for average abilities, and much easier for third-group pupils. Documents defining the content of education in the future school: curriculum, syllabi, textbooks and manuals should be designed for three different pupils. As talent, intelligence, independent thinking in our country determine its development and future, we must inevitably follow the path of differentiation. Such an approach to education should be the main direction of educating a perfect person. In the model of secondary education, when the pupil is tired of reading, his devotion returns, and in differentiated education, the pupil's aspiration increases.

The organization of the educational process at the level of the pupil's abilities creates the basis for the creation of a sense of satisfaction with their work. A simple example: when each of us is forced to do something we do not like, we feel mental tension, internal and external discomfort. This process has a strong

negative impact on the student, who has little experience in life and his own level of knowledge. The second type of differentiated direction is depending on the interests, desires and abilities of pupils can be socio-humanitarian (native language and literature, foreign languages, law, human and society, etc.), natural-mathematical (mathematics, physics, medicine, geography, chemistry, biology, IT, etc.) and production (labor, fine arts, physical education, etc.). In all three directions, schools (classes in the second direction) do not deny the teaching of subjects. For example, mathematics, chemistry, physics, geography, computers, physical education, labor, etc. are taught in social schools and classes. But the main emphasis is placed on the subjects of priority direction. Young people graduating from schools (classes) in this area will have great opportunities to gain a deeper understanding of the idea of national independence, the national ideology. This is because the type of study in schools (classes) in this area is determined by the pupil's desire to learn, based on the initial knowledge of the professional direction. Schools (classes) of the third production direction will have ample opportunities for students to deepen their knowledge and skills acquired in the initial profession in future vocational colleges, to gain a deeper understanding of production techniques and technology. This model of differentiation of education does not discriminate against the student, is more convenient than the first proposed model, as it allows to further develop the desire (motive), ability, to some extent in accordance with the principles of transition to a market economy in national independence. The educational process has a great practical and theoretical significance in teaching pupils to think independently. If in the process of learning the pupil is taught to think independently and creatively, he will be able to find the right path in complex life situations. He is always striving for innovation in his work. Increases the productivity of independent labor on the

basis of invention. Independent thinking also helps to get rid of the psychology of dependency waiting for everything to be ready.

This demand inevitably stems from market relations. In didactics, it is recognized that in the process of differentiated education, the individual characteristics of the pupils are taken into account. The individual characteristics of the pupil should be understood as the basic qualities of the learner's personality. This is in line with individualized learning technologies that differentiate education in it. Differentiation is "internal and external" and individual stratification of students in didactics on the basis of consideration of social-psychological (motive, interest, orientation, individual features), psychological, physiological features (age, cognitive abilities) and personal qualities in the learning process. In the internal differentiation study group (class), the level of knowledge of pupils is divided into groups, taking into account their interest in science, intellectual level. In this case, differentiation is close to individualization. In external differentiation, pupils with different levels of knowledge are grouped into special study groups. The purpose of person-centered education in the internal differentiation of the classroom (lesson) is realized through pedagogical-collaborative teaching, the method of projects and a variety of methods that suit them. There is also a special approach to differentiation in didactics. For example: differentiation of pupils according to their abilities (general ability, special ability, incompetence), occupation to be acquired, interests. In the classification on the basis of general abilities are taken into account the general development and level of knowledge, some features of their psychological development - memory, thinking, cognitive activity. Other individual characteristics of pupils are taken into account in the internal differentiation using certain technologies in the lesson.

Based on individual abilities, differentiation takes into account pupils' propensity for a particular subject - their interest

in the social or specific sciences. Gifted pupils also belong to this category and should be grouped into a separate group or class and taught on the basis of special programs. In this case, it is necessary to distinguish between the concepts of "talented" and "capable". Gifted pupils include those who demonstrate talent in certain areas - music, drawing, logical and creative chess, sports. They will have a strong memory, logical and creative thinking. It leads to the development and self-expression of the ability to teach them on the basis of enhanced and focused programs. There are more gifted children than talented ones. In the process of education, their innate qualities and abilities should also be taken into account. They can be taught on the basis of a differentiated approach in normal classrooms. Thus, a differentiated approach to education is an organization based on a specific technology of teaching, in which each pupil masters the material at the level of his or her individual capabilities.

2.5. Technology, content, form and methods of independent work of students in modern conditions

The goal of higher professional education is the formation of a creative personality of a specialist, capable of self-development, self-education, entrepreneurial and innovative activities. An important role in achieving this goal belongs to independent work. The main task of the students' independent work is mastering fundamental knowledge, professional skills and skills, in the field of creative, research activities. Independent work is the form, method, means and condition for the development of cognitive activity of a future specialist. Its equipping tasks are realized through the organization of educational and research activities of students, carried out during extracurricular hours on the instructions and with the methodological guidance of the teacher, but without his direct participation. Such activity can be considered effective only when the educational process is

organized as an integrated system, when each type of student's classroom and extracurricular work will have its own focus, but at the same time, these types of work will partially interact with each other. In the credit technology of teaching, several types of classroom activities are presented, each of which has its own purposefulness, and it is this type of classroom activity as an independent student work under the guidance of a teacher that is essentially an ideal opportunity to carry out the above pedagogical task.

An analysis of normative documents and scientific and methodological literature indicates that the definition of is presented in different sources ambiguously, but nevertheless, the main facets of this concept can be distinguished. Self-employment - a type of educational activity (type of training session) performed by students and the teacher together, which provides for the individual work of the student in accordance with the installation, correction and control of the teacher [Ismailova Z., et al. 2018]. If there are two types of classes in credit technology for teaching directly aimed at students' independent activity, it is important to note the main difference between the student's independent work: is controlled by the teacher indirectly through special teaching technology and materials, while content of self is a process of continuous direct interaction two sides of the learning process. Self-employment, being one of the types of classroom studies on credit technology of training, has a number of meaningful characteristics. The defining characteristic of SRSP are the functions that must be performed during this lesson. So, in the book "Credit system of education: implementation experience and prospects", Myrzaliev B.A., Makhashov E.Zh., Nurashev K.K. and others. It is indicated that has two functions: supervising and advising, which makes it possible to determine the main focus of this type of occupation, namely: consultation in planning and control in the

implementation of students' independent activities by the teacher [Myrzaliev B.A., et al. 2017. P. 135].

The student must learn to determine the goal, highlight cognitive tasks, perform independent control over the correctness of the tasks, improve the skill of self-adjustment in the process of activity and introspection when the result is achieved. Conventionally, this target orientation self-employment can be divided into two vectors: a clear understanding of goals, objectives, forms and methods of work, and the formation of habits based on mechanical repetitions of a particular type of activity in the lesson. Self-employment takes the form of business interaction: the student receives direct instructions, recommendations of the teacher on the organization of independent activity, and the teacher performs the management function through accounting, control and correction of erroneous actions directly, in the educational process. Also, the type of classroom activity we are considering is distinguished by the specificity of the motivational component. The analysis of the literature made it possible to propose a number of factors that contribute to the activation of the student's activity in the class of content of self. So, the first factor is the usefulness of the work performed by the student. Usefulness can consist both in the individual development of the student’s personality, in the development of his intellectual orientation, and in the student’s involvement in the academic life of the university (preparation of publications, participation in competitions, conferences, scientific competitions of projects, etc.). Methods and analysis Another motivating factor may be the use of the results of educational activities in vocational training or in further professional activities. Performing a task independently under the supervision of a teacher, a student unconsciously automates the skill of setting a goal and setting goals for achieving it – which will be a necessity in the student’s further professional activity.

Also, intensive pedagogy is an equally important factor in the motivational aspect of content of self, where the teacher's task is to make the learning process fascinating and interesting for students through the use of active teaching methods. Also, in addition to the factors presented above, such factors as encouraging students, individualization of tasks, creative orientation, etc. can be distinguished. The organization of content of self is characterized by versatility and phasing. Presumably, the organization of the self-employment should proceed in two stages: The first stage is the period of the initial organization, requiring the teacher to directly participate in the activities of students, with the detection and indication of the causes of errors. The second stage is the period of self-organization, when the direct participation of the teacher in the process of independent formation of student knowledge is no longer required. In the organization of the self-employment, it is important to pay attention to the structure, volume and content of the educational material, since the students' activities are more independent, despite the control and adjustment by the teacher. An important role is played by the methodological support of the self-employment, since the various methodological manuals and recommendations on independent work of students now being used are usually informational in nature. The student, however, must be oriented toward creative activity in the context of discipline. Consider the types of independent work in the context of student-teacher collaboration, with which you can construct a conditional model of tasks in the organization of SRSP. The first type of independent work includes the formation of the skills of students to identify externally what is required of them, based on the algorithm of activity given to them and the premises for this activity contained in the condition of the assignment. The cognitive activity of the trainees in this case consists in recognizing objects of a given field

of knowledge during the repeated perception of information about them or actions with them.

Three levels of independent work can be distinguished: reproductive, productive, and creative. For the assimilation of new knowledge, deepening and repetition, previously acquired knowledge of their generalization and systematization at each of the selected levels, various forms of independent work are provided. The 1st level should include such types of work as the perception of educational information from various sources, the preparation of a textual summary, reproductive reproduction of knowledge. 2nd level requires the ability to prepare a free summary based on the student's comprehension of the material studied, to draw up a plan for a book (article) read, to compile a bibliographic list to accumulate scientific information in the form of extracts and citations, etc. At the 3rd level, the tasks become more complicated: preparation of essays, reviews, references, abstracts, reports, handouts, peer-reviewed scientific and educational literature, etc. During the collection and analysis of information during course and diploma research, skills and attitudes to establish completeness and reliability will be required. , accessibility, consistency, evidence of material from various sources, identifying factors affecting a particular social phenomenon, process, event. Results and discussion Independence is the ability to focus on one's personal positions, make one's own decisions and realize them, and one's independence from situational external influences [Enikeev M.I. 2006. p. 404].

Self-employment of students is an informative, informative, organizationally and methodically directing activity carried out without the direct assistance of a teacher to achieve a specific result. Selfemployment is the diverse types of individual and collective activities of students, carried out under the guidance, but without the direct participation of the teacher, and specially allocated for this classroom or non-auditory time. This is a special form of training according to the instructions of the teacher. In accordance with the requirements of standards, all types of

activities of an educational organization in relation to quality are “quality assurance in education”. The decomposition of this activity in relation to the self-employment can be represented by the following areas [Fedorov V.A. 1999. p.p.189- 198]:

- quality planning, that is, activities aimed at forming a strategy, policy and related goals and requirements for the quality of the self-employment;

- quality management, that is, the application of certain methods and activities of an operational nature used to fulfill the quality requirements of the self-employment;

- improving the quality, that is, the inclusion of such types of activities that ensure compliance with the requirements for improving the quality of the educational organization, while the requirements may relate to any aspect of this activity: effectiveness, efficiency, traceability, etc.

- quality assessment, that is, the inclusion of diagnostic procedures for evaluating the IWC, which are aimed at confirming that the quality requirements for this type of educational activity are fulfilled. Thus, the self-employment, as the most important type of educational activity, has various types and forms [Ismailova Z.K., et al.2018].

As an independent work of this type, work with a textbook is most often used. An example of such tasks is the work with the text and the tasks attached to it, aimed at developing critical thinking of students. The second type of independent work is the formation of knowledge-copies and knowledge, allowing to solve typical problems. The cognitive activity of the trainees in this case consists in the pure reproduction and partial reconstruction, transformation of the structure and content of the previously learned educational information, which implies the need to analyze this description of the object, various ways of completing the task, choosing the most correct of them, or sequentially determining logically successive solutions.

The third type of independent work is the formation of the knowledge of the students that underlie the solution of atypical problems. The cognitive activity of trainees in solving such

problems consists in the accumulation and manifestation in the external plan of a new activity experience for them on the basis of previously acquired formalized experience (actions according to a well-known algorithm) by transferring knowledge, skills and abilities. Tasks of this type involve the search, formulation and implementation of the idea of a solution, which always goes beyond the limits of past formalized experience and requires the student to vary the conditions of the task and previously learned educational information, consider them from a new angle. An example of such tasks in the self-employment lesson is a report where students, based on existing theoretical knowledge, present their own opinions and offer their own solutions to existing problems. Creative activity is the fourth type of independent work. Conclusion The cognitive activity of trainees in carrying out these works consists in deeply penetrating into the essence of the object being studied, establishing new connections and relationships necessary to find new, previously unknown principles, ideas, and generate new information. This type of independent work is realized when performing tasks of a creative nature: an essay, a scientific project, etc. The main concept in the organization of this type of work is the critical thinking of students, which helps to analyze things and events with the formulation of sound conclusions, which allows us to evaluate, interpret, and correctly apply the results to situations and problems. Based on the foregoing, it can be concluded that IWST, as a type of classroom activity, has a number of characteristics, such as purposefulness, functions, phased organization in accordance with the objectives of this type of activity, and presentation of activities aimed at increasing the level of students' cognitive independence. These factors serve as the basis for identifying IWST as a separate type of classroom activities, emphasizing the importance of the student's independent activity as an integral part of the paradigm of modern education.

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Ribakova Ye.V., Olimov Sh.Sh.,
Samiyeva Sh.X.

CREATIVE APPROACH IN HIGHER EDUCATION EDUCATIONAL PROCESS MANAGEMENT

MONOGRAPHY

Muharrir: *A. Qalandarov*
Texnik muharrir: *G. Samiyeva*
Musahhih: *Sh. Qahhorov*
Sahifalovchi: *M. Bafoyeva*

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“Sadriddin Salim Buxoriy” MCHJ
“Durdona” nashriyoti: Buxoro shahri Muhammad Iqbol ko‘chasi, 11-uy.
Bahosi kelishilgan narxda.

“Sadriddin Salim Buxoriy” MCHJ bosmaxonasida chop etildi.
Buxoro shahri Muhammad Iqbol ko‘chasi, 11-uy. Tel.: 0(365) 221-26-45