

HUMANIZATION OF EDUCATION AND INNOVATIVE COMPETENCE

Shodiyev Safar

Associate Professor of the Tashkent Institute of Textile and
Light Industry, Candidate of Historical Sciences

Abstract

The article scientifically substantiates the humanization of education and innovative potential. The ideas of humanism, the desire to achieve happiness and justice have long been reflected in folk art, literature, religious, philosophical and pedagogical teachings. Humanitarian education is an education based on the principles of universal values, human life and health, and free development of the individual. The humanization of the education system in Uzbekistan is an integral part of the humanization of society as a whole.

Keywords: person, education, humanization, upbringing, universal values, religious, philosophical, pedagogical education.

At the present stage of development of independent Uzbekistan, attention is paid to the humanitarian and educational tools of education, positive experience and achievements of the world education system.

Accordingly, some of the studies carried out: candidate dissertations of N. E. Dzhumaeva [2, p. 1-5] and O. N. Ibodullaeva [3] expressed the pedagogical foundations for the formation of the idea of humanism and the relationship of the principles and methods of teaching in the humanization of education.

Especially at a time when the organic development of the education system continues, the development of information and communication tools works primarily for the benefit of those who are dedicated to the profession. Today, the number of our teachers who took advantage of this opportunity and tried to introduce new innovative innovations into the system is quite large.

Man is a being absorbed by the highest stage of life development, the subject of socio-historical activity. A person is a system in which the physical and mental, sexual orientation and recognized formation, naturalness, sociality and spirituality form a single whole. Man is the object of study of a number of disciplines: for example, anthropology, philosophy of thought, human anatomy, psychology, sociology, pedagogy, etc.

Humanity (lat. humanus-insonii) - loving a person, respecting the dignity and suffering of a person; cooperation, participation, communication in the process of providing assistance and carried out in the process of activity. Any activity

incompatible with humanity is considered immoral; even the concept of “crime against humanity” appeared.

Humanization means the strengthening of humane actions in society, the establishment of universal values, the development of human abilities at a high cultural and moral level with a complete aesthetic form, combined with gentleness and humanity.

Humanism ("insan" in Arabic; "parvar" in Persian-Tajik; "face" in Uzbek plural - caring for a person, humanism) is a struggle for the value of a person, for the full realization of his free abilities, for ensuring human happiness, equality and a just life, strive for the means of creating conditions for the manifestation of all the principles of humanism.

According to our great writers, humanism is a product of human honor, conscience and faith. The ideas of humanism, the desire to achieve happiness and justice have long been reflected in folk art, literature, religious, philosophical and pedagogical teachings.

Humanitarian education is an education based on the principles of universal values, human life and health, and free development of the individual.

The humanization of the education system in Uzbekistan is an integral part of the humanization of society as a whole. One of the activities that needs to be implemented in this regard is the development of basic principles for the humanization of lifelong education. This is one of the main and central problems of the humanization of the education system.

The humanization of the system of continuous education is one of the goals of educating a person with a broad outlook and enlightenment, a perfect intellect, morally and morally perfect, spiritually fresh, a believing, perfect person who correctly and fully understands his civic responsibility in his country and its role in the world community.

Measures for the humanization of education include purely human qualities, such as sincerity, honesty, humanity, faith in the skills and qualifications of students, formed through knowledge of their specialty, as well as through socio-economic and humanitarian sciences and, in general, through the assimilation of cultural, spiritual and moral norms and values, ensure the predominance of qualities, learn to take care of the health of the country, socio-economic, cultural and educational development, peace and tranquility of the country, environmental cleanliness, well-being, fate and future of the Motherland, and it is aimed at fostering a deep sense of what he is also responsible for them.

The concept of "innovative potential" has been actively included in science since the late 70s of the 20th century. It was refined and developed in the methodological and theoretical studies of a number of scientists. However, to date, no generally accepted definition of this concept has been developed. Each scientist or specialist interprets

the innovative potential in his own way, taking into account the peculiarities of his country.

The current stage of modernization of the economy of our country requires economic entities to conduct an innovation policy aimed at creating new products and technologies, producing exportable goods. Indeed, as the President of the Republic of Uzbekistan Sh. Mirziyoyev noted, “Innovations are the future. If we start building our great future today, we must start with innovative ideas and an innovative approach” [1, p. 1-5]. The main content of innovation activity, its specific features and characteristics are embodied in the concept of innovation. It should be noted that this concept was defined differently both in the works of foreign scientists and in the works of scientists of our country. For example, in the 4th volume of the National Encyclopedia of Uzbekistan, it is defined as follows: “Innovation - (eng. - Innovations - implemented innovation, invention): 1) funds spent in the economy to ensure the replacement of technology and generation technology; 2) innovations in such areas as engineering, technology, management and organization of labor based on scientific and technological achievements and best practices, as well as their application in various fields and fields of activity” [4, p. 169].

In our opinion, this definition does not fully reveal the modern essence of the concept of innovation, it is not enough for its categorization and detailed description. According to the definition of J. Cook and P. Myers: “innovation is a complete process from an idea to a finished product sold on the market” [5, p.235]. Almost the same opinion was expressed by B. Twiss, and innovation is defined as a discovery or an idea and a process that acquires economic content [6, p. 15]. According to Oxford University professor M. Dodgson, “innovation consists of scientific, technological, organizational and financial activities that lead to the commercialization of a new (or improved) product, new (or improved) production process or devices” [7, p. 248.]. According to V. G. Medynsky and S. V. Ildemenov, innovation activity is: “an object introduced into production as a result of scientific research or discovery, which is qualitatively different from the previous one” [8, p. 413].

We can continue the definitions given to the concept of innovation. The most important differences between the various definitions lie in how the author approaches the concept of innovation. Such approaches can be divided mainly into two categories: 1. Innovation is a scientific and creative process and its result. 2. Innovation - the introduction of innovations (commercialization). Until recently, there have been heated debates about which of these approaches, which of the definitions is more perfect. Recently, such discussions have declined. This is due to the development of a certain international standard for the concept of innovation as a full-fledged category of management.

The development of this International Standard was based on two works known as the Frascati Manual and the Oslo Manual. The first of these consists of recommendations

for the collection, processing and analysis of information on science and innovation, adopted in 1963 in Frascati, Italy, and therefore called the "Frascati Guide". This manual is constantly updated and improved by national experts of the Organization for Economic Co-operation and Development (OECD) on science and innovation. A general approach to the concept of innovation was formed in the "Oslo Guide", adopted in Oslo in 1992, which includes methods for collecting information on technological innovations.

Currently, most theorists and practitioners in the field of management support the concept of innovation presented in these documents. It is this concept that is used as the basis for the development of concepts, programs and other strategic documents of innovation activity in the formation of the regulatory framework for innovation activity. Summarizing the reviews of theoretical, normative and methodological sources described above, we propose the following approach to the definition of the concept of innovation: Innovation is the end result of creative and intellectual activity, embodied in the form of a new or improved product and intended for sale. on the market, or a new or improved technology used in practice, is a process. If new ideas are expressed in the form of developed drawings, drawings or detailed descriptions, but if they are not used in any industry or field, if they do not find a consumer in the market, this idea or knowledge, although it is the result of scientific and creative work, is not considered innovation. Summarizing these opinions, innovations can be divided into 3 main types according to their novelty.

1. Absolute. 2. Relatively. 3. Partly.

If the novelty has no analogue, it is called absolute novelty. If an innovative product has previously been used in other enterprises, and is used for the first time in this enterprise, it is considered a relative innovation. Partial innovation - updating any element or network of a product (technics, technology). Based on the foregoing, the main criteria for innovation can be defined as follows: scientific and technical novelty; the use of innovation in practice, for example, in industry, agriculture, health, education or other fields of activity; application of innovations in the market, i.e. meeting the demand of buyers or customers.

Thus, no matter how detailed a new idea is, no matter how detailed it is presented in the form of drawings, pictures or other exhibits, it does not mean innovation. To be an innovation, an idea must be translated into a product, service, or process that satisfies a vital need. Innovation can only be new ideas implemented in new products or processes. In other words, the important characteristics and criteria of innovation are the novelty and implementation of an idea, its mobilization into practice, new products or processes, and finding one's place in the market.

In conclusion, it should be said that today's innovative lessons are inextricably linked with the Internet and the means of information communication. Because today's youth is very promising and intellectual. The first innovation we use to get them interested

in science is to encourage them to study science! because foreign educational institutions believe that inspiring a student is the first step towards innovation. and after that, we need to guide our students to creativity, using their imagination. Creativity is not only in the field of art or literature, it should also cover such areas as economics, politics, and jurisprudence. Because the youth of the 21st century must be able to embody the 4 elements - initiative, the ability to effectively cooperate, creativity and critical thinking skills. At the same time, fans of educational institutions should show the main enthusiasm.

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