

## INNOVATIVE APPROACHES TO MODERNIZING THE EDUCATIONAL PROCESS

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**Abstract:** This article discusses raising awareness among future primary school teachers about current issues in education, namely the theoretical and methodological foundations of nurturing highly spiritual youth, the essence of pedagogical axiology, the relevance of developing spirituality and culture in young people in an information society, the spiritual world of the family in which an individual is formed, and the content and essence of educational work conducted by teachers in this regard. It also addresses the effectiveness of pedagogical activity in familiarizing future teachers with these concepts.

**Keywords:** education, reform, progress, technological approach, values, globalization, pedagogical technology, moral and ethical, upbringing, society.

**Abstract:** This article examines the process of informing future primary school teachers about current issues in modern education and upbringing, specifically: the theoretical and methodological foundations of educating highly spiritual youth, the essence and content of pedagogical axiology, the relevance of fostering spirituality and culture among young people in the information society, the influence of a family's spiritual world on personality formation, as well as familiarization with the content of educational work conducted by teachers in this regard. The effectiveness of pedagogical activities in this context is discussed.

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**Abstract:** This article examines the process of informing future primary school teachers about current issues in modern education and upbringing, specifically: the theoretical and methodological foundations of educating highly spiritual youth, the essence and content of pedagogical axiology, the relevance of fostering spirituality and culture among young people in the information society, the influence of a family's spiritual world on personality formation, as well as familiarization with the content of educational work conducted by teachers in this regard. The effectiveness of pedagogical activities in this context is discussed.

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The fundamental basis of any country's development and progress lies in the significant reforms carried out in its education system. These reforms are primarily implemented by studying existing problems in the education system, identifying the factors that have caused or may cause them, developing alternative solutions, and putting them into practice.

Educating young people to possess high knowledge and enlightenment, sharp intellect, equipping them with the latest scientific innovations, providing them with education and upbringing, and shaping them as individuals is directly related to the knowledge and skills of our future teachers currently studying in higher education institutions.

Informing future primary school teachers about the current issues in education and upbringing, namely familiarizing them with the theoretical and methodological foundations of educating highly spiritual youth, the essence of pedagogical axiology, the importance of fostering spirituality and culture in young people in an information-driven society, the spiritual world of the family in which an individual develops, and the essence of the educational work carried out by teachers in this regard determines the effectiveness of pedagogical activity. During the years of independence, the technologization of the educational process has been recognized as an important direction of reforms being carried out in Uzbekistan to improve the system of continuous education. The effectiveness of this process was ensured by teachers actively using modern educational technologies in educational practice, as well as being aware of modern technologies used in the educational practices of developed foreign countries, based on the following conditions. In organizing educational processes, unlike traditional methods, mastering new pedagogical approaches and applying them in the educational process is a requirement of our time. The issue of a technological approach to education emerged in developed democratic foreign countries more than 30 years ago, and they have achieved great success in this area.

Today, the wider and deeper assimilation of advanced technologies in the field of pedagogy, and adapting them to our region, has become a necessary challenge. Solving this problem requires studying the theoretical and practical experiences in the field of education and upbringing that have been formed to date.

The mechanisms of pedagogical technology in the field of education are:

- creating a creative environment in educational institutions, increasing initiative and interest in innovation among scientific and pedagogical staff;
- Creating social and economic conditions to foster creativity, adopt innovations, and widely disseminate them in the field of education;
- Stimulating research activities and activating mechanisms for their comprehensive support;
- Implementing relatively promising innovations and effective projects into the active education system, and incorporating accumulated innovations and experiences into the continuously operating general education system.

Technologization of the educational process is an important aspect of pedagogical activity, which is carried out in the following stages:

- Teacher's possession of technological culture;
- Teacher's experience in applying pedagogical technologies;
- Teacher's introduction of "creative" changes to pedagogical technologies and their transformation; pedagogical techno
- Establishment of successful situations based on the interaction between teachers and students when implementing pedagogical technologies in educational practice;
- Interrelationship between the components of pedagogical technologies;

- The potential of pedagogical technologies in ensuring the professional development of students and teachers;
- The positive significance of students' learning and cognitive activities.

The solution of the pedagogical task is achieved by designing the content and means of the teacher's and student's activities. In modern conditions, the technologization of the educational process requires a new approach to its design, namely, the need to structure the educational process according to its technological framework. In organizing a teacher's professional activity, designing the educational process is of particular importance. The study of each training course is carried out based on designing separate topics and sections. The product of this design is considered a project of the educational process. As a result of analyzing the essence of pedagogical practice, several principles of designing the educational process were identified.

The design of the educational process in educational institutions is carried out at two levels:

- a) at the level of teacher activity (designing individual parts of the educational process);
- b) at the level of the education manager's activity (comprehensive design of the educational process). In designing the educational process, not only each component is modeled, but also the connections between them. The principles of design are a form of pedagogical activity, characterized by the presence of a technological structure of the educational process and a set of methods and tools that ensure the desired learning outcomes.

The concept of "pedagogical technology," by its very nature, should encompass the two most crucial aspects of pedagogical activity: the technologization of both the educational and upbringing processes. Considering that the formation of a well-rounded individual is recognized as a social necessity, one of the important pedagogical tasks is to establish a new approach to organizing the educational process and achieve its technologization. Unlike the educational process, in the technologization of the upbringing process, it is impossible to see the results in a short period of time. The peculiarities of the upbringing process and potential conflicts between the student and teacher necessitate a creative and responsible approach to its technologization. In modern conditions, it is advisable to move away from a formalistic approach to conducting spiritual and educational events. After all, when organizing an event based on a pre-written scenario, the listeners, who are its main subjects, participate not as active contributors or individuals determining the event's outcome, but as mere performers. This situation leads to several negative consequences. Specifically, the technological approach to organizing spiritual and educational events in educational institutions is manifested in the following cases:

The organizational and technical structuring of pedagogical activities aimed at forming spiritual and moral qualities in students, based on a specific goal and social idea, leads to the technologization of the educational process. This results in students developing a negative attitude towards educational activities and limits opportunities for the development of independent thinking and creative abilities in students.

During the discussion process, it is crucial not to allow the teacher to make various remarks. Instead, it is important for the listeners themselves to identify mistakes and shortcomings, and determine measures to eliminate them (to prevent their repetition in subsequent events). The essence of the technological approach to organizing spiritual and educational events among students also requires attention to the following factors in ensuring student independence. In the technologization of the educational process, it is important to design this process and determine its foundations.

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