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## MODERNIZATION OF THE EDUCATIONAL PROCESS AS ONE OF THE WAYS TO REFORM THE EDUCATION SYSTEM IN UZBEKISTAN

**Abstract:** In this article highlights effectiveness of lesson quality and modernization of the educational process as one of the ways to reform the education system in Uzbekistan.

**Key words:** modernization, innovation, effectiveness of lesson, education system.

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### Introduction

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Uzbekistan is constantly working to reform the educational system, and it is under the control of the state. It should be noted that we have established schools of pedagogical skill in the Republic, which successfully operate in many educational institutions.

In Uzbekistan, at the present stage, in the conditions of development and introduction of market relations in all areas of educational processes, innovations are crucial in ensuring the competitiveness of teaching staff. From the standpoint of a systematic approach innovation is important such meaningful and systematic self-organising of tumors arising on the basis of diversity initiatives and innovations, which are promising for development of education and positively influence its development, and the development of a broader multicultural space of education. Meaningful pedagogical innovation in our Republic is apparent in various aspects and strategies to improve educational systems:

- 1) the development of concepts of development and self-development of the educational institution;
- 2) updating the content of education;
- 3) changing or developing new methods, techniques, pedagogical technologies of education, upbringing and development of the individual and the collective;

4) improvement of organizational forms of training, education and development of the individual and the team;

5) improving the management and governance of educational institutions;

6) in the field of improving the qualifications of teachers and others. In the pedagogical sphere, innovation is created as a result of research and discoveries, materializes scientific and practical solutions. Its main feature is novelty, which is evaluated both in terms of pedagogical parameters, applicability, and the need for training teachers. An innovation process is understood as a sequential chain of events during which an innovation matures from research and development of a new technological idea to the practical implementation of an innovation created on its basis. For this purpose, the Republic has an integrated innovation management system.

The ongoing reforms of the educational system show that fundamental research, collection and systematization of information on the relevant problem about the needs and trends of development. The goal of this phase is the awareness of needs and opportunities change, knowledge of the phenomena of the world and the discovery of new laws of its development, generating promising ideas, their selection and development, determination of feasibility, which is carried out in two stages: theoretical and search; as a result of the first, new scientific approaches to the problem and theory are

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formed; as a result of the second, new principles of training teachers and the transition to the technologization of educational systems are formed.

Technologization of educational systems is an objective process caused by scientific and technical progress, Informatization and technologization of society. Technologization of the learning process requires a certain organization of students' and teachers' activities. The basis of the innovation process is innovative activity related to the transformation of ideas, results of scientific research and development of new or improved technology introduced into the educational process. It involves the implementation of a whole range of scientific, technological, and organizational measures aimed at creating and implementing innovations. Based on the requirements for improving the teaching of subjects in the direction of "Foreign language and literature", we pay attention to the introduction of innovations in the process of studying literature.

Modern literature class is a technologically developed process in which training is purposefully carried out to activate the students' mental activity, both in practical and lecture classes. To achieve this goal, the University teacher uses synthesized technologies of traditional teaching methods with the use of innovative pedagogical technologies. Technological learning strategies involve the formation of a new type of thinking not only for teachers, but also for students based on pedagogical competence and professional skills. In the context of reforming the entire education system, the issue of significantly improving the quality of education and upbringing is urgent for higher education. Teaching history of literature and literary studies is also of particular interest. Success in teaching them is provided not only by following methodological systems, but also by a creative approach to their implementation, which allows students to formulate the need to learn, work rationally, develop their thinking abilities and intuitive understanding of the artistic world of a work, and show independence in solving tasks.

Only those who are interested in purposeful work can inspire others and teach students to think creatively can only those who are creative in their own organization and activities. Because the creative atmosphere in the classroom is achieved not only thanks to the initiative of the teacher, but also the activity of students. It is the enthusiasm, spirituality, conscientious attitude of the teacher to his profession, a sense of responsibility for the lesson that is transmitted to students, and this mutual creative organization of the educational process makes the educational process more effective. During the period of reform of the education system, the educational process is updated and modernized through comprehensive, in-depth training. The use of pedagogical technologies is also relevant in classes on

the history of literature and literary studies. The transition from hegemonic management to the humanistic approach of students as one of the aspects of innovative technologies has been the main educational idea of a work of art for centuries. The main goals and objectives of innovative technologies in literature classes are teaching to educate and educating to teach, which are based on a personal-oriented approach in communicating with students during classes. Innovative pedagogical technologies are associated with the use of interactive teaching methods. Using interactive methods in the educational process, the teacher will be able to involve almost all students.

In classes with the use of innovative technologies, students have the opportunity to speak freely, express their opinions, and take initiative. When discussing the ideological and artistic problems of a work, they can compare them with artistic realities. The role of the teacher in the classroom with the use of innovative technologies encourages them to think critically, discuss, communicate, understand, understand complex problems, the ratio of the real with the reproducible reality, objectively evaluate their knowledge and the knowledge of others. Technology classes in literature are based mainly on the following elements: positive relationships, personal responsibility, facilitating interaction, working in groups, and teamwork skills. As you can see, each type of work requires independent work of students. Considering one of the requirements for employment of literary disciplines - knowledge of literary text, the conditions of realization of technological classes in advance to puzzle students with topics not only practical lessons, but also lectures, in both cases, the identity of the main requirements: - individual work of students suggests how the necessary skills of organization of independent learning of students. It should be borne in mind that literature classes become more effective if they are organized on the basis of innovative technologies.

Since the use of innovative pedagogical technologies will teach students to think creatively, make decisions independently, and also contributes to the development of their thinking ability. Based on the achievements of pedagogical science in Uzbekistan, we can draw the following conclusions:

- the Republic has developed methodological foundations for the introduction of advanced pedagogical technologies, for organizing the education process in any direction, efficiently and effectively;

- the pedagogical idea is implemented: the teacher should be not only a source of knowledge, but also an organizer of the process of independent work of students, a consultant-arbiter, a manager of the educational process, effectively design and plan,

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effectively organize and manage, and control the educational process.

At the same time, it is not necessary to give the teacher a universal single instruction for teaching, specifying specific methods, forms and means of teaching. Using innovative teaching methods in the classroom, the teacher recognizes that educational technology is a discipline developed on the basis of:

- the rules of learning in a pedagogical University;
- the purpose, structure, content and volume of educational information in the discipline;
- conceptual approaches to the choice of methods and means of education, communication, information and control, in the aggregate guarantees under specified conditions and at the specified curriculum time to achieve the learning objectives identified by state educational standard.

The conceptual foundations of educational technology are:

- the relevance, purpose and objectives of the discipline, the total amount of classroom hours and their distribution by topics and types of work in accordance with the standard program of the subject;

- the content of the subject: in accordance with the standard program of the subject, the thematic content of the subject is consistently set out;

- conceptual provisions for the development of training technology in training sessions: here are the conceptual approaches to the design of training technologies, on the basis of which the choice of methods and means of training, communication, information and management is carried out. The structural components of the training technology at lectures, seminars and practical classes include:

- a model of the training technology;
- a technological map;
- applications to the technological map. We agree with the generally accepted thesis that the training technology is a set of optimal ways and means of training, communication, information and management that provide instrumental implementation of the set goals of the class and guaranteed achievement of the predicted educational results. Thanks to the technologization of the educational process, we can carry out the modernization of training, which contributes to the implementation of the reform of the entire education system.

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