

## THE MAIN FEATURES OF THE USE OF INNOVATIVE TECHNOLOGIES IN QUALITY ASSURANCE IN THE HIGHER EDUCATION SYSTEM

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### **Annotation**

This paper examines continuing education is a leading area of social policy to ensure optimal conditions for the professional and general development of each person, and for society, continuing education is an important condition for the development of social production, a mechanism that accelerates the process of socio-economic development of the country and increases its professional and cultural potential. is considered. Continuous education for the world community is a method of preservation, development, and mutual enrichment of national cultures and universal values based on international cooperation.

### **key words**

Quality, ISO, technology, direction, principle, interactive, specialist.

**INTRODUCTION.** The main directions and tasks of the state policy in the field of education are reflected in the regulatory and legal documents related to the field of education. In particular, the characteristic feature of educational standards is the competence acquired by the student during the educational process. It is known that competence means the ability to apply knowledge, skills, and personal qualities to successfully perform a specific job. The quality of education is understood as ensuring the necessary level of training of competent specialists so that they are capable of effective professional activity, can quickly adapt to the conditions of scientific and technical development, can work with modern technologies in their field, and can use the knowledge they have acquired in solving professional tasks.

The quality of education is determined by the degree of proportionality of the educational system to the current and future needs of economic and social development. Reforms in the field of education and vocational training will be effective only if they are carried out in harmony with measures in the field of employment policy, social protection, production, trade, and investment. In this

sense, it can be said that the quality of education is the need for knowledge acquired in specific conditions to achieve a specific goal and ensure the well-being of life. The principle of social justice is of great importance in the management of pedagogical processes in higher education institutions. In this, each pedagogical process participant has an equal status with others; it implies such a management, which is based on the recognition of the ease of giving priority to the goal of the management, not only the goal of the person, in the interaction with the administration. The main requirements arising from this principle:

careful and gradual introduction of them into the social structure, striving to equally distribute not only educational but also social burden among teachers;

create opportunities and conditions to demonstrate their professional and other abilities not only to "pedagogical stars" but to all teachers;

encouraging teachers' activities, objectively evaluating them on the basis of giving them equal "initial" opportunities;

always, when evaluating the teacher's work, take into account his work achievements and their public attention;

one of the guarantees of social justice among professors and teachers is transparency, regularly covering all activities of the management apparatus in the team;

taking into account that the level of social justice is always reflected in public opinion, evaluating it according to the overall and individual parameters.

In our opinion, the principle of goal alignment is of great importance in the management of pedagogical processes in higher education institutions. This principle ensures compliance with educational goals and goal-oriented activities. As a result, the integrity of the goal is created in a situation where the work of professors and teachers is consistent with the general goals of the educational institution, in harmony with the task of managing the educational system.

The principle of an individual approach to management in the management of pedagogical processes in higher education institutions implies taking into account the individual characteristics of leaders and teachers, their professional training, interests, life experience, and social experience.

In accordance with this principle, an individual approach can only be based on an in-depth study of each teacher's work system and his personality, as well as the volume, frequency, and forms of the pedagogical load that the teacher can perform, his independence, didactic and methodological freedom, encouragement, and support for strengthening that is required.

One of the main tasks of an individual approach in the management of an educational institution is the gradual development of teachers' professional skills. Also, setting individual goals for the teacher and the steps to achieve them will cause them to successfully organize their activities.

It is known that today the paradigm based on the technological approach is widely used in the educational process. In particular, the issue of designing and planning pedagogical technologies appears as a leading trend in the higher education system. However, the essence of design and planning activities is not equally clear to everyone.

Therefore, in the educational technologies being created in subjects, shortcomings such as formality, repetition, inconsistency of goals and tasks, lack of intensive feedback, and non-successive implementation of design and planning are highlighted.

A technological approach to education requires the teacher to do a lot of work in the process of preparing for the training session.

In this process, the professor-teacher clarifies the educational goal for each subject, sets the pedagogical tasks correctly, specifies the results of educational activities, chooses the forms, methods, and tools of educational organization correctly, and divides the educational time rationally. It is necessary to create a clearly ordered algorithm of teacher and student activities. Only the professor-teacher, who can design the educational process in this order, can freely manage the learning activities of the students.

A technological approach to education is an analysis of the general and specific goals of the educational process through a detailed analysis of information and educational content, designing and implementing education based on the meeting of the goals of the teacher and the student, in particular, the purpose of teaching, the didactic purpose of education for the purpose of learning. means to reach the target benchmark.

In general, when it comes to educational technology, there is a need to distinguish between a number of related phenomena:

didactic design of education;

project implementation;

making corrections and changes to the didactic project according to the current and intermediate results of education;

consisting of training repetition and final control.

The first and second of these phenomena are also found in traditional educational experiences. The difference between educational technology and the

traditional educational system is that the result of education and its standard level are always in the focus of attention of the teacher-pedagogue and the student-student. The teacher frequently checks the results of education and informs the students about their achievements, and the students realize their achievements and shortcomings and try to increase their achievements and eliminate their shortcomings. Students perceive the necessity of education when they become real subjects of the educational process.

The process of introducing market relations in the educational environment led to the appearance of the concepts of the educational service market, competitiveness, and customer, describing the socio-economic relations between the participants in the educational system, and to the radical change of the existing horizontal and vertical relations in the educational system. Meanwhile, new approaches to organizational, economic, pedagogical, methodological, and technological reformation of education are required.

Therefore, there was a need to design a strategy of educational development based on the socio-economic characteristics of the educational institution in the country, for the dynamics of the educational service market, and for radically new forms of educational system activity. One of the effective ways to solve this problem is traditional and global trends, best practices based on a scientific and innovative approach.

In recent years, various scientific researches on the development of individual components of the educational system based on an innovative approach, innovative management of educational processes at different levels or stages, modeling of innovative processes, and training of teachers for innovative activities have become of urgent importance.

The main mechanism of the formation of the reputation of HEIs depends on the quality of teaching and the quality of educational services. Only the quality educational service provided to the consumer, that is, the learner, forms his positive position. Effective management of higher educational institutions and formation of a positive image, taking a competitive position in the market of educational services, requires an innovative approach.

Supporting the leading role of theoretical and practical activity pioneered by innovative educational processes, the development of pedagogical science and practice is the basis for integration. At the same time, creativity, new principles of pedagogical knowledge, educational innovations, and the formation of a creative personality are evident.

The analysis of innovative scientific pedagogical theories made it possible to identify a number of features of innovative processes in education:

relativity, periodic repetition of innovation;

socio-economic changes of innovations in society;

the priority of innovation in practice over theory;

emergence of innovation based on theoretical basis in practice;

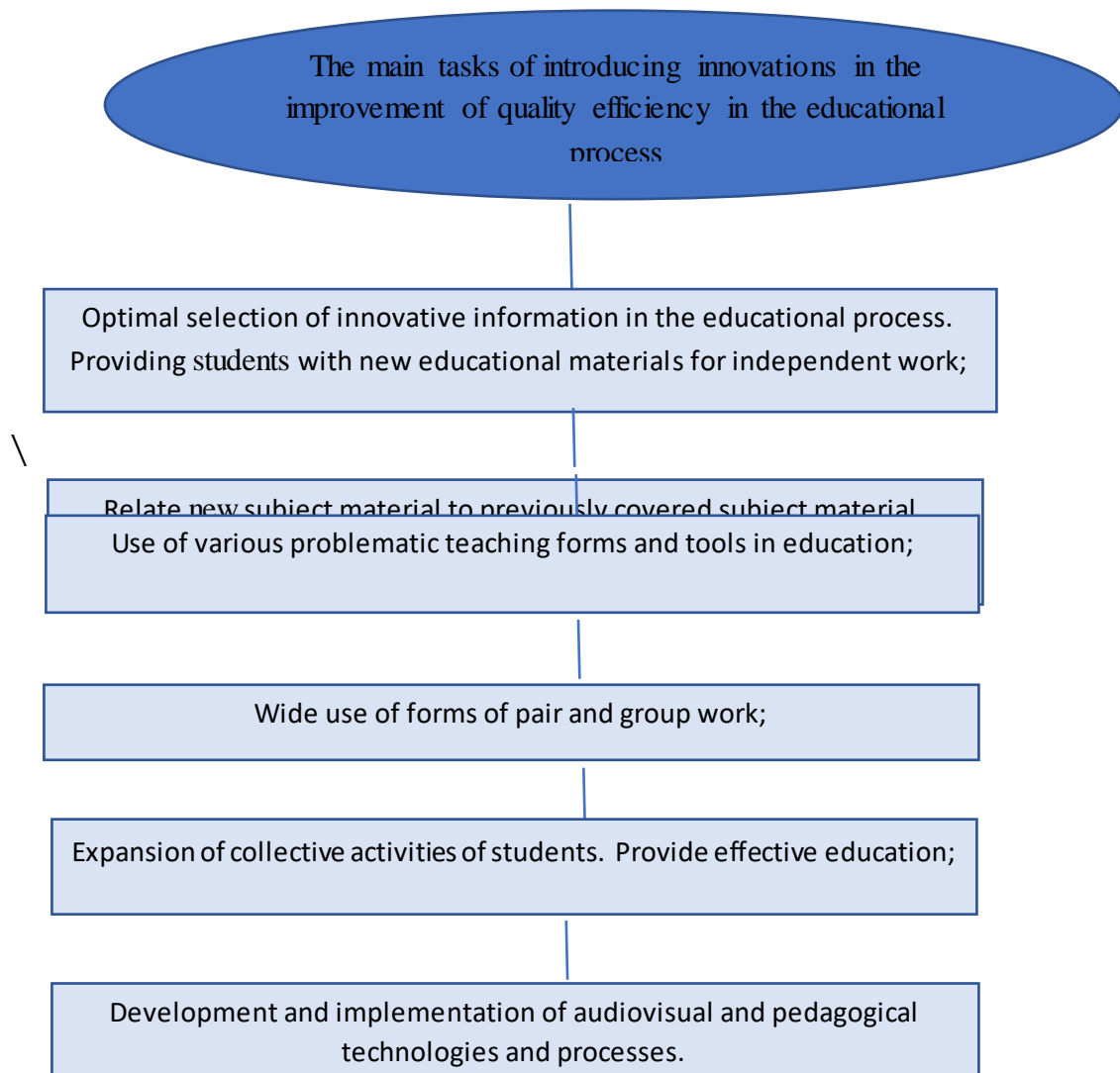
the scientific state of the world, the conditionality of innovations in educational changes;

a teacher who is always a creator of educational innovations with scientific thinking, a daily practitioner, and, therefore, experiences its effects firsthand;

The process of modernization of the educational process and the goal of the introduction of computers and audio-visual techniques, the use of innovative methods in test controls, the use of video films in learning and the formation of new knowledge, and the use of new computer programs in conducting experiments – all these represent the essence of modernization.

Currently, the Cabinet of Ministers of the Republic of Uzbekistan and the Ministry of Higher and Secondary Special Education have made relevant decisions on the implementation of the MOODLE system in the educational institutions of the Republic. In the management of the educational process, there are special software programs that are web-oriented; that is, they work in the web environment. These software have their own features; that is, they have certain capabilities, features, and functions that affect the quality of the learning process. The basis of the methods of applying modern innovations in the process of the educational system is the use of new methods of teaching, the formation of students' activities in the conditions of the intensification of the educational process, the organization and planning of modern technical media, and training structures, which require teachers and students to know their psychological characteristics.

In order to organize the training structure and carry out the planning-educational process in an innovative system, it is necessary to create the conditions for training in one subject for the whole educational day or for several educational days that do not alternate with other subjects.



**Figure 1. The main tasks of introducing innovations in the improvement of quality efficiency in the educational process**

One of the innovative methods of the higher education system is problem-based education and it reflects a creative process in which a student solves non-standard educational tasks and acquires new knowledge and skills. Problem-based learning allows the student to develop the necessary creative skills.

Creative skills acquired by students in the process of problem-based learning include independent expression of the problem, search for a way to put forward and verify the hypothesis, analyze the collected data, justify the practical application of the obtained results, and determine the norm of personal, creative

and practical participation in solving the problem, as well as by introducing innovative education. the quality of knowledge is achieved

There are also universal innovations, for example, the successful use of various computer programs in the educational system has been implemented around the world, but there are also innovations that are implemented with great difficulty. Today, in order to adapt to the new educational paradigm of innovation, it is very important to learn to shape oneself as a purposefully creative person. In the process of innovative education, the activity of the position of the teacher and the student is such that each of them manifests his activity and behavior as a subject of management. In general, this process can be called the formation process of the student subject, because the student's personality and his professional-technological culture are the result of the technological organization of the educational process.

It should be noted that the social and professional qualities of the teacher's readiness for innovative activities are not only related to the economic and financial situation in the educational institution, but also directly related to the demand for these qualities.

Qualifications and professional qualities of professionally successful teachers are the main requirement of modern higher education. Innovators - pedagogues are a requirement of today's higher education, and in order to reach professional heights, it is necessary to deepen the education in training and retraining courses. It is necessary to spread the innovative activities of professors and teachers in faculties, to teach young teachers, to demonstrate interactive teaching methods in open classes.

**CONCLUSION.** Thus, pedagogical innovative technologies can be considered as a technology that forms a global, educational system-oriented management model of the educational process. In order to achieve the desired result in a higher education institution, traditional pedagogical technologies are used by teachers of a narrow field, along with specific technologies. The development, design, and implementation of new teaching models in the framework of pedagogical technologies have a positive effect on the quality of education.

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In the process of innovative education, the activity of the position of the teacher and the student is such that each of them appears as a subject of control of his activity and behavior. In general, this process can be called the process of formation of the student subject, because the personality of the student and his professional-technological culture are the result of the technological organization of the educational process.

The "innovative" technological nature of the educational process not only provides the student with social and professional knowledge but also helps in the formation of professional qualities. The technology of the educational process solves three main goals.

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