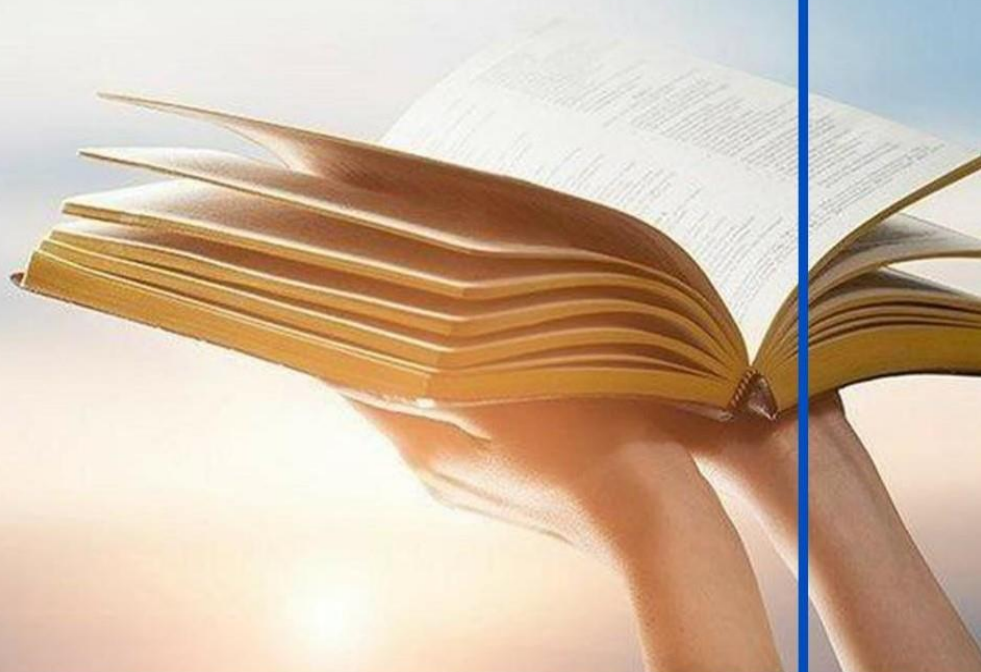


INSON-JAMIYAT-DAVLAT: IJTIMOIY-TARIXIY TARAQQIYOT OMILLARI

**Professor HAYDAR ALIQULOV tavalludining 85 yilligi
hamda bugungi kun falsafasining dolzarb muammolariga
bag'ishlangan Respublika ilmiy-amaliy
konferensiyasi materiallari**





**RESPUBLIKA MA'NAVIYAT VA MA'RIFAT MARKAZI
BUXORO VILOYATI BO'LIMI**

**OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
BUXORO VILOYATI BOSHQARMASI**

**INSON-JAMIYAT-DAVLAT:
IJTIMOIY-TARIXIY TARAQQIYOT
OMILLARI**

mavzuida respublika ilmiy-amaliy konferensiyasi materiallari

II-QISM

Falsafa fanlari doktori, professor **HAYDAR ALIQULOV**
tavalludining 85 yilligi hamda bugungi kun falsafasining dolzarb
muammolariga bag'ishlanadi

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Taqdim etilayotgan ushbu ilmiy-amaliy anjuman materiallari to‘plami turli soha mutaxassislari hamda keng ilmiy jamoatchilik uchun mo‘ljallangan.

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Maqolalarda keltirilgan ma’lumotlarning aniqligiga va imlo xatolari uchun mualliflar javobgardirlar.

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своими задатками, способностями и потребностями. В процессе индивидуализации распахивается вся внутренняя индивидуально-психическая реальность человека, его неповторимость. Это «восхождение» личности к себе самой, в котором она признает себя в качестве субъекта деятельности, свободно определяющего и реализующего свои собственные цели, добровольно возлагающего на себя ответственность за результаты. Индивидуализация – это процесс, в котором содержатся все условия для развития воли и ответственности.

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THE PROCESS OF EDUCATIONAL INNOVATION

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The process of educational innovation involves the introduction of new ideas, methods, technologies, or approaches to improve the teaching and learning experience. Here are some key steps in the process of educational innovation:

Identifying the Need The first step in educational innovation is identifying the areas that need improvement. This could be based on feedback from students, teachers, or stakeholders, as well as trends in education and advancements in technology.

Research and Planning Once the need is identified, educators and administrators research potential solutions and plan how to implement them. This may involve studying best practices, consulting with experts, and developing a detailed strategy.

Before fully implementing an educational innovation, it is often piloted on a small scale to test its effectiveness. This allows educators to gather feedback, make adjustments, and ensure that the innovation aligns with the desired outcomes.

Implementation After successful piloting, the educational innovation is implemented on a larger scale. This may involve training teachers, updating curriculum, integrating new technologies, and making any necessary changes to the learning environment.

Monitoring and Evaluation Throughout the implementation process, it is important to monitor the impact of the educational innovation. This could involve collecting data, conducting assessments, and gathering feedback from students and teachers to evaluate its effectiveness.

Iterative Improvement Based on the monitoring and evaluation results, adjustments can be made to improve the educational innovation further. This iterative process allows for continuous improvement and ensures that the innovation remains relevant and effective.

Scaling Up If the educational innovation proves to be successful, it can be scaled up to reach a larger audience or be implemented across multiple schools or districts. This may involve securing additional resources, training more educators, and addressing any challenges that arise during the scaling-up process.

Sustainability To ensure the long-term success of an educational innovation, it is important to consider its sustainability. This includes factors such as ongoing professional development for teachers, maintenance of technology infrastructure, and support from school leadership and stakeholders.

By following these steps and embracing a culture of innovation and continuous improvement, educators can drive positive change in the field of education and enhance the learning experience for students. The power of educational innovation is transforming traditional classrooms into dynamic learning environments, where students are encouraged to think critically, collaborate with their peers, and actively participate in their own learning journeys. This revolution is not just about incorporating technology into classrooms; it is about

reinventing the entire educational experience. From personalized learning platforms that cater to individual student needs to virtual reality simulations that bring history and science to life, educational innovation is opening up a world of possibilities for both students and educators. But what is educational innovation? If you are a teacher, student, or researcher, in this article, we want to provide you with some basic concepts that can help you on your journey to implementing innovation in your educational practices. Technological development has conditioned and will continue to condition the processes of change in schools since, from a social perspective, it causes the transformation of social uses and of the very concept of society. Within the framework of human development, the technological revolution has shaped the actions, behaviours and profiles of all of us who participate in the technological environment [1], an influence which, as the latter author points out, permeates all our vital actions in a fluid and liquid manner. We are surrounded by a huge number of actions, facts and relational and communicative processes that take place over the Internet.

Education is one of those fields of human action that is subject to such influences. In fact, we are generating innovation when we transform educational processes through the use of technology, even if sometimes the way we use the latter is not entirely positive. In fact, the transformation of educational and innovation-gearred processes by means of technology has also involved a procedural makeover as well as a change in our approach to evaluating/researching the benefits that these processes bring about.

To talk about how educational innovation has developed over the last 40 years is to associate educational changes with teaching methodologies and technology integration. Basic ideas, such as those proposed by Carbonell when he defines the concept of innovation in relation to the school setting, construe these changes as a series of intentional and systematic interventions, decisions, and processes aimed at modifying attitudes, ideas, cultures, contents, models and pedagogical practices. Currently, understanding this process involves rethinking the school model as a whole so that it meets the needs of both the knowledge society and the students who are immersed daily in new technologies and new forms of communication and learning, as well as in the creative construction of knowledge. Changes occur spontaneously, often because of the emergence of a new type of technology that facilitates a process or action that had not been possible before. In other cases, we witness the reuse of a specific technology that had originally been deployed for one type of human activity in different contexts, including school settings. There are many examples of this occurrence, but a case in point may well be the use of geopositioning in the world of mobile learning. Furthermore, how are these changes caused by the integration of technology into the educational activities of a school from any level (primary schools, secondary schools or universities) evaluated and researched? The dynamics of evaluation and research, which in this paper are closely connected because of the need for both to plan actions and develop instruments for data collection, require procedures for data gathering and analysis that support an informed response to the issue or change under examination.

From our point of view, if we evaluate or research these new processes with the aid of technologies, we must also rethink our designs. In this case, data sources, by the very nature of educational activities, are nourished by qualitative information, as well as by the perspective of the subjects who participate in it. However, it can also be nourished by the information provided by technological resources, usually quantitative or quantifiable. The answer to the question of how to plan evaluation and research around the current use of technology in education inevitably steers our focus in the direction of mixed designs and analyses.

It is necessary to introduce research dynamics that go beyond classical educational inquiries based on either qualitative or quantitative methodologies. We need to move towards mixed designs: firstly, because the reasonable epistemology of this current of pragmatic thinking can help us break the dichotomous struggles between post-positivism and constructivism]; secondly, because when we introduce technology into educational innovation processes, it

provides us with both quantitative and qualitative information that needs to be incorporated into our research designs.

In this paper we want to present an overview of the incidence of educational innovation in terms of the incorporation of new methodologies, experiences and technologies, which in turn will lead us to the search for their value as tools for improvement in research processes that combine data sources, mixed analyses and the construction of complex conclusions. In this way, this article attempts to provide an outline of how technology-aided educational innovation is being understood at present. We will also provide examples of how such proposals for change are being designed, researched and implemented. We hope that this contribution can be helpful in guiding new styles of inquiry and bridging a long-standing gap in innovation dynamics: the absence of robust research into the value of what we propose as changes targeted at having an impact on processes and on individuals. Although much emphasis is placed on innovation, little attention is paid to the process of analysing its value as a driver of transformation. Perhaps because we are specialists in our educational disciplines, but we are not very experienced in research or evaluation processes.

2. Educational Innovation and the Integration of Technology

Innovation in education, as well as in all other fields of social development and knowledge, is important, but it is particularly relevant in this field of study, where it has largely become the groundwork for our research processes as educators. Educational innovation is what makes teaching action change and improve. The foundation of Educational Innovation in Technology rests, as Mike Sharples et al. argue, on the educational research actions and projects that academics undertake. This was made evident when members of the Open University in the UK, in collaboration with several tertiary education institutions worldwide, published one of the first annual reports on educational innovation. This work was particularly focused on educational technology, understood as a framework for methodological development, innovative experiences and the development of educational resources. Since then, a report on the orientations and outcomes of educational innovation has been published annually.

1. From the time these reports were issued, and long before that, important work has been done in terms of promoting technology as a fundamental axis of innovation. All innovations should start by responding to some questions, as claimed by. First, we should make sure that what we are trying to change involves an approach that enables the individual and general extension of innovative school practices; innovation is not just “proof of concept”. An example of this was the initial use of resources such as VLEs, which originated in the previous century even though their introduction in schools in Castile and León only began in the academic year 2018–2019. Secondly, we must answer the question of whether people make structures or structures make people. In this case, we are in a situation where the social structure entails an important transformation in the school institution. It is not that there are changes in society that the school must take on board, but rather that the school is at a time of fundamental social change. Additionally, this has a critical impact on education, since traditionally the school incorporates many social processes by means of knowledge and information (it used to organize content in a static and analogue form, and now this is done in a dynamic and digital form); it employs society’s basic resources to interact through written communication (previously the classic reading-writing systems and now the digital systems). Therefore, educational institutions and the people who run them are pervaded by the sense of ongoing change: the teacher, formerly a repository of knowledge, is now a guide in a dynamic world.

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MILLIY – MA’NAVIY QADRIYATLAR IJTIMOYIY TARAQQIYOTNING MUHIM OMILI SIFATIDA

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Bugungi kunda Vatanimiz mustaqilligining ma’naviy asoslarini mustahkamlash, milliy qadriyatlarimiz, an’ana va urf-odatlarimizni asrab-avaylash, xalqimiz, ayniqsa, yosh avlod qalbi va ongiga ona yurtga muhabbat, istiqolga sadoqat tuyg‘ularini chuqur singdirish masalasi muhim masalaga aylandi. Zero, milliy an’analarimiz, tarixiy qadriyatlarimiz, urf-odatlarimiz mahalliy shart-sharoitlar va islom an’analari talablari va mezoni asosida shakllanib kelgan.

Davlatimiz madaniy-ma’naviy mustaqilligini ta’minlashda yoshlarni sharqona odob-axloq, milliy qadriyatlar, urf odat va an’analarimiz asosida tarbiyalash nihoyatda katta ahamiyat kasb etadi.

Qadriyat — voqelikdagi muayyan hodisalarning umuminsoniy, ijtimoiy axloqiy, madaniy ma’naviy ahamiyatini ko‘rsatish uchun qo‘llanadigan tushuncha. Inson va insoniyat uchun ahamiyatli bo‘lgan barcha narsalar, erkinlik, tinchlik, adolat, ijtimoiy tenglik, ma’rifat, haqiqat, yaxshilik, go‘zallik, moddiy va ma’naviy boyliklar, an’ana, urf-odat va boshqalar qadriyat hisoblanadi.

Ma’naviy qadriyatlar - bu millatning tili, urf-odatlari, madaniy merosi, og‘zaki ijodi, adabiyoti, san’ati, ilm-fani, xalq ta’limi, sog‘liqni saqlash tizimi, davlat va jamiyatni boshqarishda erishgan yutuqlari, yaratgan va amal qiladigan axloqiy- huquqiy, badiiy-estetik va boshqa ijtimoiy ideallari, mo‘ljallaridir. Ular millatning ma’naviy qiyofasini, milliy o‘ziga xosligi va takrorlanmasligini, milliy mentaliteti, tafakkurini belgilaydi. Asl qadriyatlarda milliylik va umuminsoniylik mujassamlanadi. Yana shuni qo‘shimcha qilish lozimki, haqiqiy milliylik millatchilikdan, shovinizmdan farq qiladi. o‘z millatini sevgan, vatanparvar kishi boshqa millat vakili ham o‘z yurtini, ona tilini, urf-odatlari, milliy adabiyoti va san’atini sevishga haqqi borligini zinhor inkor etmaydi. Asl milliylik, agar u haqiqatan teran mazmunli va yuksak shakllarda ifoda etilsa, umuminsoniy ahamiyat kasb etadi, nafaqat o‘z xalqiga, shuningdek, boshqa xalqlarga ham foydali bo‘ladi. Biror bir milliy qiyofaga ega bo‘lmagan, kelib chiqishiga ko‘ra hech bir xalq hayoti, faoliyati bilan bog‘lanmagan umuminsoniy qadriyatningo‘zi yo‘q. Masalan, mavhum, hech bir xalqqa tegishli bo‘lmagan umuminsoniy adabiyot yoki san’at yo‘q.

Qadriyatlarda millatning madaniyat va sivilizatsiya jihatidan yaratgan barcha boylik va ma’naviy meroslari ifodalanadi. Shu bilan birga ular muayyan millatning qadr-qimmatini, dunyodagi o‘rni va salohiyatini ham ifodalaydi.

Qadriyatlar jamiyatimizning boyligi, bizning milliy iftixorimiz. Ularni asrab avaylash va muhofaza qilish barchamizning burchimizdir. Milliy qadriyatlarga hurmat bilan qarash – millatningo‘ziga hurmat bilan qarashning asosiy bo‘g‘inidir. Ming yillar mobaynida shakllangan milliy qadriyatlarimiz hozirgi kunda yaratilayotgan madaniy - ma’naviy boyliklar bilan qo‘shilib taraqqiyotimizni tezlashtiradi, g‘oyaviy va ma’naviy poklanishimizni ta’minlaydi. Shuning uchun ham qadriyatlarni asrab avaylash ularni kelajak yosh avlodga ta’lim va tarbiya jarayonlarida yetkazish jamiyat taraqqiyotida muhim ahamiyat kasb etadi.

O‘zbekiston ham o‘z mustaqilligiga erishgandan so‘ng asrlar davomida xalqning orzusi hisoblangan ma’naviy, milliy va diniy qadriyatlari tiklandi. Zero, Yangi O‘zbekiston taraqqiyot strategiyasining bu boradagi maqsadi milliy o‘ziga xosligimizni, asrlar sinovidan o‘tgan an’analarimizni, imon-e’tiqod bilan yashash kabi hayotiy tamoyillarimizni ham saqlab qolish, ham yuksaltirishga qaratilgandir. Chunki milliy-ma’naviy qadriyatlarimiz hayotimizga shu qadar singib ketganki, biz o‘zligimizni ularsiz tasavvur eta olmaymiz. Insonning hayotida madaniy va ma’naviy qadriyatlar katta o‘rin egallaydi. Bularga ilmiy texnikaviy va intellektual imkoniyatlar, maorif, ta’lim-tarbiya, tibbiy xizmat, milliy meros, turli shakllarda namoyon bo‘ladigan madaniyat durdonalari, til, adabiyot, san’at, xalq hunarmandchiligi mahsulotlari, noyob tarixiy madaniy yodgorliklar, arxitektura va boshqalar kiradi.

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