

USING INNOVATIVE TECHNOLOGIES IN THE PROCESS OF TRAINING COMPETITIVE SPECIALISTS AMONG HUMANITARIAN STUDENTS

Igamberdiyeva Dilbar

SamSU academic lyceum, Uzbekistan

Teshayev Ma'ruf

SamSU academic lyceum, Uzbekistan

Qurbonov Erkin

SamSU academic lyceum, Uzbekistan

Annotation:

Currently, there are two central directions of modernization of education - a radical renewal of the content of education and the economy of education. Its core tasks are to increase the accessibility, quality and effectiveness of education. This thesis defines the role of modernization of education with the use of innovative technologies in the process of training competitive specialists, focusing on existing modernizations carried out in the field of training highly qualified specialists in the field of science and education.

Keywords: modernization, education, science, innovative technologies, competitive specialists, economy.

Since the emergence of mankind, people have been and still are in continuous evolution, that is, self-improvement in all spheres of life. This means that education and its modernization provide people with knowledge, information, many opportunities so that people can achieve heights of success, and also contribute to the development of a sense of self-esteem and self-confidence, helps to realize their abilities [1].

At the same time, it is one of the human rights and a necessary means for the implementation of other human rights. The quality of labor resources and the quality of working life depend on the level of education and its level of modernization. Intellectual work provides not only a livelihood, but also an opportunity for self-realization. In addition, it also serves to combat equipment obsolescence, increase productivity, and create a reliable foundation for achieving both current and future business goals [10]. The modern concept of "modernization" was formulated in the mid-20th century during the collapse of European colonial empires and the emergence of a large number of new states [2]. Since the mid-20th century, there has been a rethinking of the role of Western and Third World countries in modernization.

The theory of modernization itself implies that it is a theory designed to explain the process of modernization in societies. The theory examines the internal factors of development of any

particular country, based on the assumption that "traditional" countries can be attracted to development in the same way as more developed ones [3]. Modernization theory attempts to determine the social variables that contribute to social progress and development of society, and attempts to explain the process of social evolution.

Although none of the scientists denies the process of modernization of society (the transition from a traditional to an industrial society), the theory itself has been subjected to significant criticism from both Marxists and representatives of the free market idea, as well as supporters of the dependency theory for the reason that it presents a simplified idea of the historical process [4]. That is, based on this, we can formulate the concept of modernization of education in the following words: modernization of education is a complex, comprehensive renewal of all links of the educational system and all spheres of educational activity in accordance with the requirements of modern life, while preserving and increasing the best traditions of domestic education [9].

Currently, there are two central directions of modernization of education - a radical renewal of the content of education and the economy of education. Its core tasks are to increase the accessibility, quality and effectiveness of education [5]. Therefore, we can safely say that one of the main priorities and values in Uzbekistan has always been considered to be obtaining a quality education.

In the Republic of Uzbekistan, the following main principles of the State policy in the field of education development have been defined [6]:

- humanistic, democratic nature of training and education;
- continuity and succession of education;
- compulsory general secondary, as well as secondary specialized vocational education;
- secular nature of the education system;
- general accessibility of education;
- encouragement of education and talent;
- a combination of state and public administration in the education system [7].

It should be especially noted that the fundamental difference of the educational reforms in the Republic of Uzbekistan are the state guarantees in creating conditions for the gradual progressive development of the continuous education system and the proper quality of education. The study and analysis of the existing education system in the Republic of Uzbekistan and the National Model of Personnel Training shows that one of the most 205 significant shortcomings of the previously existing personnel training system should include its non-compliance with the requirements of the democratic and market reforms taking place in the country [8]. There was a lack of close interaction and mutual integration of the education, science and production systems.

The Uzbek model of transition to market relations is based on the consideration of specific conditions and features of the republic: traditions, customs, way of life. Today, new conditions of the labor market require a more flexible approach to the main directions of development of the education system in the republic. In this regard, the modernization of education is aimed at the formation of a new generation of personnel with a high general and professional culture, creative and social activity, able to independently navigate in socio-political life, capable of setting and solving problems for the future.

References:

1. Kholbaeva D.D., Tasheva D.S. Pedagogical techniques and methods of forming interest in the lessons of the Russian language. Web of scientist: international scientific research journal, ISSN: 2776-0979, Volume 3, Issue 3, Mar., 2022. -p.238
2. Kholbaeva, D., & Tasheva, D. (2022). Theoretical And Practical Aspects Of Monitoring The Acquisition Of Knowledge, Skills And Abilities By Students In The Russian Language In Universities. Евразийский журнал социальных наук, философии и культуры, 2(11), 115-118.
3. Muminovna, A. K. (2023). The role of translation in science. Texas Journal of Philology, Culture and History, 25, 60-62.
4. Nafisa, K., & Kamola, A. (2024). THE PROBLEM OF TEACHING STUDENTS LEXICAL AND PHRASEOLOGICAL FEATURES IN TRANSLATION STUDIES OF PHRASAL VERBS IN ENGLISH AND UZBEK LANGUAGES. Eurasian Journal of Academic Research, 4(10), 39-42.
5. Mamatqulova, K. A., Amanullayeva, K. M., & qizi Shuhratova, V. J. Considerations for teaching Japanese literature.
6. Nafisa, K., & Matluba, D. (2023). PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF RESEARCH INTO THE PROBLEM OF BILINGUAL FOREIGN LANGUAGE TEACHING. Conferencea, 31-34.
7. Tasheva, D. S., & Kubaeva, N. A. (2022). Modern educational technologies in the aspect of a student-centered approach in teaching foreign languages. Eurasian Journal of Learning and Academic Teaching, 12, 35.
8. Mukhtarovna, K. D. (2023). A Cycle of Integrated Lessons of Literature and World Art Culture Dedicated to The Work of SA Yesenin. Periodica Journal of Modern Philosophy, Social Sciences and Humanities, 18, 106-108.
9. Mukhtarovna, K. D. (2022). Yesenin-A Poet Who Rose to The Heights Of His Skill From The Depths Of Folk Life. World Bulletin of Management And Law, 16, 122-124.
10. Mukhtarovna, K. D. (2023). LOVE FOR THE NATIVE LAND-EARLY YESENIN POETRY. International Multidisciplinary Journal for Research & Development, 10(12).