

EDUCATION AND IT SYSTEMS**Sadoqat Abdirazzakova**

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ANNOTATION

In the current conditions, innovative activity is directly related to the development of higher education both in terms of content and organizational structure. The basis of these processes was the rapid development of the theory of pedagogical education in the last three decades. (A.A.Abdulina, Ye.V.Bondarevskaya, V.I.Zagvyazinsky, V.S.Of The Year, N.M.Kan-Kalik, V.A.Slastenin and b.q)

Within the modern innovative directions of the development of pedagogical education, one can single out the development of private innovative theory in the field of personal (private) orientation education, the organizational and structural model of education, the development of a multi-level system of Education.

In the last decade, the theoretical foundations of pedagogical innovation have been developed. Especially K.Anglovsky M.V. Klarin, V.Ya.Lyaudis, M.N.Potatshnik, S.D.Polyakov, T.I.Shamova,

O.T.Khomeriki, N.R.Yusupbekova, V.A.Slastenin and b.q.in their work, the identification of specific aspects of the development of pedagogical professionalism and the development of innovative capabilities of the future teacher in the process of teaching in higher education remain the subject of discussion of the research carried out.

The concept of personal orientation education is based on the cultural-historical and functioning approach (L.S.Vygotsky, A.A.Leantev, D.B.Elkanin, E.V.Ilenka, V.V.Davidov, G.P.Shedrovitsky, A.G.Asmolov) and today generally metodologically V.V.Serikov, V.G.Sukerman, V.P.Zinchenko, L.N.Of particular importance is the work of the kulikovs. With this problem at the organizational and managerial level, M.N.Kastikov, V.A.The boltovs were

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engaged. One of the leading ideas of this concept is the realization of the role and place of subject training in pedagogical education, the main focus with the assimilation of subjects is on the teaching of the subject as a means of developing students.

Another idea of this concept is associated with the construction of educational forms, in which the educational process is considered as a single process, (private educational activity) in which material awareness and research work are jointly formed as the personal pedagogical position of the future educator. In this approach, the main requirements are in the following consistency: a person is the main asset for himself and for others, in which education is a process aimed at transforming a person as a holistic pedagogical process in higher education.

The main result of such education is not the acquired knowledge, skills and abilities, but a high level of social activity aimed at personality growth, empathic interaction and personal effectiveness. To realize a life future, a person consciously re-establishes his self-activity and uses the possibilities of the educational process for this. In particular, this process is the period of the student's age, and the period of youth is an important stage for establishing this process. Further idea of this concept.

it is associated with the development of pedagogical subjectivity: the student passes through the position “learner”, “pupil”, “teacher”.

If the institution of higher education “is not the place and time of study, but the area of \ u200b \ u200bcreating young men and girls”(D.B.Elkonin), then the pedagogical process in this higher educational institution is an opportunity for both the student and the pedagogue, the subject of creative and self-construction of the pedagogical process, which activates the self-development of the student receiving education through its implementation, which cannot be compared with anything.

The activities of the teacher also change: from the transfer of knowledge through the work of the “master” on the basis of pedagogical technology, together

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with students in the “consultant” position, which organizes joint activities in order to form pedagogical abilities in students, becomes a project assistant for his future professional activity. Accordingly, the establishment of integrative educational technologies will become relevant.

It is necessary that the Institute of problems engaged in the design of education in this issue is the leader in the current issue. In addition, in the field of teaching each subject in higher education, the block of pedagogical and psychological sciences should be engaged in the implementation of operational technological research.

It is noteworthy that a special mention should be made of the organizational and structural model of the implementation of pedagogical education. These include: small-level, multi-level and multi-level models. Each of the above-mentioned models is considered as an independent holistic education, they have their own volume and are directly related to specific socio-cultural and economic situations.

A small-level system is a traditional system in higher education, which is considered strict, in which narrow specialists are trained and there is no opportunity to choose training options in the educational process. Adopted in 1998, although the variative part was included in the DTs in the year, but this system also spoils the possibilities of choosing a person anyway.

In a multi-level system, there are opportunities for higher education on the basis of a secondary special education system, and a linking training plan has been developed. This system is considered compact and brings with it many problems related to the admission of graduates to the third year: on what funds is the education, in the first place is the educational institution of pedagogy and the question of the quality of knowledge acquired by students in pedagogical colleges arouses mixed suspicion.

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Most of higher education in accordance with the law "on Education" adopted. the tier system was launched. The development and implementation of a multi-level system of higher education can be defined as a powerful innovative process. In this issue, the experience of the countries of Western Europe was comprehensively analyzed and evaluated, and in the conditions of the Republic of Uzbekistan, based on our own mentality, a unique multi-level system of higher education was created.

The multi-level content of higher pedagogical education in our conditions is two-level.

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