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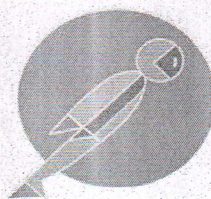
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ADVANCED METHODS OF ORGANIZING AND MANAGING THE PEDAGOGICAL PROCESS IN GENERAL SECONDARY EDUCATION ON THE BASIS OF AN INNOVATIVE APPROACH

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Article history:	Abstract:
Received: December 11 th 2021 Accepted: January 11 th 2022 Published: February 20 th 2022	The organization of the educational process has become one of the most important areas of training in today's world. It is the introduction of modern technologies in this process that has led to large-scale innovations in the field. That is why today in secondary schools, innovative technologies are used in the education of students. In this article, the author describes in detail the impact and place of pedagogical innovative methods on these processes.
Keywords: pedagogical, modern technologies, innovation, education, method, society, etc.	

Today in Uzbekistan there are socio-political, economic, legal # cultural-educational. significant reforms are being carried out in the fields. A democratic, legal state, civil society, based on the new market relations under construction, requires a radical change in the attitude of man to society and labor. Now everyone has to rely not on others, but on their own capabilities, abilities and talents, and live on them. The state policy in the field of personnel training is aimed at the formation of a comprehensively developed personality through a system of continuous education, which is inextricably linked with the intellectual and spiritual and moral upbringing of the person. identified the need, the formation of basic educational, scientific and cultural knowledge, spiritual and moral qualities based on national and universal values, creative thinking, skills of conscious attitude to the environment as the main tasks of continuous educational processes. The organization and management of pedagogical processes in the system of continuing education, the implementation of the task of improving the quality and efficiency, ie ensuring the effectiveness of educational processes, the heads of educational institutions, teachers, educators and others who are participants in pedagogical processes. identifies the need to develop and implement mechanisms to coordinate the activities of the specialist staff.

The study of the effectiveness of pedagogical processes is divided into several parts with specific features, the relationship between them and the characteristics of interdependence are identified, as each part has its own impact on the change of the whole system. At the same time, according to the content and essence of the connections and interdependence of pedagogical processes, it is necessary to imagine the world as a whole. The technology of a systematic approach to the study of the effectiveness of

pedagogical processes includes technologies based on concepts such as specific integrity, generality, universality, differentiability, and integrated technologies of research. The apparatus of universal concepts, the high level of abstraction, the integrative features of the basic principle - allows you to use the technology of a systematic approach as an effective way to study the concepts, thinking and worldview of your subject in various fields. "System" is a basic concept of system approach technology that is expressed through concepts such as communication, relationships, integration, integrity, components. A set of interconnected, interacting components of a system forms a single object. As Awal also pointed out, the concept of "system" is widely used in pedagogy, for example, the system of education, the system of education, the system of forms and methods of organizing the educational process, and so on. The pedagogical system, which is one of the types of social system, consists of a set of various structurally and functionally related components that serve the purposes of education and upbringing of people and the younger generation, the organization and management of the educational process.

There are different views in the field of systematic approach technology in pedagogy, which include the following. First, systemicity, integrity - such a system consists of the interdependence and interdependence of the components, interacting parts and joints, and the interconnection of the link has its own function of implementation and development. Secondly, one of the factors that make up the system is the goal, and the methods and tools needed to achieve it. The movement of the system and its components in achieving the goal determines the nature of the system function. Third, the pedagogical system represents a set of its constituent components, the change of which depends



on internal contradictions. Fourth, because the pedagogical system is open, it is connected to the external environment through many communications. The external environment and existing relationships have an impact on the movement and development of the pedagogical system. Fifth, the inflow and outflow of information into the pedagogical system manifests itself as a way for the components of the system to interact with each other and with the system as a whole, as well as with the external environment of the system.

According to sources, the scientific basis for the organization and management of the pedagogical process in our country and abroad has its own deep historical roots - it is a process of development of technology of a systematic approach. All the basics of the technology of a systematic approach to the organization and management of the pedagogical process are based on the results of research on the technologies of general, general, general technological, general system approach. Technology of education is a direction of pedagogical science, which is the optimal ways and means of effective achievement of educational goals on the basis of a technological approach to the educational process, exploring and revealing the laws. In the theory and practice of pedagogy, there are many approaches in the educational process. The nature of technologies to ensure the effectiveness of pedagogical processes in the system of continuing education stems from these approaches. Pedagogical ability is one of the most important features for leaders and professors in the management process, which determines the suitability of the student for pedagogical activity and his ability to successfully engage in this activity, as well as the ability to organize and manage the pedagogical process.

The process of reforming an educational institution usually begins with local, individual, piecemeal, non-interrelated innovations in the creative pedagogical activity of individual teachers. Then the reforms will cover industries, sectors, joints and sections. During the period when the reform process covers the entire object, and the entire educational institution, all students, teachers, leaders will participate, and a new type of structure with a new goal and structure aimed at development, achieving positive results. there is a need and opportunity to create an educational institution. In such cases, the educational institution develops as a separate social organism, a social system. The process of pre-established, existing capacity-based activities aimed at achieving the goals of the system of continuing education includes the main (educational) and auxiliary (provider and conditioner) processes. In connection with these activities, development processes

are aimed at achieving new qualities, higher and more effective results on the basis of capacity building, expansion and increase its efficiency. whether ancillary processes or operational processes will need to be improved. The quality of the educational environment determines the compatibility of its state with national cultural patterns, as well as the level of effectiveness of the pedagogical process and the level of opportunities of the subjects (teachers and students).

That is, coordination of the emerging situation with the main constituent elements of the educational environment serves as a key indicator of the culture of interaction. Theoretical and methodological bases of the means of improving the pedagogical process are new ideas that create a new form of pedagogical processes, defining the qualities of the structural structure of education. Accordingly, the integrative feature that characterizes the means of influencing the improvement of the pedagogical process of teachers of institutions of continuing education can be divided into the following categories: general principles of organization of activities in an innovative manner; the presence of your ideas related to the development and improvement of the pedagogical process; organizational and methodological activities for the development of the community as a social organism and the formation of a community of learners - inventors; organization and management of the pedagogical process on the basis of the development and implementation of educational programs with a new structure and content; psychological and pedagogical development of creative abilities of the subjects of the pedagogical process; taking into account the individual-psychological characteristics of the subject in improving the pedagogical process; to establish a collaborative partnership of learners, teachers and parents to achieve and develop a common educational goal.

To what extent the quality and effectiveness of the pedagogical process depends on the activities of the subjects, the achievement of goals and high results based on the improvement of pedagogical processes depends on the innovative activity of the link and the ability to organize innovative processes. Modern pedagogical innovative technologies are based on two main approaches:

1. A student-centered approach involves focusing the learning process on each individual student. Modern pedagogy should take into account the unique experience and character of each student, develop his personality and talent. The implementation of this approach involves relying on the principles of choice (students can choose the field of their choice),



confidence (lack of authoritarian pressure by teachers), creativity and success, subjectivity, individuality;

2. The authority-based approach is new to the Russian school. It focuses on the learning outcome, resulting in a set of skills rather than a set of knowledge, the student's ability to solve problems, conflict and act in different situations.

In the pedagogical process, the interaction of teacher and student is fully reflected in the term "pedagogical interaction", which in its unity affects the pedagogical impact, its active perception, assimilation by the object, includes the student's own activities. self-influence (self-education). In the process of pedagogical interaction, different connections between the subjects and objects of education are manifested. In particular, information communication is widespread, which is reflected in the exchange of information, organizational and operational communication between educators and children. The link between governance and self-governance is crucial in the pedagogical process. The success of the whole process depends in many ways on their correct ratio. In turn, management communications are based on information, organizational, operational and other types of communication. In the analysis of pedagogical interactions, it is necessary to take into account cause-and-effect relationships, identifying the most important ones among them. For example, identifying particularly important causes of shortcomings and successes in the pedagogical process will allow for more successful design of new stages of its subsequent improvement. Where appropriate, it is useful to identify functional connections between pedagogical phenomena and describe them in a mathematically correct way.

At the same time, it is especially important to adhere to the requirements for a leading role in the qualitative analysis of pedagogical phenomena, because the complexity of these processes, the multifactorial nature of which often does not correspond to a correct mathematical description. Innovation in the improvement of the pedagogical process can be defined as a tool that ensures the movement and activity of the subjects of the pedagogical process and creates a process of goal-oriented creative, qualitative change. In other words, we can say that innovation is a means of ensuring the interchangeability of old with new. The concept of innovation is considered in research as the concept of "innovation", and the concept of "innovation process" is expressed as a process of creating and mastering innovations and their effective application in the practice of the educational institution. Thus, we can

say that innovation (innovation) in the improvement of the pedagogical process is a means of purposeful change, the innovation process is a means of making changes (innovation) in pedagogical processes or pedagogical activity.

In the organization and management of the pedagogical process, information about students must be reliable and accurate, the information serves as a factor in ensuring the activity of students in the pedagogical process, objective assessment and motivation of the student. It is advisable for teachers to collect and use accurate and reliable information in the following areas:

- Conditions for each student to live and study independently;
- Individual psychological characteristics of each student, interest in science and profession, as well as the needs of a particular period;
- Interaction of subjects of education;
- Factors affecting the activity of the learner;
- Necessary needs and support of the student in the field of education, etc.

Existing communication processes in pedagogical processes determine the specific requirements for teachers in the areas of conversation, writing, reading, speaking, that is, speaking in the process of oral and written communication. Are these requirements not only the ability of teachers to write competently and beautifully in the process of conveying to students the content of concepts, instructions for the task, information about the possible results? , means to express thoughts and ideas in a short and fluent, state language. In the process of oral communication, teachers need to be able to use dialogic and monologue speech, to use a variety of actions, situations, laughter, tone, facial expressions, pauses in addition to words. In addition to having a different effect on the birds, it complements the communication process and enhances its positive impact. Thus, there is a need to improve and ensure the effectiveness of pedagogical processes, the basic concepts and ideas of the learner, worldview and interests, the importance of person-centered influence and reflexive activity in pedagogical processes, the need for innovative activities and interaction. It is important to take into account the culture of influence, the specific features of motives and motivation, information and communication processes as tools for improving pedagogical processes.

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