PEDAGOGICAL INNOVATIONS AND THEIR IMPACT ON THE QUALITY OF HIGHER EDUCATION

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Today, the existing development of science, technology, industry, and production determines the overall image of modern society. One of the most distinctive characteristics of contemporary society is the increasing visibility of globalization across all spheres. Globalization inherently requires rapid mobility, prompt access to necessary information, its effective processing, and efficient application in practice. Such capabilities are primarily possessed by professionals who are highly competent in their fields, have mastered professional skills at an advanced level, and possess extensive experience and expertise. Therefore, it is appropriate to take these modern demands into account in the process of training specialists in higher education institutions. At present, all spheres of life in New Uzbekistan have become a field of profound reforms. In this process, it is impossible not to emphasize the transformations taking place within the education system, which forms the foundation of the social sphere. In recent years, practical efforts aimed at organizing all stages of the education system in accordance with modern requirements, relying on the experience of advanced foreign countries, and introducing innovative educational technologies have entered a decisive stage.

Fundamental reforms are being implemented across all levels and sectors of education, including higher education. In particular, in order to define priority areas for the systematic reform of higher education in the Republic of Uzbekistan, elevate the process of training independently thinking and highly qualified specialists to a qualitatively new level, modernize higher education, and promote the development of the social sphere and economic sectors based on advanced educational technologies, the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 was approved by the Presidential Decree dated October 8, 2019. This document serves as a foundation for new reforms in the field. The Concept prioritizes accelerating intellectual development, training competitive personnel, effectively organizing scientific and innovative activities, and strengthening international cooperation through the development of integration between science, education, and industry. Its content reflects the priority directions for reforming the national higher education system, including expanding access to higher education,

improving education quality, introducing digital technologies and educational platforms, engaging youth in scientific research, forming innovative structures, commercializing research outcomes, achieving international recognition, and other clearly defined objectives. All these measures serve to elevate the education process to a new qualitative level.

Today, it is widely recognized that prestigious higher education institutions worldwide function as major centers of scientific research. Consequently, new higher education institutions and branches of leading foreign universities are being established, and their educational processes are transitioning to modular-credit systems. Within the framework of public–private partnerships, the operation of non-state higher education institutions has been launched. Based on public demand, part-time and evening education formats have been reinstated, admission quotas have increased, and mechanisms have been created to enable academic staff to undergo professional development and internships at foreign universities and research institutions. Moreover, many higher education institutions have transitioned to self-financing systems.Educational technology focuses on achieving learning objectives through systematically designed, step-by-step processes using effective methods, tools, and management strategies. Its central aim is learner development as the pathway to educational success.

The idea of technologizing education emerged in Western Europe and the United States in the early 20th century. By the mid-20th century, technical tools became integral to education, leading to the development of programmed instruction and individualized learning models. These developments laid the foundation for modern pedagogical technologies.Pedagogical technology operates as a scientifically grounded, goal-oriented system ensuring planned learning outcomes. Its core principles include integrity, fundamentality, humanization of education, cultural relevance, continuity, research-based teaching, and activity-oriented learning. Innovative education technologies are rooted in the concept of innovation, which refers to the introduction of new ideas, methods, and systems. Unlike novelties, innovations are systematic, sustainable, and capable of transforming educational practice. Researchers emphasize that educational innovations result in transformations in pedagogical systems, teaching methods, content, management, and learner engagement.

In conclusion , innovation represents a dynamic system of change that reshapes relationships and processes within education. It encompasses private, subjective, and systemic transformations that contribute to sustainable educational development.

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