

The Role of an Innovative Process of Action in Providing A Differentiated Educational Programme

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ABSTRACT

The article discusses the possibilities of introducing the innovative process in vocational education institutions through differentiated educational programs, the main tasks and sequence for achieving positive results, the main requirements for teaching students according to differentiated educational programs, and the problems that arise from program implementation and their solutions.

KEYWORDS: *professional education, differentiated educational programs, innovative process, subjects of practice, personal-oriented approach*

"**Innovation process**" is a term used to describe a set of activities aimed at resolving complicated issues that develop when existing and emerging norms collide in practice, or when established norms fail to satisfy new social expectations. Its precise content entails either altering an existing practice or developing a completely new one. Simultaneously, the new practice must be "viable" and "reproductive." This will be attributed to the formalization of innovations at the organizational and management levels, as well as their normative consolidation in changing practice[5].

Interrelated sorts of work are required for educational innovation. Specifically:

- 1) an examination of fundamental scientific advancements as a foundation for the development of novel approaches;
- 2) creation of an innovation project - creation of an educational program as a program for educational institutions' operations;
- 3) educational activities targeted at the professional growth of specific practice subjects, the building of personal knowledge (experience) of each, so that they are reflected in the innovative project's practical project and become viable.

Thus, the degree's curriculum model is based on a fusion of the age-normative model of development and the age-appropriate system of educational activity. According to the findings, the following factors are taken into account while establishing a stratified approach based on the design of an age-oriented system of pedagogical activity:

- 1) pedagogical activity at different stages of education;
- 2) stratification of basic education processes;
- 3) Stratification of developmental situations (a form of life activity in general adult education) and stratification of educational situations.

N.V. Bordovskaya and A.A. Rean needed to define the following major components of education in order to adopt the stratified approach and build educational programs. [6]:

1. Learning objectives.
2. The content of education.
3. Learning tools and methods.
4. Forms of the learning process.
5. The educational process as a whole of the processes of teaching, educating and developing a person.
6. Subjects of the educational process.
7. Learning environment.
8. The learning outcome (a person's level of education).

The formation of a stratified approach to educational development and advancement, in our opinion, cannot only lead to multi-level learning stratification. As a result, there are three levels according to the rule in the hierarchical structure of learning (which is frequently the basis of learning levels): minimal (basic), program, and advanced (according to some authors, advanced).

The content of instruction is grouped based on the current area of growth, which symbolizes the system of knowledge that has been created in the learner and can play, using this technique. The design of near and far development areas is more significant in a progressive education system. This indicates that developmental conditions should be stratified, which are techniques of co-organized distribution of activities that can be established within the educational process.

All of the preceding solely relates to the learning component, such as learning process organization, learning means, and learning methods. While we appreciate the assistance to ensuring that each student understands the learning content in his or her immediate area of development, we feel that a differentiated approach can be used to all essential components of education, based on the characteristics of the student's subjective experience.

The substance of education is focused on the development of innate personality traits (health, ability to think, feel, and move), social characteristics (citizenship, family, hard work), and cultural personality traits in the person-centered approach (freedom, humanity, spirituality, creativity).

When it comes to educational content:

- the result of cognitive activity - the experience of cognitive activity, which is recorded in the form of knowledge;
- experience of reproductive activity recorded in the form of pattern movement;
- creative experience, which is recorded in the form of the ability to make non-standard solutions to problematic situations;
- the experience of implementing emotional-value relationships in the form of personalised learning, which acts as an educational resource in the environment, as the subject of joint activities in the educational process, and as the normative-cultural structure of the educational institution[3].

Curriculum development as a "plan of action for all actors in the educational process"[4] will provide technology assistance for the execution of a differentiated approach to educational development and progress in the framework of research.

Since the enactment of Education Act No. RUD-637 on September 23, 2020, the concept of an educational program has been widely diffused in pedagogical advancements. [1]. The following is

contained in this law regarding "educational programs":

1) "The content of education is defined by curricula. The purpose of education is to promote mutual understanding and cooperation among people of all races, nationalities, ethnicities, religions, and social affiliations, to consider the diversity of worldviews, to assist learners in realizing their right to freedom of thought and belief, and to ensure the development of each person's abilities, personal formation, and development in the family in accordance with social, spiritual, moral, and socio-cultural values."

Vocational education includes the following levels of occupation and specialization:

- primary vocational education;
- secondary vocational education;
- secondary special vocational education.

2) "educational programs are independently developed and approved by the organization carrying out educational activities, unless otherwise provided by law".[2]

"The goal of the curriculum is not to form teaching in contradiction to the learning function, but to shape consciousness based on teaching," I.S. Yakimanskaya stated in the context of our research. If education develops the functional literacy that society requires at each level of development (educational standards), then education develops the individual attributes that ensure individual knowledge (acceptance) of the world and its creative transformation... Understanding the world with particular values, meanings, and significance is what awareness is all about.... "Awareness is a personality trait that manifests itself in the goal of self-improvement...." [7].

Differentiated learning necessitates subjective logic. It can be summarized as "concept - implementation - reflection" or "value - service - responsibility" in its most general form. The first is the emergence of cultural self-determination in the design process, which occurs when the educator becomes aware of its results and repercussions when he or she reflects on his or her activities.

To sum up, the process of building an educational program for an institution in order to provide personalized educational support allows for the resolution of the following issues:

- **in pedagogical professionalism** – bridging the gap between psychological-pedagogical design and the discreteness of scientific-theoretical notions concerning age-related development;
- **in the field of infrastructure and resources for the development of students' design, research, and creative activities** – overcoming the lack of network management concepts, methods, and practices among educators as a fundamental foundation for the development of innovative activities in modern education;[8]
- **in the educational field** – development of humanitarian pedagogical projects as the foundation of educational programs (individual, group, classroom, parallel and phased educational programs, general school programs) and overcoming the distortion, distortion, and virtualization of human reality on the basis of the formation of real cooperation in the cultural field and in the historical period during its implementation.

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