



Tendencies of Formation and Development of Modern School Activities in the Context of Modernization of the Education System

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Abstract: This article is based on the application of new approaches to the effective organization and development of schools, scientific and pedagogical aspects, mechanisms for quality activities. The importance of introducing quality improvement practices based on the innovative cluster of pedagogical education has been identified.

Keywords: modernization, school activities, innovative approach, cluster, innovative cluster of pedagogical education, factors, "school-laboratory", mechanisms of innovative experience, democratization, competition, analysis.

Date of Submission: 16-01-2022

Date of Acceptance: 05-2-2022

INTRODUCTION. Many reforms in the education system of the country serve to address the shortcomings in ensuring communication and integration between the types of education in the field of training. Today, the state policy on training does not fully take into account the socio-economic specifics and needs of the regions, the lack of in-depth study of supply and demand in the labor market, and imbalances in the distribution of personnel across regions. This is due to the fact that in some areas the demand for teaching staff has not been met for years. The experience of countries with high intellectual potential shows that if the link between science, education and industry is strong, it will be possible to train qualified personnel in this area, provide them with employment and make structural changes in the country's economy [1]. In particular, the creation of new mechanisms for the development of continuing education has become a vital necessity of today's globalization process, which in turn requires improving the quality of education and its modernization. The impact of the lifestyle influences of general secondary education on the effectiveness of the educational process is of particular importance in pedagogy.

LITERATURE ANALYSIS AND METHODOLOGY. In the first 20 years of the twentieth century, S.T. Shatsky considers the period of formation of the original structures of the schools. I.D. Frumin, A.N. Tubelskiy, G.K. Selevko, E.A. Yamburg conducted research on school life and suggested various ways to develop it. E.A. Aleksandrova, M.S. Bezrukovoj, G.K. The works of Selevko, O. Solovieva, AA Ostapenko, AN Tubelsky show the problems of shaping the school lifestyle, family life of the child based on religious and ethnic values[2].

DISCUSSION. Heads of educational institutions should develop the school lifestyle in relation to the quality of the learning environment, collaboration and collaboration. The content and organization of school life, technological training and management, the content of the system of

teacher training are among the conditions for the development of school activities. Most of the research on the effective organization and development of school activities has used the following research methods:

- Comparative historical, philosophical, pedagogical, social, cultural, conceptual and terminological analysis of literature; - Analysis of modern educational practices;
- modeling (used as a method of studying the system, and the resulting school structure model served the purpose of comparing school structures in different periods);
- empirical (analysis and synthesis of school life experience, study of materials and results of educational activities of schools, analysis of documents, normative-methodological bases of school, regular observations) [3].

In modern science and practice, various scientific spaces are being created, in which a range of ideas on the need for targeted formation of effective organization of school activities is being created, and conditions are being created for the renewal of certain educational institutions [4-5]. At the same time, the study of scientific literature, research, school practice, normative documents at various levels, the definition of prospects for the development of education, the development of national school life in a modern way show that there are a number of contradictions.

Including:

- Lack of a unified scientific theory of the development of schools as a social and pedagogical phenomenon. (Between the requirements of society and the state requires the formation of such a structure that ensures the spiritual and moral development and upbringing of the individual);
- Lack of objective data and research data on the need for internal education in the study of the theory of effective formation and development of school activities and historical and pedagogical practice;
- Successful experience in the formation of effective school activities in the history of national pedagogy and insufficient attention to the creation of high-performing school models in modern pedagogical practice;
- Theoretical underdevelopment of modern social programs and trends in the development of school structures, which correspond to the multifaceted life of society in such a change in school structures, etc.

Overcoming these contradictions requires increasing the volume of scientific and practical research in this area and studying them. In modern school practice, the study of school development trends and changes in school life can occur under the influence of content innovations that are created as a result of the efforts of specific teachers. Leading trends in the development of school structures are those of integration significance, arising from the priorities of education policy. Effective development of the education sector on the basis of integration principles, state educational standards, definition of priorities of educational activities in educational institutions, improvement of cooperation between higher education institutions, "school- creation of "laboratory" complexes, development of educational services, organization of resource centers

Integration processes in an educational institution are ensured by the adoption of school standards for the content and organization of the educational process. Defining the value priority of the educational institution, such as defining the content of the joint activities of school students, creating a basis for the unification of the school organization, developing general approaches to the formation of the school structure. Integration processes in the school are carried out through unequal education, through intergenerational communication. The process of differentiation in the field of education is associated with the typicality and diversity of educational institutions, the

introduction of different forms of ownership, different axiological priorities. Differentiation at the educational institution level is associated with different individual and age-related psychological and physiological characteristics and different educational needs of students, expressed in the need to create flexible schools, young schools. It should also be noted that the integration processes that make up the leading trend in the development of school life are interdependent multi-structured. we need to keep in mind.

The democratic way of school life is a condition for the formation of state policy and civil society, in which the graduate enters more life and introduces his ideas of democracy and spiritual and moral culture, primarily in the family, economic and political spheres of life. Democratization of school life implies the involvement of school in social life. This task is to democratize school management, expand the free management of the educational institution, the conditions for cooperation of all members in the field of education, the conditions for establishing an indicative basis for joint action, as well as self-government, self-government. It is addressed by creating an incentive environment for the joint implementation of conditions such as self-assessment. Another condition for the democratization of school activities is the implementation of a competency-based approach to the transition to new educational standards and the principle of territorialization of education, ie the principle of self-organization, which implies the formation of a sense of small homeland. These conditions can be implemented in a cluster model. It is the most promising approach to the development of democratic principles in the educational institution, taking into account the modern spiritual and moral education based on modern national spirituality and spiritual traditions in school life.

The development and implementation of new innovative ideas in the modernization of the education system is one of the ultimate goals of society. At the same time, the cluster model used today in relation to education is a means of shaping the support of innovation in the education and production system, a mechanism for strengthening the organizational forms of integration of sectors (education, economy, etc.) interested in achieving competitive efficiency. One of the social factors in the development of school activities is the competitive movement. The development potential of a multidisciplinary education system is inherent in the competitive movement, as a result of which educational and social needs are identified in the school. Thus, the introduction of leading trends in the development of school activities is carried out under the influence of existing innovations in the structure of school life, as well as through a system of public institutions and organizations of individual teachers (heads of schools, students, parents) . The study of the theory and practice of the effective formation and development of the activities of certain regional educational institutions provides a number of conclusions for the development of school structures on the basis of advanced tools. School activities are studied as a socio-pedagogical phenomenon, reflecting the strong and constantly supported features of school society life, which have social and personal significance for children and adults, become an integral part of educational content.

CONCLUSION. The established order of school activity is formed as a system of relations between the members of the educational society in the cultural, spiritual, organizational and educational spheres. This system of relationships can be replicated or developed within the framework of a particular type of educational activity under the influence of ideological, political, cultural, spiritual, organizational, and educational innovations. Partner mechanisms will be developed to organize school activities from a combination of system structures and aspects-based approaches. If we consider the activity of the school as a social phenomenon, it will be developed on the basis of motivational, material-technological, resource-ecological and effective directions. The content of each area of activity is determined by the values and common beliefs of the subjects. Thus, the main ideas of the schools show the need to strengthen the integrated technological chain of the paradigm of society and education development based on new approaches. As a result, school

activities based on the recognition of the values of human life, the dignity of human life, allow the development of ideas created in innovative ways.

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