

INNOVATIVE IMPROVEMENT OF THE SYSTEM OF ORGANIZATION AND MANAGEMENT OF MTT ACTIVITIES BASED ON PUBLIC PRIVATE PARTNERSHIP

Nabiyev Erkin Esanovich*

*Founder of MTT "BOSS BABY GARDEN",
Sergeli District of Tashkent City,
Tashkent, UZBEKISTAN
Email id: Shodmonovamy@gmail.com

DOI: 10.5958/2278-4853.2022.00291.9

ABSTRACT

The MTT's content is regarded as a system made up of all of the methods that educators prefer in their activities and are grounded in science. These methods are the most effective ones based on the achievements of science and technology in improving the organization and management of pedagogical processes. Pedagogical processes are improved in this by both the system itself and the content of the activities that educators engage in with other educators. This article offers input and feedback on creative ways to organize and administer MTT operations using a public-private partnership model.

KEYWORDS: *System, Object, Subject, Innovation, Theoretical-Methodological, Motivation, Management Strategy, Communications, Project.*

INTRODUCTION

Innovations are one of the most crucial and fundamental components of the culture of interaction in pedagogical processes. In innovative processes, these components are determined not only by their description and characteristics but also as the most crucial elements for enhancing pedagogical processes. This in turn defines not only the value and applicability of innovations but also the timeliness of their deployment in light of the relevant circumstances. The culture of interaction as an organizing component of a general social culture is formed as a result of concepts, interpersonal relationships and interaction in the context of a particular social culture, and it is formally manifested in a number of magnitudes - traditionalism, level of relevance, motivation system, leadership styles, quality of the organizational environment, communications, personality management, management strategy, professional and personal culture.

The stability of the universal and national cultures of education and education in the pedagogical system, whose applicability is based on the correlation of national-historical social culture and pedagogy, as well as the emergence of favorable circumstances in the educational environment and compliance with social needs, determines the traditionalism of the MA Dani of interaction. The effectiveness of the pedagogical process, the level of subject opportunity, and the state of the educational environment are all influenced by the educational environment's quality (educators and educators). That is, the key determinant of the interaction culture is the coordination of changing circumstances with the major components of the educational environment.

The theoretical and methodological foundations of the means of improving pedagogical processes are new ideas that give rise to a new form of pedagogical processes, determine the qualities of the structural structure of Education. Accordingly, integrative features characterizing the means by which MTT educators influence the improvement of pedagogical processes can be divided into the following groups:

1. General principles of the organization of activities in an innovative manner;
2. The presence of ideas associated with the development and improvement of pedagogical processes;
3. Organizational and methodological activities for the development of the team as a social organism and the creation of a team of educators-inventors;
4. Organization and management of pedagogical processes based on the development and implementation of educational programs with a new structural structure and developed content;
5. Psychological and pedagogical development of the creative abilities of the subjects of the pedagogical process;
6. Taking into account the individual-psychological characteristics of the subjects when improving pedagogical processes;
7. The only educational goal is to create the cooperation of a foster child, educator and parents who are interconnected for the implementation and development of the educational goal.

In these situations, MTT educators must execute the roles of a supervisor, educator, and researcher in addition to organizing and controlling educational procedures. Because in order to achieve the outcomes desired on the basis of improving pedagogical processes, it is essential to first study and analyze the potential issues that may arise in these processes, identify the tasks and purposes that must be fulfilled in order to address them, and take into account the skills and requirements of educators who are thought of as one of the. In the improvement of pedagogical processes, innovation can be defined as a tool that ensures the movement and activity of the subjects of the pedagogical process and creates a process of creative, qualitative changes aimed at the goal. In other words, we can say that innovation is a tool that ensures that old age alternates with innovation.

In research, the idea of "innovation" is taken into consideration, and the idea of "innovation process" is defined as the steps involved in developing and mastering innovation as well as in effectively putting it to use in educational institutions. We can therefore conclude that innovation is a way of bringing about goal-oriented changes in the improvement of educational processes, and that an innovation process is a means of introducing changes into pedagogical processes or pedagogical activity. According to our analysis, the following activities in this process are crucial for the development of educational procedures and the success of pedagogical innovations in the use of news input:

1. The relevance of the introduction of innovation for the team of the educational organization is determined as the main factors for the uninterrupted solution of existing problems and ensuring the effectiveness of the pedagogical process;

2. Compliance of selected innovative tools with the capabilities of the educational organization;
3. Full scientific substantiation of innovation;
4. Importance and systematic city of innovative processes;
5. Taking into account the personal-individual psychological characteristics of the innovator and its users;
6. Awareness of the importance of innovation expresses the high level of responsibility and responsibility of each subject;
7. The need to create sufficient conditions for a minimum level of risk in innovative processes;
8. Understanding the level of risk and the need for their justification;
9. In the content of education, changes in pedagogical projects, as well as the expression of the principles of development.

On the basis of a creative strategy, objective and subjective aspects strengthen the teaching processes in MTT. The state's new educational policy, basic and applied research in the field of education, and educational organizations' experience in the direction of innovative activity can all be categorized as objective factors. The socio-territorial requirement for subjective factors, the process of development of educational organizations' activities, the growth of educators' knowledge, abilities, and skills, and the educational organization's potential in terms of science and pedagogy. Improving pedagogical processes creates problems of identification and implementation of advanced pedagogical technologies, and these are based on the subject-subject relationship, these relations are the foundations that determine the general conditions of development aimed at understanding the interests, abilities and qualities of the individual. If the workplace is dirty, dark, blind, this will reduce the desire for Labor. If the workplace is clean, impeccable from an ergonomic point of view, motives clearly expressed in labor appear. Herzberg considers these factors to be related to "hygienic" factors.

American psychologist in motivation. The theory of expectations, which Vrum developed is also significant and explains how to expect the outcome of labor, including the difference between labor costs and the result obtained, the expectation of profit, and the expectation of the difference between the outcome and the incentive, where the incentive denotes whether or not the laborer is satisfied with the outcome. That is, accomplishing the desired outcome determines the level of motivation, and timely reinforcement by leaders based on the outcomes of their teams' work raises motivation, etc. A healthy socio-mental environment is created through the use of pedagogical processes that are generally organized in educational organizations. Motivation is based on a large-scale participation of subjects (educators, educators) in these processes.. In this case, socio-psychological techniques are aimed at increasing labor activity, which is carried out by influencing the spiritual and social behavior of subjects.

Motivation is described in the psychological literature as a complicated, comprehensive manager of a person's life (his behavior, activity). Different goals can be used to regulate instructors' actions. The effectiveness of the result of an activity will depend on the nature of the motives, which, in turn, expresses the effectiveness of the motivational process. The effect that results in volitional behavior and coordinates activities is considered effective with the aid of motives.

Based on the above information, it can be said that motivation in improving pedagogical processes is the purposeful orientation of the educational activity by the ways of psychological impact, based on the existing needs in the direction of ensuring the effectiveness of the pedagogical process. In the process of motivation, it is considered necessary to take into account the needs of the subjects of the pedagogical process or those that represent their common interests, since motivation is carried out on the basis of the satisfaction of needs. In pedagogical processes, it is necessary that motivation is directed to the development of their activity through the analysis of the interests, acquired knowledge, skills and abilities of subjects, based on the needs of social practice and education.

In Conclusion, An unbiased evaluation of the actions of the educational process's subjects is necessary to determine the efficacy of the work done to improve pedagogical processes. As previously said, once basic needs are satisfied, subsequent requirements compel people to act in accordance with more complex levels of needs. However, a person will never be able to completely meet all of their demands. There is a motivational process based on requirements as a result of this. In addition to the fact that the formation of motives aimed at ensuring and developing the activity of educators on the basis of the study of existing needs, that is, at reading, learning and acquiring knowledge, serves to ensure and develop the activity of subjects in pedagogical processes, urging them to fight for physical or mental work, as well as for recreation.

REFERENCES:

1. Turganov S.T., L.A. Maksudova, H.M. Tajiboyeva, G.M. Nazirova, M.A.Umaraliyeva technologies for organizing and managing pedagogical processes,improving quality and efficiency Tashkent 2014 122 PP
2. Djuraev B.R., Tajiboeva H.M., Nazirova G.M. Modern trends in the education and upbringing of children of preschool age Tashkent, 2015. 112 pages.
3. Djuraev B.R., Umarova X.A., Tajiboeva H.M., Nazirova G.M. Pedagogical system for improving the quality and effectiveness of the educational process in preschool educational organizations monograph Tashkent, pp. 2017.160.
4. Nazirova G.M. Improvement of pedagogical jaraens in preschool educational institutions. 2019.
5. Rakhmatova Z.X,. Linguistic foundations of creating means for superseding preschool children's speech. 2021.
6. АЮ Сотволдиев, ИС Аъзамов, НМ Кобилов (2020) Некоторые вопросы взаимной интеграции принципов модульной технологии обучения и дидактических принципов военного образования Проблемы современной науки и образования 4-2
7. QN Mingboevich (2022) Xorijiy ilg'or pedagogik texnologiyalar va ularning talabalar bilimini oshirishdagi ahamiyati Conference Zone 42-44
8. KN Mingboevich (2021) Differences between family and state education in patriotic education of young people and principles of ensuring their membership Eurasian Journal of Humanities and Social Sciences 3, 26-28

9. 10.KN Mingboyevich (2021) Implementation of New Innovative Technologies in the Classes of the Primary Training Process (Case Technology) European Scholar Journal 13-15