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CONDITIONS FOR ENSURING THE CONSISTENCY OF PRACTICE AND INNOVATIONS IN DEVELOPING SOCIAL ACTIVITY IN STUDENTS IN THE CONTEXT OF THE TECHNOCRATIC EDUCATION PARADIGM

Abstract: This article explores the necessary conditions for ensuring the harmony of practice and innovation in the development of social activity in students, analyzing the interaction of education and technology, practical approaches and methods for the development of social responsibility in the process.
Keywords: social activism, harmony of practice and innovation, education and technology, technocratic educational paradigm

Annotatsiya: Ushbu maqolada talabalarda ijtimoiy faollikni rivojlantirishda amaliyot va innovatsiyalar uyg‘unligini ta’minlash uchun zarur shart-sharoitlarni o‘rganilib, bu jarayonda ta’lim va texnologiyaning o‘zaro aloqasi, amaliy yondashuvlar va ijtimoiy mas’uliyatni rivojlantirish usullari tahlil qilinadi.
Kalit so‘zlar: ijtimoiy faollik, amaliyot va innovatsiyalar uyg‘unligi, ta’lim va texnologiya, texnokratik ta’lim paradigmasi

Аннотация: В данной статье рассматриваются предпосылки обеспечения сочетания практики и инноваций в развитии социальной активности у учащихся, анализируется взаимодействие образования и технологий в этом процессе, практические подходы и методы развития социальной ответственности.
Ключевые слова: социальная активность, сочетание практики и инноваций, образование и технологии, технократическая образовательная парадигма

INTRODUCTION

The modern technocratic educational paradigm is aimed at effectively organizing the educational process through the integration of technology and practice. Today, technologies are developing rapidly, and this process also affects the field of education. Technocratic education serves to develop not only the technical knowledge of students, but also their social activities.

LITERATURE ANALYSIS

A number of scientific studies have been conducted on the technocratic education paradigm. In particular, Alvin Toffler analyzed the impact of the technological revolution on society and the education system in his works such as “Future Shock” and “The Third Wave”. He studied how technology can bring about changes in education.

Herbert A. Simon, in his work “The Sciences of the Artificial”, studied the processes of decision-making and problem-solving in education and showed the importance of using technological approaches.

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Seymour Papert, in his works "Mindstorms: Children, Computers, and Powerful Ideas", studied the role of computers and technology in the educational process and contributed to the development of constructivist approaches.

Manuel Castells, in his work "The Rise of the Network Society", studied the impact of technological progress on social and educational systems. His work had a great influence on the development of the technocratic education paradigm.

John Dewey, through his work "Democracy and Education", emphasized the importance of practice and experience in the educational process. His ideas were combined with technocratic approaches.

Peter Drucker, in his work "The Age of Discontinuity", studied the impact of technological changes on the education and business sectors. He analyzed how technological approaches can be applied in the education system.

These scientists and their works had a significant impact on the development of the technocratic educational paradigm. Their research helps to understand the role of technology in the educational process.

Among Uzbek scientists, Abdugani Abdukodirov conducted research on the technocratic educational paradigm and its development, studying the issues of modernization of the education system and the introduction of technologies in Uzbekistan. His works are related to the use of modern methods and technologies in education.

Shavkat Ayupov conducted research on the use of innovative technologies in education and their impact on the educational process. His work is aimed at increasing the effectiveness of technological approaches.

Rustam Kholmurodov was engaged in the introduction of information and communication technologies in education and the study of their role in the educational process. His research analyzes the impact of technological tools on the quality of education.

These scientists have made a significant contribution to the introduction and development of technological approaches in the education system in Uzbekistan. Their work helps to study how the technocratic educational paradigm can be implemented in local conditions. [1]

RESEARCH METHODOLOGY

The research used observation, direct interview, questionnaire, and pedagogical experiment methods.

ANALYSIS AND RESULTS

The emergence of a new paradigm of education is not only associated with socio-economic changes, but also with the entire process of cultural development. In its formation, humanistic philosophy and psychology (E. Fromm, J.P. Sartre, V. Frankl, N. Berdyaev, A. Maslow, K. Rogers, etc.) play a key role. The main point of view of this concept is the recognition of the uniqueness of each individual human life, that each person is a unique, individual, unconditional value. Humanistic philosophy and psychology, recognizing the need for self-realization, self-development as a high human need, sees the preservation and development of a person's uniqueness, the realization of individual personal choice as a mechanism for achieving freedom, and an important condition for their implementation in taking responsibility for the choice made. Therefore, the development of the individual and the formation of a person occur in the process of establishing humane relationships with others, based on trust, openness, and love. [2]

The main goal of the scientific-technical, technocratic paradigm is the transfer and assimilation of "precise" scientific knowledge necessary for practical improvement. "Knowledge is power,"

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therefore, the value of a person is determined by his or her cognitive abilities. A person evaluates himself or herself not as such, but only as the owner of knowledge or behavior in a clearly defined standard (average sample, standardized). In the conditions of the technocratic paradigm, any result of the educational process can be evaluated in the system of "yes - no", "knows - does not know", "educated - uneducated", "possessed - not possessed". Here, there is some kind of standard, ideal, by which the level of preparation, education, and upbringing is determined.

The technocratic educational paradigm is an educational system based on technology and scientific knowledge. In this approach, the educational process is organized using technological tools and students have the opportunity to apply theoretical knowledge in practice.

Technology creates new opportunities in the educational process. For example, through online platforms, virtual laboratories and simulations, students have the opportunity to study remotely. This ensures that education reaches a wider audience.

The combination of practice and theory increases the effectiveness of education. Students have the opportunity to consolidate theoretical knowledge by applying it in practice. This process develops their professional skills.

Participation in laboratory work and real projects encourages students to gain deeper knowledge in their field. This process develops their logical thinking and problem-solving skills.

Innovative technologies make the educational process interactive and interesting. For example, through virtual reality (VR) and augmented reality (AR) technologies, students can master complex concepts more easily.

Virtual laboratories and simulations bring students closer to practice. Through these tools, students have the opportunity to conduct experiments and test their knowledge in a safe environment.

Participation in social projects encourages students to realize their responsibility to society. This process increases their social activity and develops teamwork skills.

Through social projects, students participate in solving various problems. This develops their leadership skills and creative thinking.

Different interdisciplinary approaches broaden students' horizons. This process develops their creative approaches to solving complex problems.

Creative approaches to solving problems encourage students to generate new ideas. This increases their creative potential.

Mentoring by experienced professionals plays a major role in the development of students. This process helps them in their personal and professional development.

Through mentoring, students receive help in identifying their goals and determining ways to achieve them. This serves their self-development.

Students can continuously improve themselves by analyzing and self-evaluating their own activities. This process increases their self-confidence.

Through feedback, students constantly improve their knowledge and skills. This helps them to carry out successful professional activities.

In the context of the technocratic educational paradigm, the following strategies can be used to develop social engagement in students:

1. Use of technology

• Online Platforms: Use of online platforms and social networks to involve students in social issues.

• Virtual Projects: Encourage students to solve collective problems through online projects and hackathons.

2. Interactive Learning

• Simulations and Games: Engage students in active participation by simulating social issues.

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• Interactive Lessons: Conduct interactive lessons using technology, which encourages students to be active in solving problems.

3. Multidisciplinary Approach

• Interdisciplinary Projects: Engaging students in solving social problems in different fields through the implementation of various interdisciplinary projects.

• Collaborative Work: Organizing teamwork by bringing together students from different fields.

4. Developing Digital Competencies

• Coding and Programming: Encouraging students to solve social problems with technological solutions by teaching coding and programming.

• Data Analytics: Developing data analysis skills to analyze social problems.

5. Leadership and Innovation

• Leadership Programs: Organizing programs that develop leadership and innovative thinking using technology.

• Startup Incubators: Supporting startups that aim to solve social problems.

6. Digital Citizenship

• Social Responsibility: Conducting trainings on digital citizenship and social responsibility.

• Online Safety: Providing information on online safety and ethical standards.

These approaches help students use technology in a socially engaged and responsible manner.

CONCLUSIONS

In the context of technocratic education, it is important to ensure the harmony of practice and innovation to develop social activism. The effective use of technology in the educational process, participation in social projects, and the development of a mentoring system serve the development of students.

In the future, to ensure the harmony of practice and innovation in the education system, it is necessary to introduce new technologies, develop social responsibility, and expand interdisciplinary approaches. This process will help improve the quality of education and prepare students for the requirements of modern society.

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