

Innovations Applied in the Educational Process and their Specific Aspects

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Annotation: The article examines the application of educational innovations in the system of continuing education, as well as the types of innovation, the classification of innovations by scientists, aspects of evaluating pedagogical innovations, the stages of introducing educational innovations into the pedagogical process, the essence of innovative activity of teachers.

Keywords: education, innovation, educational innovations, teacher, effective result, process, component, criterion, idea.

INTRODUCTION. Today, special attention is paid to the application of educational innovations in the system of continuing education of the Republic of Uzbekistan.

Educational innovations – applied in the educational field or educational process in order to solve an existing problem based on a new approach, different from the previous form, methods and technologies that can guarantee a much more effective result. Educational innovations are also called "innovative education" at the same time. The concept of "innovative education" was first applied in 1979 at the Club of Rome.

Educational innovations are divided into several types. They:

1. In the field of activity: innovations applied in the pedagogical process or management of the education system.
2. According to the description of the changes made: radical, modified and combined innovations.
3. According to the scale of changes: network (local), modular and system innovations.
4. By source of origin: innovations directly created or mastered by the team.

LITERATURE ANALYSIS: The goal is to get the maximum possible result from the invested funds and efforts when applying innovations in the educational system or educational activities. An innovation differs from any other innovation in that it must have a changing mechanism that allows it to be managed and controlled.

According to the results of the conducted research on the peculiarities of innovations, they can be classified differently for different reasons.

M.V.Clarin identifies two types of pedagogical innovations:

1. modernized innovations aimed at obtaining guaranteed results within the framework of the traditional reproductive orientation of the educational process;
2. Transformational innovations aimed at reorganizing the traditional educational process.

O.G. Homerics, in connection with one or another component of the educational process, distinguish

the following types of innovations:

- 1) innovations in the content of education;
- 2) innovations in methods, methodology and technology of the educational process;
- 3) innovations in the organization of the educational process;
- 4) Innovations in the management of the education system.

METHODS: Pedagogical innovations require selection based on specific criteria in the management process. The general aspects of evaluating pedagogical innovations are reflected in:

1. the relevance of the evaluated innovation;
2. Compliance of the innovation with the general idea of the development of an educational institution;
3. the effectiveness of innovation implementation;
4. the innovative potential of the idea;
5. methodical elaboration of the idea;
6. the level of potential of the institution where innovation is being mastered;
7. the degree of interest of teachers in different groups in their attitude to innovation;
8. The time required to master;
9. financial and logistical support spent on mastering a new idea;
10. organizational conditions;
11. regulatory and legal support;
12. Compliance of the theory and practice of pedagogy with the latest achievements.

The introduction of educational innovations into the pedagogical process takes place in several stages. They are as follows:

1. Identification of the problem based on the analysis.
2. Design of the proposed education system.
3. Plan for change and innovation.
4. Making changes.

Educational innovations lead to the following changes (I.P.Podlasyi):

- complete change of the pedagogical system;
- changing the learning process;
- transformation of pedagogical theory;
- changing the teacher's activity;
- updating student activities;
- change in educational technology;
- updating educational content;
- changing the form, methods and means of education;
- education system change of leadership;
- Changing the learning objective and results.

Educational innovations in general exhibit the following aspects:

The general essence of educational innovations

Definition of the form, methods and technologies that can guarantee a much more effective result than before, used in the educational field or educational process in order to solve an existing problem based on a new approach

The goal is to get the best possible result from the money and effort spent

The function has a switching mechanism that allows you to control and control

New ideas; specific goals aimed at changing the system or direction of activity; non-traditional approaches; initiatives for which progressive working methods are not unusual DISCUSSION: Today it is important that teachers have the skills and qualifications for innovation. The innovative activity of teachers requires them to take an innovative approach in mastering skills and abilities. At its core, the innovative activity of teachers occurs on the basis of mastering their skills, abilities and skills, based on their decision-making about an innovative approach.

Determining the innovative approach of teachers is also a complex process that takes place in several stages. That is:

Stage 1: a ready-made methodological recommendation is used (an existing innovation).

Stage 2: introduces new ideas and methods to the existing system.

Stage 3: systematizes the content, forms and methods of implementing a new idea.

Stage 4: the teacher creates his own concept or methodology of teaching and upbringing.

CONCLUSIONS: Thus, in lexical terms, the concept of "innovatsiya" is an "innovation", in content -an activity aimed at changing the internal structure of a particular system. Innovative activity is an activity aimed at solving a number of problems that arise as a result of the discrepancy between traditional norms and new social requirements or the collision of a newly emerging norm of practice with an emerging norm. It is organized due to the organizational, technological, methodological and creative readiness of the individual, in particular the teacher, to organize the innovation process. The education system or process is constantly evolving, allowing pedagogical innovations to consistently introduce innovations into teaching activities. The innovative activity of a teacher acts as a driving, forward-moving, creative force of the teaching staff, and also guarantees the quality of the educational process. Therefore, if every teacher can consistently apply innovations in their activities with a full understanding of the essence, the educational process will develop both in terms of quality and effectiveness. This, in turn, ensures the development of the education system.

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