

Innovative Processes in Education

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Annotation: *This article covers issues such as the introduction of best pedagogical practices in education and the implementation of all things related to innovative technologies explained by some examples. This article can be used by masters, students and teachers in this field.*

Keywords: Innovation, education, technology, relevance, purpose, learning, non-traditional lessons, method.

INTRODUCTION

Innovation in the field of education is everything related to the implementation of advanced pedagogical experience into practice. The educational process, which occupies a leading place in modern science, is aimed at transferring knowledge, skills, skills to students, at the formation of personality, citizenship. The changes are dictated by time, a change in attitudes towards learning, upbringing, and development.

Innovative technologies in education make it possible to regulate learning and direct it in the right direction. People have always been frightened by everything unknown and new, they reacted negatively to any changes. The stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, hinder the renewal of all types of education. The reason for the reluctance of people to accept innovations in modern education lies in the blocking of vital needs for comfort, safety, and self-affirmation. Not everyone is ready for the fact that they will have to re-study the theory, take exams, change their minds, spend personal time and money on this.

What is “innovative learning” and what are its features?

Innovative learning (from the English. Innovation - innovation) - a new approach to learning, which includes a personal approach, fundamental education, creativity, professionalism, the use of the latest technologies.

The relevance of innovative teaching lies in the use of student-centered learning, as well as the search for conditions for the disclosure of the creative potential of the student.

The main goals of innovative training are:

- development of intellectual, communicative, linguistic and creative abilities of students;
- the formation of personal qualities of students;
- development of skills that affect educational and cognitive activity and the transition to the level of productive creativity;
- the formation of key competencies of students.

These goals also determine the tasks of innovative training:

- optimization of the educational process;
- creation of an environment of cooperation between student and teacher;
- development of long-term positive motivation for learning;
- careful selection of material and methods of its presentation.

Innovative learning is based on the following technologies:

- developmental training;
- problem learning;
- development of critical thinking;
- technology "Method of projects";
- a differentiated approach to training;
- creating a situation of success in the classroom;
- information Technology.

METHODS

The use of these technologies in the classroom has great advantages. The educational process becomes interesting for students, which increases the activity of students, develops the skills to independently acquire knowledge in the process of

interaction and search. The activity and strength of the acquired knowledge increases. Research skills and abilities are developed, analytical abilities of students are formed. In parallel with the learning process, there is the development of communicative qualities and the formation of leadership qualities of the individual.

The development of cognitive activity is also facilitated by non-traditional lessons, which increase the student's interest in the subject and in learning in general. There are several classifications of non-standard lessons and many of their types: lesson-seminar, lesson-lecture, lesson-conversation, lesson-workshop, lesson-excursion, lesson-research, lesson-game, lesson-KVN, lesson-project defense, lesson-dispute, lesson-conference, lesson-theatrical performance, lesson-masquerade, lesson-journey, lesson-test.

Almost all of them allow you to ask problem questions and create problem situations, solve the problems of differentiated learning, intensify educational activities, increase cognitive interest, and contribute to the development of critical thinking. Non-traditional lessons of the Russian language and literature provide a systematic analysis of linguistic information, develop linguistic observation. Theory and practice shows that the significant potential for professional and personal growth of participants in the pedagogical process lies in the use of innovative educational technologies.

As evidenced by the historical analysis of the category of "pedagogical technology", it can be based on three educational strategies: rationalistic (technocratic), developing, personality-oriented. The study of their essence allows us to single out the following parameters for comparison: the values of pedagogical activity, the nature of pedagogical influence, taking into account personal and individual characteristics, the position of the teacher and the student in the educational process, its result, the presence of a reflective component in the activity.

Changes in the goal and essence of education within the framework of a personality-oriented paradigm allows us to speak about the emergence of a new category of "educational technology", which is based on the understanding of the educational process as a self-developing system, where the student's activity becomes the leading factor, and learning acts as reflexive control, which presupposes intersubjective interaction of the teacher and the student and ensuring the development of their capabilities. Educational technology appears in the research as personality-oriented and, according to the main essential features of innovation, it can be defined as innovative.

The analysis of practice shows that the development of innovative educational technologies is impeded by the lack of formation of the corresponding teacher's activity. The innovation process as a process of development, assimilation, use of innovations in mass practice for these technologies ends at the stage of development or experimental verification, and the absence of a stage of "wide" implementation does not allow us to speak about the completeness of the innovation.

Despite the existing developments in the field of pedagogical technologies, management of the development of innovative processes, the issue of implementation, that is, the use of innovative educational technologies in mass practice remains insufficiently developed.

Thus, it is necessary to resolve the contradiction: between the objective need for the implementation of innovative educational technologies and the teacher's unwillingness to use them, as well as the lack of theoretical substantiation of the pedagogical conditions of the teacher's activity in the implementation of innovative educational technologies.

This contradiction constitutes a research problem. The urgency of the problem and its practical significance determined the choice of the research topic: "The teacher's activity in the implementation of innovative educational technologies." In accordance with the goal, problem, object and subject of the study, the following tasks were set: to determine methodological approaches to the study of the problem of implementation of innovative educational technologies; to identify the essence of innovative educational technologies; reveal the structure of the teacher's activities in the implementation of innovative educational technologies; develop indicators of the teacher's readiness for their implementation;

to reveal the pedagogical conditions of the teacher's activity in the implementation of innovative educational technologies; develop and experimentally test a program for the formation of teacher's activities for the implementation of innovative educational technologies.

As a hypothesis of the study, it was suggested that the success of a teacher in the implementation of innovative educational technologies is determined by professional and personal readiness, which is formed in innovative activities and is ensured by the following conditions:

- the inclusion of teachers in the process of intersubjective dialogue interaction;
- teaching teachers generalized skills: design and skills to manage self-directed learning activities of students;
- the development of the ability to identify opportunities for self-improvement through intellectual and personal reflection.

CONCLUSION

We consider the possibility of creative application of innovation in mass experience as a criterion for evaluating pedagogical innovations. In fact, if a valuable pedagogical idea or technology remains within the framework of a narrow, limited application, due to the peculiarities and complexity of technical support or the specifics of the teacher's activities, then we can hardly speak of a pedagogical innovation in this case. The possibility of using innovations in mass pedagogical experience at the initial stage is confirmed in the activities of individual teachers, but after their approbation and objective assessment, they can be recommended

for mass implementation. Knowledge of the above criteria and the ability to use them in assessing pedagogical innovations create the basis for pedagogical creativity.

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