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INNOVATIVE TECHNOLOGIES IN EDUCATION

This article discusses the issues of innovative technologies in education. The article considers innovative activity, innovative process, pedagogical innovation, innovative and educational technology.

Keywords: system, innovation, innovation, innovation, activity, educational technologies.

Today, a variety of pedagogical innovations are used in education. This depends, first of all, on the traditions and status of the institution. However, the following are the most characteristic innovative technologies. Innovations or innovations are characteristic of any professional activity of a person and therefore, naturally, become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, the best teaching experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

The concept of "innovation" in latin means "renewal, innovation or change". This concept first appeared in research in the nineteenth century and meant the introduction of certain elements of one culture into another. At the beginning of the XX century, a new field of knowledge, innovation - the science of innovation, in which the laws of technical innovations in the field of material production began to be studied. Pedagogical innovation processes have been the subject of special study in the West since about the 50s and in the last twenty years in our country. In relation to the pedagogical process, innovation means introducing new things into the goals, content, methods and forms of teaching and upbringing, and organizing joint activities between the teacher and the student.

The Modern concept of " education "is associated with the interpretation of such terms as "training", "upbringing", "education", "development". However,

before the word "education" was associated with enlightenment, it had a broader meaning. Dictionary meanings consider the term "education" as a noun from the verb "to form" in the sense of: "create", "form" or "develop" something new. Creating something new is innovation. Innovations in the educational system have been discussed since the 80s of the XX century. It was at this time in pedagogy that the problem of innovation and, consequently, its conceptual support became the subject of special research.

The terms "innovations in education" and "pedagogical innovations", used as synonyms, were scientifically justified and introduced into the categorical apparatus of pedagogy.

Pedagogical innovation - innovation in pedagogical activity, changes in the content and technology of training and education aimed at improving their effectiveness. Thus, the innovation process consists in the formation and development of new content and organization. In General, the innovation process is understood as a complex activity for the creation (birth, development), development, use and dissemination of innovations. In the scientific literature, the concepts of "innovation" and "novation" are distinguished.

Innovation is a tool (a new method, technique, technology, program, etc.), and innovation is the process of mastering this tool. Innovation is a purposeful change that introduces new stable elements into the environment, causing the system to transition from one state to another. Innovation in such a context is understood as the result of innovation, innovation process is seen as the development of three main stages: generating ideas (in a case of scientific discovery), the development of ideas in the applied aspect and the implementation of innovations in practice. In this regard, the innovation process can be considered as the process of bringing a scientific idea to the stage of practical use and implementing related changes in the socio - pedagogical environment.

Activities that ensure the transformation of ideas into innovation and form a system for managing this process are innovative activities. There is another

characteristic of the stages of development of the innovation process. It identifies the following actions:

- determining the need for changes;
- collecting information and analyzing the situation;
- preliminary selection or independent development of the innovation;
- making a decision on implementation (development);
- the actual implementation itself, including trial use of the innovation;
- institutionalization or long-term use of innovation, in the process of which it

becomes an element of everyday practice.

The combination of all these stages forms a single innovation cycle. Innovations in education are considered innovations that are specially designed, developed, or accidentally discovered as a pedagogical initiative. The content of innovation can be: scientific and theoretical knowledge of a certain novelty, new effective educational technologies, a project of effective innovative pedagogical experience that is ready for implementation in the form of a technological description.

Innovations are new qualitative states of the educational process that are formed when the achievements of pedagogical and psychological Sciences are put into practice, and when the best pedagogical experience is used. Innovations are developed and implemented not by state authorities, but by employees and organizations of the education and science system. There are different types of innovation, depending on the attribute by which they are divided. The main pattern of innovation design: the higher the rank of innovation, the greater the requirements for science-based management of the innovation process. For a complete and accurate representation of the specifics of innovative processes occurring in the modern Russian educational space, two types of educational institutions can be distinguished in the education system: traditional and developing.

Traditional systems are characterized by stable functioning, aimed at maintaining the once-established order. Search mode is typical for developing

systems. Pedagogical innovation, in contrast to innovation in other areas, considers human education, and not other processes - material, technical, economic, etc. It is changes in human education that are the main task of this science, and not the formal features of education in General, such as the number of hours allocated to a subject or the provision of equipment to schools. The conditions in which education takes place are important, of course, but they are not the goal of innovation. This is important to remember in order to clearly understand what is planned and happening in education.

Innovation activity in its most complete development involves a system of interrelated types of work, the totality of which ensures the appearance of real innovations, namely:

- research activities aimed at obtaining new knowledge about how something can be (discovery) and how something can be done (invention);
- project activities aimed at developing a special, instrumental and technological knowledge about how to act on the basis of scientific knowledge in given conditions in order to get what can or should be (an innovative project);
- educational activities aimed at the professional development of subjects of a particular practice, to form each person's personal knowledge of the experience of what and how they should do to make an innovative project implemented in practice.

Innovative education is one that is capable of self-development and that creates conditions for the full development of all its participants; hence the main thesis, innovative education is a developing and developing education. Innovative educational technology is a complex of three interrelated components:

- modern content, which is transmitted to students, involves not so much the development of subject knowledge, but the development of competencies that are adequate to modern practice;
- modern teaching methods - active methods of competence formation, based on the interaction of students and their involvement in the educational process, and not only on the passive perception of the material;

- modern training infrastructure, which includes information, technological, organizational and communicative components that allow you to effectively use the advantages of distance learning.

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