

PEDAGOGICAL INNOVATIONS IN THE MODERN EDUCATION SYSTEM

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ABSTRACT

The article reveals the content of the concept of “pedagogical innovation” and its transformation over time. The authors focus on the differentiation of innovative transformations, innovative technologies and methods of their implementation, as well as the consideration of the difficulties associated with the introduction of innovative technologies in the education system.

KEYWORDS: *Pedagogical Innovation, Innovative Technology, Education, Training, Innovative Activity, Method.*

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Development is an integral part of any human activity. Accumulating experience, improving methods and methods of action, a person is constantly evolving. This process is applicable to any human activity, including pedagogical.

One of the means of such development is innovative technology. Innovation - an innovation in the field of engineering, technology, education, organization of labor or management, based on the use of science and best practices, providing a qualitative increase in the efficiency of the production system or product quality. Innovation is not every innovation or innovation, but only one that seriously increases the efficiency of the current system [1].

Pedagogical innovation is a form of social innovation. Pedagogical innovations are fundamentally new ways, methods of interaction between teachers and students, ensuring the effective achievement of the result of pedagogical activity. Pedagogical innovations can be carried out both at the expense of the educational system's own resources (intensive development path), and through the attraction of additional capacities (investments) - new means, equipment, technologies, capital investments, etc. (extensive path of development).

The main directions and objects of innovative transformations in pedagogy are: development of concepts and strategies for the development of education and educational institutions; updating educational content; change and development of new technologies for training and education;

improving the management of educational institutions and the education system as a whole; improving the training of teachers and their qualifications; designing new models of the educational process; ensuring psychological and environmental safety of students, developing health-saving learning technologies; ensuring the success of training and education, monitoring the educational process and the development of students; the development of textbooks and teaching aids of a new generation, etc. [2].

The main goals of innovative activity is the formation from childhood, taking into account the individual natural abilities of each person, the ability to think, avoiding patterns, analyze the information received, clearly define tasks and goals and find ways to solve them, based on the latest research and practical development, Innovations in education provide transformation of all existing types of practices in society. Correspondence of education to the realities of the modern world is possible only in the case of modernization, which is based not so much on organizational innovations as on substantive changes, which implies the content and technology of training personnel and scientific projects. Education bears a huge social burden, because thanks to it, the intellectual property of the country is formed, without which cultural material and scientific development and growth of the state is impossible. In this connection, it should have the ability to accelerate development, meet the interests of society, a specific individual and potential employer.

The use of information and communication technologies makes it possible to significantly speed up the process of searching and transmitting information, transforming the nature of mental activity, and automating human labor. It is proved that the level of development and implementation of information and communication technologies in production activities determines the success of any company. The basis of information and communication technologies is information and telecommunication systems built on computer tools and representing information resources and hardware and software tools that provide storage, processing and transmission of information over a distance. A modern school should become an advanced platform in terms of information technology, a place where a person receives not only the necessary knowledge, but also imbues with the spirit of the modern information society. Without the use of information and communication technologies, an educational institution cannot claim innovative status in education. Indeed, an educational institution is considered to be an educational institution that widely introduces organizational, didactic, technical, and technological innovations into the educational process and, on this basis, achieves a real increase in the pace and volume of assimilation of knowledge and the quality of specialist training. Interactive teaching methods and real-time technologies require significant telecommunication resources that can provide the necessary interconnection between the participants of the educational process, support for multi-service technologies, high performance telecommunication equipment and the bandwidth of data networks.

Innovations are the result of scientific research and advanced practical developments of teachers and teaching staff. In the light of the innovative strategy of the pedagogical process, the importance of the participation of the school principal, teachers and educators in it as innovators implementing the latest educational programs in practice increases sharply. With all the variety of possibilities and methods of training, the practice is left to the teacher.

With the introduction of modern technologies in the educational process, the teacher is forced to expand his functions as a consultant, adviser, educator. In this connection, the need arises for special modern psychological and pedagogical training of the teacher, which would contribute to the formation of readiness for perception and the desire to implement pedagogical innovations.

Innovation in pedagogy is the introduction of the latest and best in the goal, content, methods and forms of the educational process, the organization of joint activities of the student and teacher.

Innovative processes involve the merging of scientific developments and practical education, that is, their result should be the use of innovations both theoretical and practical in a single educational process.

A teacher who uses innovative technologies in his work can act as an author, developer, researcher, user and promoter of the newest and most advanced theories, technologies and concepts. The management of the innovation process allows for the targeted selection, evaluation and application of the experience of colleagues or new ideas and techniques proposed by science in their activities.

The need for an innovative orientation of pedagogical activity in modern conditions of development of society, culture and education is determined by a number of circumstances.

Firstly, the ongoing socio-economic transformations necessitated a radical update of the education system, methodology and technology for organizing the educational process in educational institutions of various types. The innovative orientation of teachers and educators, including the creation, development and use of pedagogical innovations, acts as a means of updating educational policy.

Secondly, the strengthening of the humanization of the content of education, the continuous change in the volume and composition of academic disciplines, the introduction of new academic subjects require a constant search for new organizational forms and educational technologies. In this situation, the role and authority of pedagogical knowledge in the teaching environment increases significantly.

Thirdly, a change in the approach of teachers to methods of mastering and practical application of the latest techniques in pedagogy. Earlier, in the strictly limited standards of the content of the educational process, the teacher was deprived of the opportunity not only to independently choose new programs, textbooks, but also to use new techniques and methods of pedagogical activity. If earlier innovations were introduced exclusively as innovations, introduced according to the recommendations from above, now innovations in education are becoming more and more selective, research in nature. That is why an important direction in the work of school leaders and education management bodies is the analysis and evaluation of pedagogical innovations introduced by teachers, the creation of conditions for their successful development and application.

Fourth, the entry of general educational institutions into the conditions of market relations, the emergence of various types of educational institutions, including non-state ones, create a real situation of their competitiveness. We can say that education, in principle, is already an innovation. Using new techniques in innovative learning, the teacher makes him noticeably more fulfilled, vivid and memorable. At the junction of various fields of the natural sciences, such

integration is necessary in order to form a holistic worldview and worldview. In conclusion, we can conclude that educational innovations nowadays bring the educational process in schools to a whole new level in terms of accessibility, breadth and depth of knowledge covered.

And so, in the context of educational reforms, innovative activity, aimed at introducing various pedagogical innovations, has acquired special significance in vocational education. They covered all aspects of the didactic process: the forms of its organization, the content and technology of instruction, educational and cognitive activity.

The consequence of the constant development and improvement of pedagogical methods has become innovative technologies, i.e. technologies through which the integration of new ideas into education.

However, the introduction of such technologies is fraught with a number of difficulties (financial resources, the conservatism of some officials in the educational sphere, insufficient development of technologies). In addition, despite the obvious need for innovation, they should still be implemented with caution. Otherwise, careless innovation can lead to a crisis in the educational system. Nevertheless, it is important to understand that pedagogical innovations are an integral part of the development of pedagogy, and they are necessary for improving the education system.

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