

THE CONTENT OF THE CONCEPTS OF “INNOVATIVE EDUCATIONAL TECHNOLOGIES” AND “EDUCATIONAL INNOVATIONS”

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Annotation:

The article covers methodological recommendations on the content of the concepts of “innovative educational technologies” and “educational innovations” of teachers operating in secondary schools.

Keywords: Innovation, innovative education, general education schools, technology, scientific and technical, technology, socio-psychological, methods, educational methods, teaching technologies.

President of the Republic of Uzbekistan Shavkat Mirziyoyev in his address to the Supreme Assembly proposed naming 2018 as the year of active entrepreneurship, innovative ideas and technology support. Our state the leader emphasized the importance of innovation: “innovation means the future. When we start building our great future today, we must start it precisely on the basis of innovative ideas, an innovative approach.” Among the main tasks of the development of innovation in our republic in 2018, the following were established: “next year, the task of developing scientific research and innovative activities, mobilizing the necessary financial resources for this, supporting the participation of talented young people in this process, creative ideas and developments in every possible way will be a clear example of the reforms carried out in[1]

According to the “National Encyclopedia of Uzbekistan”, innovation has the following content and concepts: “innovation (Eng. “innovations” – introduced innovation, invention)-1) funds spent on the economy to ensure the replacement of generations of technology and Technology; 2) innovations in such fields as Technology, Technology, Management and labor organization based on scientific and technological achievements and advanced experience, as well as their application in various fields and spheres of activity” -it is noted. [2]

Literally, the concept of “innovation”, when translated from English (“innovation”), means “innovating”. The concept of “innovation” represents a condition that is clear in content. Innovation is a type of activity aimed at changing the internal structure of a particular system.

Including A.I. According to Prigozhin, innovation should be understood as a new approach to the attitude towards a certain social unit – organization, population, society, group-in accordance with the goal, to enrich this attitude with somewhat stagnant elements. In this regard, it is understood that the author’s views directly express the essence of social relations, an innovative approach to them. It follows from this that each person, as a citizen, specialist, leader, employee, moreover, as a participant in the process of various social relations, makes a reasonable opinion that a specific innovator constitutes an activity.[6]

American psychologist E. Rodgers studied in his research the socio-psychological aspects of social relations with an innovative character, the introduction of innovations in social relations, the categories of persons involved in this process, their relationship to innovation, the degree of acceptance of innovation, readiness to realize the essence, and the classification of social relations with an innovative character between certain categories of individuals.[3]

Innovative education (Eng. “innovation” – innovation, invention) – education that creates the opportunity for the formation of a new idea in the educational institution, the formation of rules, advanced ideas created by other individuals, qualities related to the natural adoption of rules, qualifications.

Technologies used in the process of innovative education are known as innovative educational technologies or educational innovations.

Educational innovation-a form, method and technology that can guarantee a much more effective result than before, applied in the field of education or in the educational process with the aim of solving the existing problem on the basis of a new approach.

Educational innovation is also known as “innovative education”. The concept of “innovative education” was first applied in 1979 in the club of Rome.

Educational innovations are classified into several types



Figure 1. The main types of educational innovation.

Innovations look different. The following are the main manifestations of innovation:

- new ideas;
- specific goals aimed at carrying out the system or direction of activity;
- unconventional approaches;
- unusual initiatives;
- advanced working methods.

The goal is to get the highest possible result from the money and effort invested in the educational system or in the application of innovations in educational activities. The difference between innovation and any innovation is that it must have a variable mechanism that allows control and control. As in all areas, education speaks of “Novation”, “innovation”, as well as activities that express their essence.

An activity is referred to as a Novation (update) if it has a short-term, holistic system nature that only serves to modify certain elements in the system. Go-to, the activity is carried out on the basis of a certain conceptual approach, and when its result serves to develop a particular system or radically change it, it is referred to as innovation (innovation).

In the scientific literature, special attention is paid to the divergence of the concepts of "Novation" ("renewal, innovation) as well as "innovation" (innovation). V.I.Zagvyazinsky admits that the concept of "new", "novelty" represents not only a specific idea, but also an approach, method, and technology that has not yet been used in practice. But in this, the elements of the process consist of holistic or separately derived elements, reflecting the ideas of an effective solution to the tasks of education and upbringing in changing conditions and situation.[7].

In fact, the novelty is considered a tool, which in most cases manifests itself in the form of a new method, methodology, technology. In essence, there are certain differences between Novation and innovation. These are the following (table 1):

I-жадвал
Новация ва инновациялар ўртасидаги асосий фарқлар

Асосий фарқлар	
Новация	Инновация
1) амалдаги назария доирасида қўлланилади; 2) кўлам ва вақт бўйича чегараланади; 3) методлар янгиланади; 4) натижа аввалги тизимни такомиллаштиради	1) тизимли, яхлит ва давомли бўлади; 2) маълум амалиётда янги фаолият тизимини лойиҳалайди; 3) субъектларнинг фаолияти тўла янгиланади; 4) янги технологиялар яратилади; 5) фаолиятда янги сифат натижаларига эришилади; 6) амалиётнинг ўзи ҳам янгиланади

I.P. According to Podlasie, educational innovators lead to the following changes:
 complete transformation of the pedagogical system;
 changes in the learning process;
 transformation of pedagogical theory;
 changes in teacher activity;
 renewal of student (student) activities;
 change in pedagogical technology;
 update of educational content;
 change of form, method and means of training;
 educational system change of management;
 educational goal and change of results.[5]

Thus, in modern education, innovation, more precisely, the use of pedagogical and Educational Innovations, is becoming more important. Consequently, globalization and the informatization of society dictate an innovative approach to the formation and practical use of educational materials, while dictating the use of effective methods and tools in non-traditional forms of the educational process.

Pedagogical innovation changes the internal structure of the pedagogical system. The ability of Educators of secondary schools to effectively, actively use pedagogical or Educational Innovations takes place in a certain process. The innovative approach of educators to professional activities helps to improve the quality

and effectiveness of education, strengthen cognitive activity in students, while guaranteeing the achievement of the intended goal.

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