

USE OF INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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ABSTRACT

There is an opportunity to define the concept of innovative activity through the analysis of innovations in the education system, their implementation, management of innovation processes. The renewal of society, the development and prospects of our life, the fate of the results of ongoing reforms, the radical change of the content of education, raising it to the level of modern requirements are among the most important issues of our lives today.

KEYWORDS: development, pedagogy, skills, education, innovation, technology, specialist.

INTRODUCTION

From the first days of independence, the development of the education system has been recognized as a priority of state policy. "Achieving our great goals and noble intentions today, the renewal of our society, the development and prospects of our lives, the reforms we are carrying out, the fate of the effectiveness of our plans are closely linked, first of all, with the problem of training highly qualified, intelligent professionals." "The renewal of society, the development and prospects of our life, the fate of the results of ongoing reforms, the radical change of the content of education, raising it to the level of modern requirements are among the most important issues of our lives today. The formation of socio-economic policy - all this is closely linked with the problem of training highly qualified specialists who meet modern requirements. "The first condition for understanding the world is activity, the second condition is education. In the process of activity, people's abilities, knowledge and skills are formed, which means that activity is a social phenomenon and a basic condition of the struggle for life," said Academician A.N. Leontev.

One of the main principles in the implementation of the national training program is the retraining of professors and teachers to reform the structure and content of the education system, the coordination of the activities of educational institutions to train highly qualified, competitive specialists, The introduction of pedagogical technologies, pedagogical innovations into the educational process. It is a process of motivation. It is impossible to take a step forward in education without changing the activity of the teacher, without increasing his responsibility and activity. Today, as a result of the emergence of a new scientific direction in the field of pedagogy - the idea of pedagogical innovation and renewal of the educational process, a new direction in the pedagogical activity of teachers has emerged - the concept of "innovative activity of the teacher." Lessons based on pedagogical technologies should be adapted to the needs of students in terms of organizational methods and teaching methods. Because such lessons are closer to the child's psyche.

The more innovations in pedagogical activity, the better the teacher understands the private experiment. It should also be acknowledged that the stable and universally accepted scientific concepts and classifications of innovations in education and innovative pedagogical activity have not yet been perfectly formed. Innovative activity implies a creative approach of the teacher to the acquisition of existing forms and means of professional development. One of the main reasons for this is the difficult gaps between education-oriented scientific knowledge systems.

As a subject and organizer of innovative activities, the professor-teacher participates in the creation, application and dissemination of innovations. He must be able to analyze the content and essence of knowledge in science, changes in traditions. The concept of innovative activity is closely related to such concepts as innovation, innovation process.

Innovation is a system of action of social entities aimed at improving the quality of the socio-cultural object, which is an important part of practice and theory. There are different approaches and opinions on the creation of the essence of this theory of ideas, and there is no single opinion in science about its essence. Innovations are relevant, important, new approaches formed in one system. They are born on the basis of

initiatives and innovations, are promising for the development of educational content, as well as have a positive impact on the development of the education system as a whole. Innovation is the end result of a technology, form, or method in a particular field of activity or production, a new approach to solving a problem, or the application of a new technological process that is known to lead to greater success than ever before. Today, the classification of innovations in the education system is approved as follows:

The goal of innovation is to get the most out of the money or effort expended. Unlike a variety of other spontaneous innovations, innovation is a mechanism of controlled and controlled change. Any innovation in the education system cannot be an innovation. Therefore, it is necessary to point out the main differences between the concepts of "innovation" and "innovation". The basis for this is a clear form, content and scope of reform activities. If the activity is short-lived and does not have the character of an integrated system, if the task is to change only some elements of a particular system, then we are communicating with innovation. We can call innovation only if the activity is carried out on the basis of a certain conceptual approach and the result leads to the development of the system or its fundamental change. The criteria for both concepts are as follows: innovation is carried out within the existing theory, limited in scope and time, methods are updated, and the result is an improvement of the previous system. Innovation will be systematic, integrated and sustainable, will design a new system of activities in a particular practice, will completely update the positions of the subjects of practice. At the same time, new areas of activity will be opened, new technologies will be created, new qualitative results of activities will be achieved, and as a result, the practice itself will be updated.

It was noted that innovative changes in the educational process, the introduction of any innovations in the education system are carried out directly through the renewal and transformation of the teaching profession. There is an opportunity to define the concept of innovative activity through the analysis of innovations in the education system, their implementation, management of innovation processes. Innovative activity is the driving force, the driving force, the driving force of the pedagogical team.

"Innovative activity is an activity aimed at solving complex problems that arise as a result of incompatibility of traditional norms with new social requirements, or the collision of a newly formed norm of practice with an existing norm," he said.

V.I.Slobadchikov. Innovative activity is an important part of practice and theory, a system of action of social actors aimed at improving the quality of the socio-cultural object, which is based not only on the ability to solve certain problems, but also on motivational training to solve problems in any situation. to have. The central issue of innovative teacher activity is the effective organization of the educational process.

Innovative activity is a continuous work on the basis of innovations, which is formed and improved over a long period of time. Based on the views of pedagogical scientists who have studied the characteristics of innovative activities of teachers, the following can be considered the main features of innovative activities:

- Striving for creative activity;
- Mastering pedagogical research methods;
- Ability to create concepts;
- Be able to plan and carry out experimental work;
- Cooperation with colleagues;
- Be able to exchange ideas and provide methodological assistance;
- Search for news and adapt it to your situation.

Addressing the problem of preparation for innovative activities arose as a result of understanding the growing dynamics of innovation processes in society. Its analysis includes not only the use of modern advances in science and technology, but also the process of searching for, creating, adapting, implementing and re-examining the results obtained. V.Slastenin, one of the scientists who studied the structure of innovative activity, points out that it has the following structure: "The structure of innovative activity is a creative approach, creative activity, technological and methodological preparation for innovation, innovative thinking, and culture of communication.

Levels of innovative activity can be: reproductive, heuristic, creative.

During the period of innovative activity, innovations, innovations, literally enter the educational process. Therefore, the introduction of innovations in the education system in the pedagogical process is carried out:

Such a conclusion can be drawn. Although the concept of "innovative activity" has been defined, there is no single definition in this area that is acceptable to all and reveals the full content of innovative activity, and there is no single approach to the process of formation of this activity.

In short, innovative activity is the creation of a new technological process or a new improved product using scientific research, development, experiments or other scientific and technical achievements, the pragmatic feature of which is that both in the field of ideas and it is not carried out in the field of action of a particular subject, but the experience of carrying out this activity is a real innovation only if it is universal in people's lives. The essence of innovative activity is the formation of new technology in practice, the result of which is the activity aimed at transforming the invention - the project, the project - the technology, which emerged as an innovation. In innovative activity, scientific ideas are not born of the logic of academic science, but arise from the reflection of the developing practice as a result of the support of modifications of the development process.

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