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THE ROLE OF INNOVATION IN CONTINUOUS EDUCATIONAL SYSTEM

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Abstract. Innovation in education (innovation) - the introduction of innovation in the organization of joint activities of teachers and students, the goals, content, methods and forms of education and upbringing; is a change in way of thinking. Innovations are classified based on certain classification criteria. The first criterion depends on the area in which the innovation takes place. The second is a general criterion for the emergence of the innovation process, the third is the scale and breadth of innovative activities, and the fourth is the basis for the emergence of innovations. This article describes the criteria for the classification and classification of innovations in education, a number of pedagogical innovations, the concepts of "innovation", "innovation", "novelty" and "pseudo novelty", a set of criteria describing the innovation process in order to distinguish them.

Key words: innovation, innovation, pseudo novelty, innovation activity, innovation process, innovative education, new implementation, pedagogical process.

INTRODUCTION

Innovation in education (innovation) - the introduction of innovation in the organization of joint activities of teachers and students, the goals, content, methods and forms of education and upbringing; is a change in way of thinking. Innovations are classified based on certain classification criteria. The first criterion depends on the area in which the innovation takes place. The second is a general criterion for the emergence of the innovation process, the third is the scale and breadth of innovative activities, and the fourth is the basis for the emergence of innovations [Viktorova, 2002].
According to the first criterion, i.e., in which area, in which network new investments are made (what is being updated), the following innovations are distinguished:

- educational content;
- technology;
- organization;
- system and management;
- educational ecology.

Depending on the method of making new entries (the second criterion), they can be divided into:

- systematic, planned, premeditated;
- chaotic, spontaneous, random.

According to the scope of innovative activities:

- mass, large, global, strategic, systematic, sharp, reasonable, substantive, broad, etc.;
- partial, small, etc.

Innovations can also be classified according to the change:

Transformational innovations
- innovations that lead to a slight improvement in the production of finished products, life processes, activities and allow to achieve better results a little faster and cheaper;

Improving innovations
- Innovations that provide significant advantages and improvements, not based on radically new technologies and approaches;

Huge innovations
- Innovations based on important new technologies and approaches and allowing the implementation of previously unattainable functions or certain functions in a more efficient new way than the old. Such an innovation is called, for example, the “occupation method”;

Rounded innovation
-using a combination of the first three types of innovations and the final stage of the innovation process: complex science-intensive goods that meet the demand in the market due to the optimal integration of scientifically tested scientific achievements (knowledge, technology, equipment, etc.) and integrative innovations that enable the introduction of systems that generate services. The use of distance learning technologies and Internet resources can be considered as such an innovation.

MATERIALS AND METHODS

The term "innovation" is derived from the Latin word "novatio", which means "renewal" (or "change"), and the suffix "in" is translated from Latin as "in the direction", if it is used as a whole in "Innovatio" is interpreted as “in the direction of change”. The concept of innovation first appeared in 19th century scientific research. The concept of "innovation" began its new life in the early twentieth century in the scientific work of the Austrian and American economist J. Schumpeter, as a result of the analysis of "innovative combinations", changes in the development of economic systems. Schumpeter was one of the first scientists to use the term in economics in the 1900s. We should look at innovation not as any kind of innovation, but as a factor that significantly increases the efficiency of the existing system. Despite widespread misconceptions, innovations are different from inventions. The difference between innovation and scientific discoveries and inventions:

➢ Science is the conversion of certain resources into knowledge and ideas.
➢ Innovation is the transformation of knowledge and ideas into capital.
➢ Invention is the creation of a new concept.
➢ Innovation is the recognition of the practical significance of an invention and its transformation into a successful marketable product.

V.V. Kraevsky and A.V. According to Khutorsky's research, a series of pedagogical new entries consisting of 10 parts has been developed. Each section is structured taking into account the need to cover the following parameters of
pedagogical innovation: attitude to the structure of science, attitude to the subjects of education, attitude to the conditions and characteristics of the implementation of new innovations.

In this systematization, pedagogical new entries are divided into the following types.

- in relation to the components of the education system
  - innovations in goal setting, tasks, content of education and training, forms, methods, techniques, teaching technologies, teaching and learning tools, diagnostic system, monitoring, evaluation of results, etc.;
  - in connection with the personal formation of the subjects of education
    - in the development of certain abilities of students and teachers, the development of their knowledge, skills, methods of activity, competencies, etc.;
    - in the field of pedagogical application
      - in the field of educational process, training course, education, at the level of the education system, at the level of the education system, in the field of education management;
    - by types of interaction of the participants of the pedagogical process
      - group education, group teaching, tutoring, family education, etc.;
    - in terms of functionality
      - new inputs - conditions (updating the learning environment, socio-cultural conditions, etc.),
      - new inputs: products (pedagogical tools, projects, technologies, etc.), new inputs in management (education systems new solutions in the structure, etc.) management rules to ensure their operation);
    - by methods of implementation - planned, systematic, periodic, spontaneous, spontaneous, random;
    - by scale of distribution
      - in a single pedagogical activity, methodical association of teachers, school, group of schools, region, federal level, international level, etc. scale;

According to the socio-pedagogical significance
- in certain types of educational institutions, for specific professional and typological groups of teachers;
- on the volume of innovative measures
- local, public, global, etc.;
- according to the expected level of change
- corrective, modifying, modernizing, radical, revolutionary.

In the proposed category, a single innovation can have multiple features at the same time and find its place in different blocks. For example, innovation such as student learning reflection can be seen as a new introduction to the diagnostic system of education, the development of student activities, new entries in the learning process, collective learning, new entries, periodic new entries, new entries in high school, local, radical new entries.

Some authors suggest a series of similar new entries in the education system:

Depending on the educational process: according to the content; methodology, technology, organizational forms, methods, tools of the educational process; management of an educational institution;

- by scale: federal; regional; national-regional; new types of educational institutions;

- According to the pedagogical significance: specialized (private, local, individual, etc.), not interdependent; modular (a set of private, interconnected innovations); structural;

- by origin: modified, ie improved; combined (addition to a previously known new component); radically new.

Initiatives of new investments will inevitably face problems that lead to innovations and will be forced to look for ways to solve them. The introduction of new forms, methods and pedagogical technologies requires an understanding of how these innovations are applied, mastered and incorporated into practice.

Innovations in educational ecology are related to the architecture of school buildings, their complexes, location and social environment, and the following innovations are distinguished:
- on the subject of change (goals, conditions, forms of organization of educational and management processes in the school);
- on the change (modifier - provides improvement, partially changes; combined - a new combination of traditional elements; radical - radically new);
- by scale (local - partial change of technology; modular
  - integral changes in any subsystem of the school; systemic - reconstruction of the whole school on the basis of a new idea);
- resource-intensive (the amount of material, time, intellectual and other costs required for its implementation);
- according to the level of development (fully prepared, ie tested and insufficiently prepared news).

**RESULTS AND DISCUSSIONS**

The term "innovation" as a type of pedagogical activity in general means the introduction of a new process in the educational process (facts, methods, techniques) that improves the existing education system. Scientists such as (K. Angelovsky, V.I. Zagvyazinsky, M.N.Skatkin, V.M. Korotok, N.V. Kuzmina, etc.) who studied the problems of innovative processes, teachers' creativity, pedagogical experience and pedagogical skills in pedagogy as a result of pedagogical experience highlight two key aspects of innovation: pedagogical skill and innovation. The first aspect is usually recognized by the society as a model after a certain probationary period, and on this basis new pedagogical technologies can be created. The second aspect usually does not recognize the pedagogical team, but creates the first, which leads to pedagogical skills.

In the description of pedagogical innovations in pedagogical science and practice, the concept of "pedagogue-innovator" is used - the main driving force, the subject of the implementation of new innovations. Translated from Latin, the word "innovator" means "innovator", ie a person who contributes and implements new, advanced principles, ideas and techniques in any field.

In addition to the differentiation of the concepts of "innovation", "innovation", "novelty" and others, another problem in considering the term "innovation" is
related to the concept of "fake innovation". The phenomenon of "fake news" is the desire for originality in return for anything; design; just a desire to do better. In the process of modernization of education, fake innovation is manifested in the following cases: in the adaptation of innovations to outdated standards ("acceptance of innovations"); in the official change of names and inscriptions on the counter; in the conjunctural reconstruction of historical forms of educational institutions; in the formal involvement of well-known scientific leaders in the school ("playing with scientific structures"); in the mass creation of various "intellectual" services (methodological, sociological) and official expert advice. [Zimin, et.al., 2009]

To further clarify the difference between these two concepts, let us consider a set of criteria that describe the innovation process:

a) changes take place at the school level, ie the "unity" of change is not its individual elements, but the whole school organization. Not only the educational component, but also the organizational and managerial structure of the school system is changed;

b) changes in the school offer a new solution to an urgent pedagogical or organizational-pedagogical problem;

c) the modification process is built on the basis of appropriate research and design work;

g) changes in the organization of students' lives take place in the context of the implementation of the school model, in contrast to many other schools;

d) the changes are due to fundamental differences from the content of traditional education;

e) changes define new content and methods of teacher activity;

f) changes are systematic and goal-oriented and are the result of constant renewal and self-improvement based on periodic analysis of school learning activities.

CONCLUSION
In conclusion, it is important to note that in the current era of globalization, each educator must be able to successfully achieve the goals of education in the implementation of new, advanced principles, ideas, new innovations, professional skills, the ability to innovate, the most effective and innovative way of learning. Innovative activity is an innovative space of education that requires not only an educator with an old traditional knowledge base, but also a creative-minded educator focused not only on traditional teaching methods and forms of activity. This, in turn, requires the introduction of educational technologies that change the content of education.

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