

Some Characteristics of the Innovative Process: Pedagogical Novelty

Sh. Samarova

Tashkent Regional Chirchik State Pedagogical University, Uzbekistan

Abstract: The introduction of novelty as a process has an internal logic and direction. It includes the interval from the idea of innovation to the use of this innovation, considering the nature of the relationship between the consumer and the participant in the process, and is called the innovation process. This article discusses pedagogical novelties and their originality as the first stage of innovative activity.

Keywords: innovation, novelty, innovation, pedagogical process.

Introduction

At present, the social order of society dictates the need to introduce the ideas of pedagogical innovation into the educational process of higher pedagogical educational institutions, but the real level of training of the professional function of future teachers - pedagogical innovation - does not correspond to this demand. According to the analysis, the following imbalances are the cause of this conflict:

- underdevelopment of the theoretical and didactic foundations for the successful implementation of pedagogical innovations in the educational process;
- the desire of the participants in the educational process to "subject-subject" relations, but teachers are not armed with learning technologies;
- high professional and educational mobility of a modern teacher, but the slowness of the prompt update of educational and methodological complexes in the subjects of the specialty.

In addition, the educational process of pedagogical institutes is not aimed at preparing teachers for innovative activities. In the system of professional training of teachers, the goals and objectives of their innovative activities are not sufficiently defined, and the existing opportunities for pedagogical innovations in shaping the future teacher are not used. These opinions confirm that the process of forming the professional readiness of students of pedagogical universities for the implementation of innovative activities has not been sufficiently studied in the theory and practice of pedagogy.

Main Part

Whenever a system starts producing a materially obsolete product, the problem of finding new directions arises. In our opinion, the system of teacher training has found itself in such a situation today. The situation that has developed in the field of teacher education requires systematization, restructuring, updating the goals and content of teacher education and the quality of teacher training in accordance with modern socio-economic, ideological and worldview conditions for the development of our republic, based on the best practices of highly developed countries, indicates the need for improvement [9].

In the era of socio-economic and scientific and technological development, information flows are changing rapidly, knowledge is "obsolete", and the nature of professional and pedagogical work requires timely updating of the qualification level [10]. Therefore, the problem of increasing the effectiveness of teacher training remains a paramount task of the theory of pedagogy, and its practical directions are focused on solving a wide range of interrelated and interrelated issues [11].

Based on the analysis of the principles of the development of general secondary education, it can be concluded that the future teacher (future educator) will not be similar to his current colleagues in terms of his goals and methods of work. Their main difference is that the emphasis is not on the supply of knowledge, but on the development of the personality of students, therefore, teachers of the new era have developing teaching technologies [7, 8].

Today, innovative processes are becoming the main direction of renewal and development of education in Uzbekistan. Naturally, these processes will need to be scientifically explained and widely used in practice. It is necessary to rethink the participation of teachers in the innovation process and adjust the content of their training in higher educational institutions. V.A.Slastenin and L.S. Podymova in their monographs deeply analyze the problem of training students in this area and rightly note that one of the shortcomings of higher education pedagogy is that the process of forming a future teacher does not model the structure of innovative activity [1, 2, 3, 4, 5, 6].

The development of pedagogical innovation in our country is associated with the emergence of a conflict between the mass social and pedagogical movement, the structure of general education schools, the urgent need to quickly develop their goals and the inability of teachers to use them. . In this regard, the need for new knowledge, understanding of new concepts, such as "innovation", "innovation implementation", "innovative processes", "innovative activity" has increased.

Today, the concept of "innovation" has entered our lives and is firmly established. The word "innovation" comes from Latin and means renewal, change, the introduction of something new, the introduction of innovations [13].

In the pedagogical literature, two types of innovations in the field of education are distinguished: the first type includes innovations that are not clearly related to the cause of the need or arise spontaneously, without a complete understanding of the general system of conditions, means and methods for implementing innovative processes. Innovations of this type will not have a full-fledged scientific basis, but will occur mainly on an empirical basis, based on the requirements of the situation. This type of innovation can be attributed to the activity of "generators of pedagogical ideas", enthusiastic teachers who have introduced many innovative processes into education [14].

The second type includes innovations that are the product of a thoughtful, purposeful, scientifically based activity of innovative teachers, research teachers who are inclined to systematic study and analysis of the facts of pedagogical reality. They test themselves many times and create problem-solving models. As a result, when they start talking about their ideas, they present them as a pedagogical rule, and not as a simple hypothesis, an interesting discovery, a method, a unique solution [15].

Practice shows that any innovation goes beyond the normative activities and tries to move forward. But at the same time, it is necessary to pay attention to previous experience, to compare activities with current experience. Innovations usually arise at the intersection of several problems and necessarily solve new problems, leading to a constant renewal of the pedagogical process.

Novelty is a new idea for a person, whether this idea is objectively new or not, we define it in terms of time - when this innovation was discovered or when it was first used.

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News input can be grouped into different basis sets.

According to the content of the subject, novelty input is divided into three main groups:

- 1) technical and technological;
- 2) productive;
- 3) social, these include: economic, organizational and managerial, private-public, legal.

For the previous tool: the introduction of "replacing" and "cancelling" innovations. These differences in the introduction of news are important from the point of view of the speed and completeness of their implementation.

According to the method of implementation, the introduction of novelty is divided into news that is being tested, that is, the stage of approval, verification, and direct, that is, news that has not passed verification.

By size: point, systematic, strategic.

According to the task: the introduction of innovations will be aimed at increasing the efficiency of production, working conditions, improving the quality of organizational management, and improving the quality of products.

By social consequences: the introduction of innovations that cause social costs and generate social income [16].

According to the level of activity: "inactive", that is, used to adapt to changes that occurred suddenly or caused by previous ones; "initiative", i.e. implementation of innovations designed to self-change to enhance the desired process.

According to the source of planning: centralized, localized (local), spontaneous (spontaneous) introduction of news.

In terms of efficiency: implemented and used in full; entered and partially used; not implemented.

By the duration of the process: the time spent on development and design; from the project to the consumer, including the time spent on implementation [17, 18].

Conclusion

In conclusion, we can distinguish three types of pedagogical novelty, which are the forerunners of innovative activity:

- 1) as a novelty, we can say completely new and previously unknown educational ideas and actions. This principle is new and there are very few original innovations;
- 2) the most frequent novelties include adapted, expanded or reformulated ideas and actions that are of particular relevance in a certain environment and a certain period of time;
- 3) pedagogical novelties arise due to the re-emergence of pre-existing actions in connection with the re-setting of goals in changed conditions, since new conditions guarantee the success of certain positive ideas.

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