



The Concept Of Innovation And The Process Of Innovation. Stages Of The Innovative Process.

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ABSTRACT

The article covers methodological recommendations for increasing the understanding of teachers operating in secondary schools about the innovation and innovation process and the development of stages of the innovation process.

Keywords:

Innovation, secondary schools, modernization, technology, traditional education, science, interactive methods, modern technology, teaching technologies, educational methods

President Of The Republic Of Uzbekistan Sh.M.As Mirziyoyev noted during his visit to the scientific and practical Center for the implementation of innovations: "it is our most important task to create an atmosphere of innovation in the worldview of our people. As long as there is no innovation, there will be no competition, no development in any area. If we do not widely promote changes in this area to our people, do not develop skills in people, we cannot keep up with the intensity of today's era, unparalleled achievements of Science and technology. Therefore, the development of this activity at the level of the requirements of the time should be the main task of the new ministry, moreover, this center." [1]

The issue of improving the quality of learning of young people studying in secondary schools, preparing them for innovative activities is becoming the focus of researchers at the Republican and global levels. This problem is closely connected with the modernization of

educational content, optimization of technologies and methods of organizing the educational process.

Innovation A.I. By innovation, Prigogine understands purposeful changes that introduce a new, relatively stable element into a certain social unit - organization, population, society, group. It is an innovator activity. [3]

Innovative technologies are the pedagogical process and the introduction of innovations and changes in the activities of the teacher and student, in the implementation of which mainly interactive methods are fully used.

Interactive methods are the so-called collective thinking, that is, pedagogical methods of influence, which are a component of the content of Education. The peculiarity of these methods is that they are carried out only through the joint activities of pedagogical students.

The process of such pedagogical cooperation has its own characteristics, which include:

forcing the student not to be indifferent during the lesson, to independently think, create and seek;

ensuring that students have a constant interest in knowledge in the learning process;

strengthening students ' interest in knowledge independently with a creative approach to each issue;

the organization of the always collaborative activities of the teacher and the student.

Researchers (I.R. Prigojin, B.V. Sazonov, V.S. Tolstoy, A.G.Kruglikov, A.S.Axiezer, N.P.Stepanov et al.) [2,3] distinguish two approaches to the study of the components of innovative processes: individual microseconds of innovation and microseconds of interaction of separately introduced innovations.

In the first approach, some new idea is illuminated, which is introduced into life. The interaction of new ones, introduced separately in the second approach, their unity, competition and consequence is that one is replaced by the other as a result. Scientists distinguish the concept of the periodicity of life in the analysis of microtusion of the innovative process. This is due to the fact that conception is a measurable process in relation to innovation.

In the literature on pedagogy, a scheme of the innovation process is given. It covers the following stages:

1. The stage in which a new idea is born or the concept of novelty is created. It is also referred to as the discovery phase.
2. Inventing, that is, the stage of innovating.
3. The stage of putting into practice the created novelty.
4. The stage of spreading the novelty, its wide implementation.
5. The stage of dominance of novelty in a particular area. At this stage, the novelty loses its freshness, its effective alternative appears.
6. On the basis of the new alternative, the step of reducing the scope of application of the novelty through replacement.

V.A.Slastyonin considers innovation to be a set of purposefully directed innovation creation, broad dissemination and use processes, and its

purpose is to satisfy the needs and aspirations of people with new means.[4]

Authors of the systematic concept of innovation (a.I.Prigojin, B.V. Sazonov, V.S. Tolstoy) distinguish two important forms of innovative processes.[2,3]

Innovating in the first form is introduced as a simple development. This applies to organizations that have mastered the product for the first time.

The second form concerns the extensive development of the novelty.

Innovating is a dynamical system that has developed legitimately in both internal logic and time, and represents its interaction with the environment.

In pedagogical innovation, the concept of "new" occupies a central place. It also arouses interest in private, conditional, local and subjective novelty in pedagogical science.

Private novelty V.A.Slastenin found that the current modernization involves updating one of the elements of a particular system product. The sum of certain elements leading to a complex and progressive update is a conditional novelty.

Local novelty is determined by the use of novelty in a concrete object.

Subjective novelty is determined by the fact that for a given object the object itself is new.

In scientific directions, the concepts of innovation and innovation differ.[4]

Innovation is a tool: new method, methodology, technology, etc.

V.I.Zagvyazinsky Giving a definition to the new concept, the new in pedagogy is not just an idea, but approaches, methods, technologies that have not yet been used. But the elements of this pedagogical process are elements obtained in a complex or separately, reflecting the progressive beginnings of the effective solution of educational and educational tasks in changing conditions and situations.[6]

R.N.Yusufbekova looks at pedagogical innovation as a transformative content of pedagogical reality that has not been previously known and previously recorded in teaching and upbringing, the result, developing theory and practice.

In pedagogical innovation R.N.Yusufbekova distinguishes three blocks of the structure of the innovative process:

The first block is the new separation block in pedagogy. This includes the classification of a new, pedagogical innovation in pedagogy, the conditions for creating a new one, the norms of a new one, the readiness of a new one to master and use it, tradition and innovatorism, the stages of creating a new one in pedagogy.

The second block is the block of perception, assimilation and evaluation of the new: pedagogical communities, the variety of processes of assessment and assimilation of the new, conservatism and innovation in pedagogy, the environment of innovation, the readiness of pedagogical societies to perceive and evaluate the new.

The third block is the new use and introduction block, that is, the laws and types of implementation, use and extensive introduction of the new.[5] M.M.Potashnik's interpretations of innovation processes attract the attention of a person.

It provides the following structure of the innovation process:

activity structure-motive-goal-task-content-form - methods-the sum of methodological components;

subjective structure-International, Regional, District, City and other levels of subjects of innovative activities;

level structure-International, Regional, District, City and other levels of innovative activities;

content structure-educational work, the emergence, development and assimilation of innovation in management;

life cycle structure based on sustainability - the emergence of innovation - ildam growth - maturity - acquisition - diffusion (absorption, spread) - enrichment (saturation) - backwardness-crisis-irradiation (delusion) - modernization;

management structure-interaction of 4 types of management actions: Planning - Organization-leadership-control;

organizational structure-diagnostic, pre-possessive, purely organizational, practical, generalizing, applicative.

The innovation process consists of a system that covers structural structures and laws.

In the literature on pedagogy, 4 main laws of the course of the innovation process are distinguished:

the law of infallible inferiority of the pedagogical innovation environment;

molding (stereotyping) law;

the law of periodic repetition and return of pedagogical innovation.

In the law of incompetent absenteeism, holistic visions of pedagogical processes and phenomena are distorted, pedagogical consciousness is divided, pedagogical novelty is assessed, and it widely disseminates the importance and grace of innovation.

The law of molding (stereotyping) is such that pedagogical innovation tends to lower thinking into one mold and move towards practical action. In this case, the pedagogical mold is forced to (stereotype) backwardness, to become an obstacle to the path of the realization of other innovations.

The essence of the law of periodic repetition and return of pedagogical innovation is that in it the novelty is revived in new conditions.

Pedagogical innovation researchers differentiate between two types of innovation process:

The first type of innovation passes stichian, that is, the need for it in the innovation process is not taken into account, there is no conscious attitude to the system, methods and ways of all the conditions for its implementation.

The second type of innovation is the product of conscious, purposeful, scientifically based activities.

Innovative processes in secondary schools V.A.Slastenin, M.M.Levina, M.Ya.Studied by the Vilenski.[2]

On the basis of innovative processes of secondary schools, the following approaches can be defined:

approach in terms of cultural studies (priority development of human knowledge);

approach in terms of personal activity (new technologies in education) ;

multi-subject (dialogical) approach, that is, humanization of professional training;

individual-creative (based on the interaction of teachers and students) approach.

The subject of innovative activity in secondary schools is the teacher and his personal opportunity. The socio-cultural, intellectual and moral capabilities of the teacher's personality will be of high importance in this.

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