



Transit Stages of Innovation Processes in Education

Arafat Makhkamovna Isakova

Teacher of Kokan State Pedagogical Institute

Abstract

At the moment, serious changes are being made in the national policy in the field of education in our country. This is related to the transition to a person-centered pedagogy position. One of the tasks of a modern school is to open the possibilities of all participants of the pedagogical process, to give them the opportunity to show their creative abilities. Solving these problems is not possible without implementing the variability of educational processes, in connection with which there are various innovative types and types of educational institutions that require deep scientific and practical understanding. This article analyzes the stages of innovative processes in education.

Keywords: innovation, innovation process, modernization of educational process, technology, pedagogical technology, technologicalization, technologicalization of educational process, educational innovative process, stages of educational innovative process.

Introduction

The modern Uzbek school is the result of huge changes in the national education system in recent years. The development of the educational system occurs due to the creation, distribution and assimilation of innovations. The innovative process in the field of education is the renewal and change of educational concepts, content of educational programs, methods and methods, methods of teaching and upbringing. The goal of the innovative process in education is to fundamentally change the existing traditional elements of the educational system or their interactions and achieve a new qualitative state of the system. Reforms taking place in education, deep changes, democratization and humanization of the education system, renewal of the education management system, objective requirements for the quality of education indicate the need to prepare pedagogues for innovative activities.

Also, a number of scientists expressed their opinions about the person's orientation to pedagogical activity, including:

- "A person's interest in the pedagogical profession and his desire to engage in this type of activity"

- "Attitude towards children, passion for pedagogical work, ability of pedagogical observation". So, a person's orientation to pedagogical activity is determined by his worldview, interest in the pedagogical profession, and his ability to engage in it.



Currently, a teacher who has not studied the nature of innovative activities in education, does not understand the essence of innovative activities in the field of education, and has not widely mastered innovative educational technologies cannot be considered a modern pedagogue, a mature specialist.

In the research of innovative processes in education, a number of theoretical-methodological problems related to innovation and teacher's creative activity (criteria for evaluating novelty, traditions and innovations, features of the innovation cycle, teacher's attitude to innovations, etc.) are put forward. Most of the time, scientists have dealt with a certain aspect of preparing teachers (pedagogues) for innovative activities in their research:

For example:

- Problems of implementing innovations in the field of education;
- The role of research components in the innovative activity of a teacher (pedagogue);
- Elucidation of socio-cultural problems of the teacher's innovative activities, transition of public and private culture, individual and collective harmony;
- the main motives of the teacher's attitude to the introduced innovations, the pedagogue's readiness to use new technologies in the educational process and motivational problems;
- Interactions between teacher's innovative activity and reflection;
- Psychological problems of applying pedagogical innovations to the educational system;
- Theoretical-methodological bases of the nature, composition and assessment criteria of pedagogical innovations.

The works of M.V. Klarin occupy a special place among the studies on the preparation of pedagogues for innovative activities. In his work, he connects innovative activities with the need for continuous education organized through the development and implementation of socio-cultural projects. This approach is based on the free choice of the individual, in which the study activity takes one of the leading places and can be an important, leading tool in the development of the individual and a way to involve the individual in the educational process.

Organization of innovative activities of educational institutions and changes in its content, training of pedagogues in the innovative direction are inextricably linked with methodological and technological changes. But this process remains spontaneous due to the lack of recommendations on training and improvement of pedagogues for innovative activities.

The process of the teacher's preparation for innovative activities is as follows, including: predicting the overall success of the intended innovation and its individual stages, comparing the innovation with other innovations, selecting the most effective of them, determining their most significant and accurate level, checking the success rate of the innovation implementation and implementing the innovation to assess the organization's ability to adopt innovation.

The preparation of the teacher for innovative activities should be carried out in two directions:

- formation of innovative preparation for perception of novelty;
- teaching to be able to act in a new way.

T.M. Davydenko emphasized that the three necessary conditions for mastering any pedagogical innovation should be "understanding, reflection and personal readiness".



In innovative activities, a pedagogue should be an advanced, productive creative person, with wide-ranging interest, a rich inner world, and be keen on pedagogical innovation. Innovative activity consists of motivational, technological and reflective parts. Students' cognitive activity and its management are of particular importance in the organization of innovative activities.

We can see the problems and obstacles in the process of preparing teachers for innovative activities in the following situations:

1. Understanding of the need for innovative activities, willingness to involve creative activities in introducing innovations to the educational institution, confidence that actions aimed at introducing innovations will bring results.

2. Compatibility and compatibility of personal goals with innovative activities, skillful overcoming of creative failure.

3. To prepare the teacher to perceive newness (innovation) and to form the ability to act in a new way in order to direct the teacher to innovative activities.

Scientific-methodical research conducted in various fields is certainly necessary and important, but the problem of how to organize and manage the preparation of future pedagogues-teachers for innovative activities remains one of the main problems awaiting solution for all pedagogic scientists.

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