

## THE IMPORTANCE OF MODERN INNOVATION IN EDUCATION

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### ABSTRACT

This article discusses the innovation process as an integral part of education. Education, as the main means of social development of an individual, must undergo changes depending on the needs of modern society. The innovation process acquires special status in connection with the new state educational standards.

**Keywords:** Innovation, novation, innovation process, educational innovation, educational standards, concept of innovation, abilities, skills.

### INTRODUCTION

Innovations in education are understood in a broad sense as the introduction of a new (innovation), as a change, improvement and improvement of the existing Innovations in the field of education are all related to the implementation of advanced pedagogical experience. Education, as the main means of social development of an individual, must undergo changes depending on the needs of modern society. The educational process, which occupies a leading place in modern science, is aimed at transmitting to students knowledge, abilities, skills, personality formation, citizenship. Changes are dictated by time, a change in attitude towards training, education, development.

Innovative technologies in education allow you to regulate training, to direct it in the right direction. People were always afraid of everything unknown and new, they were negative about any changes. Stereotypes that exist in the mass consciousness, affecting the usual way of life, lead to painful phenomena, interfere with the updating of all types of training. The reason for people's reluctance to accept innovations in modern education lies in blocking vital needs for comfort, safety, and self-affirmation. Not everyone is ready for the fact that they will have to re-study the theory, take exams, change their minds, and spend personal time and money on this. After the update process starts, you can stop it only with the help of special techniques.

### Materials and methods

For several years, the school lived in conditions of modernization of education, which, in essence, is an innovative process. The innovation process acquires special status in connection with the new state educational standards. The introduction of new educational standards requires the teacher to improve the quality of education, introduce new teaching methods and training the younger generation. The change in the role of education provoked the development of the innovation process. Until now, the guideline of education has been the development of knowledge, skills, information, and social skills. Now education is focused on the development of technologies and methods of influencing a person who is ready and capable of self-development and self-determination. Thus, new elements began to be introduced into the activities of educational institutions, but in practice there are contradictions between the existing need to introduce innovations and the inability of teachers to carry out innovative activities. In order to properly develop their activities, the teacher should be free to navigate

the concepts of “innovation”, “novation”, “novelty”, “pedagogical innovation”. The term "innovation" comes from the Latin *innovati* - innovation. At the beginning of the 20th century, a new field of knowledge appeared - innovation - the science of innovations, in the framework of which the laws of technical innovations in the field of material production are studied. The key concept in innovation is the innovation process. Innovative processes in education are considered in three main aspects: socio-economic, psychological, pedagogical and organizational and managerial. The general climate and the conditions in which innovative processes take place depend on these aspects. The existing conditions may contribute to or impede the innovation process. The innovation process can be either spontaneous or consciously controlled. The introduction of innovations is, first of all, the function of managing the artificial and natural processes of change. A. V. Khutorskoy emphasizes the unity of the three components of the innovation process: the creation, development and application of innovations. It is such a three-part innovation process that is most often the object of study in pedagogical innovation, in contrast, for example, from didactics, where the learning process is the object of scientific research. Pedagogical innovation is an innovation in pedagogical activity, changes in the content and technology of training and education. Pedagogical innovations are aimed at improving the efficiency of upbringing and education: an introduction to the goals, content, organization of joint activities of a teacher and a student.

Thus, innovations in education are considered as innovations specially designed, developed or accidentally discovered as a pedagogical initiative. The content of innovation can be: scientific and theoretical knowledge in a certain novelty, new effective educational technologies, completed project, effective and pedagogical experience, ready for implementation.

### **Result and discussion**

Today, the concept of innovation in education is seen as an update and innovation. But what is the purpose of this process? Of course, everything new that is created for the education system is used to increase the effectiveness of learning outcomes. This means that the current standards of educational schools are outdated and new approaches are required in teaching the modern younger generation. And the main reason for the question of the introduction of innovations in education is the crisis of the entire educational system. And all the innovations that are created and tested in educational institutions are designed to solve numerous problems and come up with ways to solve them. Today we can distinguish a number of contradictions in modern education, which only worsen over time and have not yet been resolved:

- the contradiction between the standards of student learning and their individual interests and abilities;
- the contradiction between the pace of development of science and the real capabilities of students in terms of cognition;
- contradictions between the desire to study in one specialty and the pedagogical task of the multilateral development of the individual.

Thus, the innovation process consists in the formation and development of the content and organization of the new. It is a combination of procedures and means by which a scientific discovery or idea is transformed into a social, including educational, innovation. Innovation under this consideration is understood as the result of innovation, and the innovation process, in its most general form, is considered as the development of three main stages: generating an idea (in a certain case, a scientific discovery), developing an idea in an applied aspect and implementing the innovation. In this regard, the innovation process can be considered as a process of bringing a scientific idea to the stage of practical use and the implementation of related changes in the socio - pedagogical environment. Activities that ensure the

transformation of ideas into innovations and form a system for managing this process are innovative activities.

Among the technologies that represent innovations in education, examples include the following:

- project activities; student-centered learning;
- health saving technologies;
- research activities;
- information and communication training
- game technique

## CONCLUSION

Innovative behavior does not imply adaptation, it implies the formation of one's own personality, self-development. The teacher must understand that innovative education is a way of educating a harmonious personality. "Ready-made templates" are not suitable for him, it is important to constantly improve your own intellectual level. A teacher who has got rid of "complexes", psychological barriers, is ready to become a full-fledged participant in innovative transformations.

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