INNOVATION CULTURE: AS A SOCIAL PHENOMENON

Shukurova O`giloy Umarovna
Senior lecturer of the Department "Pedagogy, psychology and labor education" of Gulistan State University

ABSTRACT

The quality of education is determined by various indicators of educational activity of the educational institution, which create conditions for the successful socialization and identification of the individual, his choice of profession. This includes the specialized purpose of the institution, the content of Education, Technology (form and methods), the material and technical base and the composition of the staff, the qualification level of the teachers. This situation is primarily innovative technologies that provide information about the educational process and the possibilities of achieving a new quality of the results obtained. We will dwell on the fact that the systematic use of the form, methods and methods of innovative technologies is a means of developing the culture of innovation of the personality of future specialists, that is, professionals who realize their creative potential. In this regard, we will dwell on the aspects of the interaction and mutual filling of the essence of the concerts" innovation culture "and" innovation technologies".

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

On the basis of a systematic approach, it should be noted that innovative culture on the one hand is a kind of culture itself, on the other hand it is desirable to consider it as an element that exists in every type of culture. V.I.Dolgova in this regard, "innovation can be imagined as an intersection of different cultures (organizational, legal, political, professional, personal, etc.), reflecting the development of cultures, advanced trends, innovative character[1]". Innovation culture determines the meaning of life and activity of Man and society, and in it certain traditions are preserved and developed. As for the factors that ensure innovation development, this is:

as a first factor, it is necessary to indicate the human factor. It determines the level of development/development of innovation in the process of ensuring and improving the social, economic, cultural and political spheres of public life;

as a second factor, it is possible to indicate that the educational and social infrastructure, which is called the "creative class", is developing**;**

as a third factor, it is possible to point out that teachers of educational institutions are purposefully using the aids.

The result of the research shows that innovation culture develops not only in the technological component of the educational subject, but also in its meaningful component (composition). This specificity dictates the orientation of future specialists to innovative activities during their student years. That is, it shows the need to form an innovative educational environment in educational institutions. To do this, it will be necessary to carry out a systematic functional analysis of the educational environment, summarize the achievements and prepare targeted proposals. In particular, the application of the technological approach in education, the application of the concept of "technology" in pedagogical communication is the basis of our

[1] Долгова В.И. Акмеологическая сущность инновационной культуры кадров государственной службы // Вестник Челябинского университета. Сер. 5: Педагогика. Психология. 1999. №1. -С. 65–71. URL: http://www.lib.csu.ru/elbibl/vestn_arh.shtml#2005

idea. G.K.Selevko in his opinion, in the technological approach "it is necessary to come up with technology in the quality of a system of scientific and/or practical based activities that a person uses for the purpose of changing the environment, producing material and spiritual values, general, metapredmet concepts[2]". The technological approach is the technological sum of the production processes, the degree achieved in development, reflecting the application of scientific achievements in practice. It is considered an important indicator of professional professionalism and, unlike the sphere of production, covers more content in terms of content to social processes, culture, education and spiritual spheres.[3]. Innovation culture develops in education, upbringing depends on the person of different ages, the subject of the educational process, including on the basis of the use of pedagogical tools that include pedagogical technologies. A comparative analysis of scientific literature suggests that there is no single explanation for the concept of a technological approach. The term "educational technology", which is used in a narrow sense as the technology of the educational process, is also a noun. And the concept of "pedagogical Technologies" has a broader meaning and is associated with educational and educational processes of different types (formal, noformal, informal education) and different stages of continuous education (preschool, school, secondary special, higher education, post – secondary-family, professional, production, special). In foreign literature, the writing of these terms has some similarities: "technology of education" ("Educational Technology"), "educational technology" ("pedagogical Technology"), "technology in education" ("technology in education").

Technological approach:

-management of pedagogical processes;

- analysis and systematization of the experience of application in practice;

- finding problem solving options;

- innovation is a process that allows to create the optimal microclimate for the development of the personality of students who are representatives of culture.

Until the middle of the 50-ies of the XX century, educational technology was seen in connection with the use of technical means in teaching, the programming of education became a next step. By the 60-ies, the technological approach to education had its own goals, evaluation criteria, teaching conditions. In the 70-ies, it was clarified the general orientation of pedagogical technology. That is, attention was paid to solving didactic problems in the management of a particular target learning process. It was taken into account that Bunda should have a clear definition and description of the ways to achieve these goals. Currently, pedagogical technology has emerged on the field as an instrument for the management of the pedagogical system. From this, the specific aspects of educational technology were determined, proceeding from the issue of the development and application of pedagogical technologies that reflect the idea of technological development of Education, complete management of the educational process.[4]. These are:

- to develop diagnostic objectives of the study;
- strictly directing all educational activities towards the achievement of educational goals;
- quick feedback, evaluation of current and final results, correction of training;
- re-display of teaching activities, etc.in a sentence.

[2]Селевко Г.К. Энциклопедия образовательных технологий: В 2 т. Т. 1. – М.: НИИ школьных технологий, 2006. – С. 6.

[3]Самаров Р., Садриддинов С. Педагогик фаолият тизими такомиллашувини таъминлашда тизимли таҳлил: функционал ёндашув // Замонавий таълим. – Тошкент, 2016, 2-сон. – Б. 23-29.

[4]Загрекова Л.В., Николина В.В. Теория и технология обучения. –М.: Высшая школа, 2004. – 157 с.

An important feature of the technological approach in the process of training is associated with a clearly formulated goal and consistent orientation to modern requirements (content of competences, etc).

L. V. zagrekova VA V. V. Nikolina as researchers have shown, the term" pedagogical technologies " (educational technology, teaching technology) has more than 300 definitions[5]. G.K.Selevko in his opinion, there are different views on the scientific understanding and application of the term" pedagogical technology". They can be divided into groups by four positions[6]:

1. the first position, pedagogical technologies as a means of the educational process, that is, methodical weapons, apparatus, educational weapons, technical means of training;
2. the second position, pedagogical technologies, as a scientific concept;
3. third position: pedagogical technology is a broad field of knowledge based on social, managerial, Natural Sciences;
4. the fourth position: pedagogical (educational) technology as a multifaceted process.

A different explanation of the term" pedagogical technology " means that the scientific and practical nature of pedagogical science has reached a new level of quality. And in the integration of technologies into classes, it is of practical importance for the separation of important aspects (taqsimlash into groups). For example, metatechnologies (socio-pedagogical, general-pedagogical), macrotechnologies (sphere, private methodology, science), mesotechnologies (modular, local) and microtechnologies (specific-personal) are considered in terms of the degree of application. Their philosophical basis indicates the interpretation of the phrase from humanistic, natural, pragmatic, existentialistic, religious, anthropological, esoteric, cosmistic, coevolution etc. Methodological approach (humanistic, systematic, group, oriented to an educated person, situative, algorithmic, socio-cultural, information, searchable, natural ,eksexical, differentiated, valued, muhitli, valeological, assigned, practical oriented, tactical, research, deterministic, communicative, manipulyative, integral, individual, competency, activity, strategic, creative, synergetic, diagnostic); as the leading factor in the development of personality, biogen, sosiogen, psycheogen and idealistic technologies are divided into kablara. Each class includes those that are similar in terms of specific signs of pedagogical technologies. These groups reflect the horizontal structure of education, sometimes they have the same elements, sometimes they form a scale of some variety (models). This, in turn, requires an innovative approach to the educational process and the formation of an innovative culture in students. Innovation is of functional importance for the development of culture, the fullness of personality, various spheres of society.

REFERENCES

1. Долгова В.И. Акмеологическая сущность инновационной культуры кадров государственной службы // Вестник Челябинского университета. Сер. 5: Педагогика. Психология. 1999. №1. -С. 65–71. URL: http://www.lib.csu.ru
2. Загрекова Л.В., Николина В.В. Теория и технология обучения. –М.: Высшая школа, 2004. – 157 с.
3. Самаров Р., Садриддинов С. Педагогик фаолият тизими такомиллашувини таъминлашда тизимли таҳлил: функционал ёндашув// Замонавий таълим. – Тошкент, 2016, 2-сон. – Б. 23-29.

[5]Загрекова Л.В., Николина В.В. Теория и технология обучения. –М.: Высшая школа, 2004. – 157 с.
[6]Селевко Г.К. Энциклопедия образовательных технологий: В 2 т. Т. 1. – М.: НИИ школьных технологий, 2006. – 816 с.

4. Селевко Г.К. Энциклопедия образовательных технологий: В 2 т. Т. 1. – М.: НИИ школьных технологий, 2006. – 816 с.
5. Селевко Г.К. Энциклопедия образовательных технологий: В 2 т. Т. 1. – М.: НИИ школьных технологий, 2006. – 816 с.