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DEVELOPMENT OF INNOVATIVE EDUCATION

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Abstract: They are the processes of creation, development and application of pedagogical innovations, i.e. the application of a set of new educational processes, ideas, technologies (including information technology), which purposefully change the education system, expand the market of educational services. Key words: innovation, pedagogical innovation, innovation process, innovation activity, innovative education, innovative education.

INTRODUCTION

The term "innovation" has existed in scientific literature since the end of the 19th century. In the 1930s, a special branch of innovation research, "innovation", was formed in the West. Initially, the subject of innovation was the economic and social patterns of creation, implementation and dissemination of scientific and technical innovations. In the future, innovation began to understand various social innovations. By the 60-70 years of the XX century, the science of innovation becomes a widely branched branch of knowledge, covering philosophy, sociology, cultural studies, psychology, pedagogy, management, methodology, etc. Innovative research is formalized into an independent direction of scientific activity. Innovation is an area of interdisciplinary research.

The subject of innovation is the creation, development and dissemination of various types of innovations.

"Innovation" today is a lot of definitions and a variety of opinions:

• a purposeful change that introduces relatively stable elements into a certain social unit - organizations

• a special organization of activity and thinking, covering the entire field of education and training

• the process of mastering new methods, techniques, technologies (including information technology), programs, etc.

• a systemic process that includes five specific types of human activity: research, expertise, author's supervision, monitoring, reconstruction of history (M. Raua). The above definitions identified both the subject and procedural essence of the concept of "innovation" and complemented it mutually. In the context of our study, it will be important to understand innovation as a process of creating and using new experience, associated with changes in the socio-cultural, socio-pedagogical environment. We support the ideas of V.G. Slobodchikov, who considers innovations to be innovations, "innovations", the introduction of new things into the current process, and understands the innovation process as the introduction of new formations into technology and practice. The innovation process as a sphere for mastering new methods, techniques, technologies, programs has been extensively studied in the works

Particularly attractive is the study by M.M. Potashnik, who considers innovation processes

at the activity, content, managerial, organizational and structural levels and singles out the following components in any process:

•innovative potential of innovators and the environment;

•features of the introduced innovation;

•features of innovation activity of initiators and participants of innovation.

Innovative processes are increasingly being introduced into the educational environment. Attempts to build a unified theory of the innovation process have been made repeatedly. Consideration took place at all stages: from the generation of an idea, development for its application, approbation in practice, further consideration and up to use. Theorists noted that the effectiveness of the process as a whole does not even depend on the effectiveness of each individual stage, but rather on the consistency and speed of the transition from one stage to another. And the main direction of searches and experiments was the reduction of time intervals between stages, their combination into a common process.

The conditions for the development of innovative processes require strengthening the methodological and creative training of scientific and pedagogical personnel, which will affect pedagogical creativity. For the processes of modernization in education include not only the renewal of educational material, but also the improvement of the presentation of academic disciplines, the use of new methods of research, analysis and systematization of knowledge, the formation of a student's unified picture of the worldview. Methods for activating the creative thinking of adults and schoolchildren, methods and tools for system analysis, methods for searching and making decisions, and others are closely related to the process of developing pedagogical creativity. At the same time, when evaluating the pedagogical creativity of the participants in the educational process, it is necessary to proceed from the positions of creating and mastering innovations in the educational process.

Innovative processes in education are the processes of creating, mastering and applying pedagogical innovations, which are studied by pedagogical innovation. Pedagogical innovations are deeply humanistic in their meaning, subjective in terms of the positions of the participants in the innovative work, directed to the future and have their own characteristics in the sphere of values, in the specifics of the object of innovations and in the specifics of the result of innovative activity.

After analyzing the essence of the concepts of "innovation", "innovation", "innovative processes", it is necessary to define innovative education, innovative learning, innovative activities in education.

Innovative activity, therefore, is always associated with the need to change the familiar social environment. The following levels of implementation of innovative pedagogical activity can be distinguished:

reproductive - the level of initial assimilation of methods of activity, reproduction of ready-made samples,

- heuristic - the level of activity analysis, synthesis of various innovative finds, modification of models of interaction implementation taking into account the characteristics of the environment,

- creative - the level of research, the search for alternatives.

These levels correspond to such activities as best practices, creative activities, innovation activities. The first two serve as the basis for preparing for directly innovative activity. Under the ultimate goal of innovative activity in education, we will consider the formation of a competitive educational system through new means and technologies of education and

through the successful development of the educational base and human resources.

Innovative education is a new pedagogy, new educational processes (for example, the development of open education), new technologies (including information technologies). The main approach in innovative education. development of the full potential of the individual, which makes it ready for any, even unforeseen future. If traditional training is aimed at mastering the rules of activity in repetitive situations and in this sense a person is turned to consolidating past experience, which does not give him freedom of action in "unprecedented" situations, then innovative training is precisely aimed at creating a new attitude towards the future, readiness and ability to "joint action in new situations". The didactics of innovative education introduces an extensive toolkit of educational and research activities, pursuing the goal of developing creative and critical thinking, develops learning models (including continuous ones) that stimulate search, reflection, and readiness to choose alternative opportunities.

However, the difference between traditional and innovative education does not come down to a difference in the set of didactic tools and formally proclaimed goals. The development of creativity, readiness for the future - these goals can be declared within the framework of traditional education.

Researchers see innovative learning as a new approach to the formation of a person's personality, prompted by the changed situation in the field of knowledge. As science scholars say, we have entered the world of "non-classical" knowledge. This new type of knowledge also requires new forms of development, including the student not only in the reproduction of samples, but also in the generation of new facts and ideas. Not only the foundations of the production of scientific knowledge have changed, the changes have covered all aspects of life. The term "global innovations" has already entered the description of the conditions for the existence of mankind.

Innovations in all areas of social and individual life have already transformed "the entire system of human relations with the world and with oneself." Under these conditions, the "contradictions between the rates of social and individual development" sharply escalated. A different approach to resolving these contradictions is what distinguishes traditional and innovative learning. The latter, unlike the former, changes the place and role of a person in culture, this also applies to the personality of the student and teacher. Their relationships and interactions are deprived of clearly fixed functions, the role distance is replaced by joint activities, cooperation, joint solution of productive tasks, including the teacher and the student in a single semantic field of preparation for a predetermined result. It is in this fundamental difference to the personality of the student, in the features of the new, innovative shift, that the main distinguishing feature of innovative education lies. All other didactic and psychological components of it are derived from the change in the structure of social relations. Innovative educational institutions of all kinds and types, all levels of education have become a springboard for the educational innovation movement. Today it is a mass, rational, multi-layered and diverse movement. Entering a new era, in the field of education it is necessary to clearly define what kind of education, what human ideals and aspirations, for which society should be discussed. In order to more clearly imagine the path and driving forces of the development of education in the modern world, it is necessary to consider some stable patterns that affect the field of education. Global trends include the growth of knowledge-intensive industries, for the effective operation of which

more than half of the staff should be people with special education, an intensive increase in the volume of scientific and technical information that can be learned by a specialist included in the system of continuous education, computerization (information technology development system), raised the value of creative activity, the growth of productivity in material production, the improvement of the well-being of the population. The natural growth of the prestige of education is clearly traced.

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