

## **INNOVATIVE PROCESSES IN EDUCATION**

Annotation: When considering the quality side of education, it is necessary to note its social function and therefore education cannot but reflect the changes taking place in society.

Key words: innovation, innovation process, environment, educational process, pedagogical innovation, educational activity.

Today, a variety of pedagogical innovations are used in education. This depends, first of all, on the traditions and status of the institution. However, the following are the most characteristic innovative technologies. Innovations or innovations are characteristic of any professional activity of a person and therefore, naturally, become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, the best teaching experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

We can say that the level of development of the education system is a consequence or elita of a certain level of development of society. The changes that are taking place in society have led to the need for a radical update of the education system, methodology and technology of the organization of the educational process. Innovation is the main way to improve the effectiveness of education.

Therefore, the desire to use innovations in educational institutions is becoming widespread. The need for new knowledge and understanding of the concepts of innovation, "new", "innovation", "innovation process", "innovation activity", etc.

The concept of "innovation" has a Latin origin (in-in; novus-new) and in the pass means "update, novelty, change", the introduction of something new, the introduction of novelty. The innovation process reflects a complex activity on the

formation and development of the content and organization of the new. Education is essentially an innovation. Innovation is defined both as an innovation and as the process of introducing this innovation into practice, the process of purposeful, organized activity of people-and innovators, who make any decisions that contribute to the most effective functioning of all subjects of educational activity.

Innovations in education are not only pedagogical, but also social problems. The very fact that educational activities are of particular interest to society indicates that society is also interested in innovations in this area. Innovations in education have the same purpose as innovations in society - they should promote development and progress. Today, a huge number of innovations of various types, directions and significance are being introduced in the field of education. Large or small state reforms are carried out, innovations are introduced in the organization, content, methodology and technology of teaching.

Pedagogical innovations are innovations that are developed and implemented not by state authorities, but by employees and organizations of the education and science system. Thus, changing the social status of education, increasing its status and increasing funding cannot be called pedagogical innovations. This is rather the result of some social processes, reforms or changes in the political orientation of society, i.e. the result of political reforms. Changes in the equipment of educational institutions and construction of buildings can also not be called purely pedagogical innovations -it is rather the result of the introduction of innovations in the field of computer technology, the production of textbooks, architecture, construction, etc.

Changes in the structure of the education system can also not be called pedagogical innovations. This is rather an innovation in the field of education management. In part, management innovations include innovations in the internal activities of educational organizations.

Thus, only changes can be attributed to purely pedagogical innovations:

- in the content of education, i.e. in the curricula and programs for all or individual subjects;
- in the internal organization of activities;

- in the relationship “teacher-student”;
- in teaching methods. Sources of updating and improving the effectiveness of the educational process through innovations in educational organizations can be the following;

- creativity of teachers and managers in their innovative activities, including the creation, development and use of pedagogical innovations;

- humanitarization of the educational content (filling the content of the educational process taking into account the interests of the individual) and increasing the role and authority of pedagogical knowledge in the teaching environment;

- careful analysis by managers of pedagogical innovations introduced by teachers, creating conditions for their successful development and application. Innovative pedagogical activity of a teacher and manager can be considered as a complex, purposeful process of creating, distributing and using pedagogical innovations, the purpose of which is to satisfy the interests of people to new means, which leads to certain qualitative changes in the system of organizing the educational process and ways to ensure its effectiveness, stability and viability.

Innovation processes express not only the internal, objective logic of innovation, but also the logic of its interaction with the environment. From this point of view, innovations are characterized by a dynamic ratio of parameters that express both their impact on the environment and the reverse influence of the environment on the innovation itself. Thus, innovation is a dynamic system characterized by both internal logic (the innovation process) and the natural development of its interaction with the environment over time (the life cycle).

The structure of the innovation process changes as the innovation moves from one stage to another. The formation of innovation orientation involves the use of certain criteria that allow us to judge the effectiveness of a particular innovation. Taking into account the existing experience of research in pedagogy, we can determine the following set of criteria for pedagogical innovations:

- one of the main criteria for evaluating pedagogical research, the main result of the creative process, the property and independent value of any innovation. Answers the question: "what is the essence of the proposed new, what is the level of novelty?" There are several levels of novelty: absolute, locally-absolute, conditional, subjective, differing in the degree of popularity and scope of application;

- the expenditure of effort and resources of teachers and students to achieve results. The introduction of pedagogical innovation into the educational process and the achievement of high results at the lowest physical, mental and time costs indicates its optimality;

- certain stability of positive results in the activity of teachers. Technology in measurement, observability and fixability of results, unambiguity in understanding and presentation make this criterion necessary in assessing the significance of new techniques, methods of teaching and education;

- if a valuable pedagogical idea or technology remains within a narrow, limited application, due to the features and complexity of technical support or the specifics of the teacher's activity, then it is hardly possible to talk about pedagogical innovation.

Knowledge of the criteria for evaluating pedagogical innovations and the ability to use them create the basis for pedagogical creativity of the teacher, the development of professional and pedagogical culture-from simple reproduction, introduction of knowledge, technologies, concepts already known to the pedagogical community at the individual logical level to their heuristic, creative development and implementation.

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