



STAGES OF REJECTION OF INNOVATIVE PROCESSES IN EDUCATION

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Annotation. At the moment, serious changes are being made in the national policy in the field of education in our country. This is due to the transition to a personality-oriented pedagogical pose. One of the tasks of the modern school is to open up the possibilities of all participants in the pedagogical process, to give the opportunity to show their creative abilities. Solving these problems is impossible without the implementation of the variability of educational processes, in connection with this, there are educational institutions of various innovative types and types that require deep scientific and practical understanding. This article analyzes the stages of innovative processes in education.

Keywords: innovation, innovation process, modernization of the educational process, technology, pedagogical technology, technologization, technologization of the educational process, educational innovation process, stages of the educational innovation process.

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 an update and change in the concepts of education, the content of educational programs, methods and methods, methods of teaching and upbringing. The purpose of the innovation process in education is to radically change the existing traditional elements of the educational system or their interaction and achieve a new qualitative state of the system. Reforms taking place in education deep changes democratization and humanization of the educational system renewal of the educational management system the objective requirement for the quality of Education indicates the need to prepare educators for innovative activities.

Also, a number of scientists expressed their opinion on the orientation of the individual to pedagogical activity, including "the interest of the individual in the pedagogical profession and his passion for engaging in this type of activity", "attitude towards children, passion for pedagogical work, the ability to pedagogical observation". Hence, the orientation of a person to pedagogical activity is determined by his worldview, interest in the pedagogical profession, the ability to deal with it.

Currently, a teacher who has not studied the nature of innovative movements in education, does not understand the essence of innovative activity in the field of Education, does not widely master innovative educational technologies, cannot be considered a modern educator, a mature specialist.

Innovation in the research of innovative processes in education and related to the creative activity of the teacher (innovation assessment sermons, traditions and innovations, features of the innovation cycle, the teacher's attitude to innovations, etc.).k.) a number of problems of a theoretical-

74	<p>ISSN 2319-2836 (online), Published by ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW., under Volume: 11 Issue: 11 in November-2022 https://www.gejournal.net/index.php/APJMMR</p> <hr/> <p>Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/</p>
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methodological nature are being put forward. Often, scientists in their research were engaged in a certain aspect of preparing teachers (educators) for innovative activities:

For example:

- * Problems of implementing innovations in the field of Education;
- * The role of research components in the innovative activity of the teacher (educator • ;
- * Highlighting socio-cultural problems in the innovative activity of the teacher, the transition of mass and personal culture to each other, the harmony of individual and collective;
- the main motives of the teacher's attitude to the innovations introduced, the preparation and motivational problems of the educator in the educational process for the use of new technologies;
- * Interaction between the innovative activity of the teacher and reflection;
- * Psychological problems of introducing pedagogical innovations into the educational system;
- * Theoretical and methodological foundations of the essence, composition and evaluation criteria of pedagogical innovations.

Within the research on the preparation of educators for innovative activities M.V. Clarin's work occupies a special place. In his work, he connects innovative activities with the need for Continuing Education, organized through the development and implementation of socio-cultural projects. This approach lies in the orientation of the individual to the possibility of free choice, in which reading activity occupies one of the leading positions and can be an important, leading tool in the development of the individual and a way of involving the individual in the educational process.

The organization of innovative activities of educational institutions and changes in its content, the training of educators in the innovative direction are inextricably linked with methodological and technological changes. But this process remains a stixial character due to the lack of recommendations for the preparation, perfection of educators for innovative activities.

The process of preparing the educator for innovative activities proceeds as follows, including: predicting the success of the intended novelty gross and its individual stages, comparing the novelty with other innovations, choosing its effectiveness from them, determining the degree of their most significant and accuracy, checking the degree of success of the implementation of the novelty and assessing the ability of the organization

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

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



T.M Davidenko noted that in order to master any pedagogical innovation, three necessary conditions must be "understanding, reflection and readiness of the individual."

In innovative activities, the educator should be an advanced, productive creative person, a comprehensive interest, rich inner world, revenge on pedagogical innovation. Innovative activity consists of motivational, technologicality and reflective parts. Of particular importance in the organization of innovative activities is the cognitive activity of students and its management.

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

1. Understanding the need for innovative activity, commitment to attracting creative activities to introduce innovations into an educational institution, the belief that efforts to introduce innovations will bring results.
2. Compatibility and compatibility of personal goals with innovative activities, the ability to Saboatfully overcome creative failure.
3. To prepare the educator for the perception of innovation (innovation) in order to direct him to innovative activities and to form the skill of being able to act in a new way.

Scientific and methodological research in various fields is, of course, necessary and important, but the problem of how in what form it is possible to organize and manage the preparation of future teachers and educators for innovative activities remains one of the main problems that are waiting for a solution before all pedagogical scientists.

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