ORGANIZATIONAL FOUNDATIONS OF THE PRACTICAL IMPLEMENTATION OF PEDAGOGICAL INNOVATIONS

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Annotation. This article analyzes the organizational foundations of the practical implementation of pedagogical innovations.

Keywords: pedagogical technology, didactic technology, educational technology, pedagogical innovations.

Introduction

As you know, teaching the subject of didactics, learning constitutes the content of Education. The 3 components involved in this are so inextricably linked with each other that one cannot be ignored. So what to start with? When we start by learning or teaching a job, the question naturally arises: What (what content of educational material) do you want to learn or teach? Both teaching and learning depend on the content of education, the main goal - oriented educational object and the end result-the product.

Since the different content differs from the self-serving methods of mastering it, the way it is learned depends on its content, which depends on the educator who organizes the learning. Thus, didactic thinking means the search, determination of the constant connections, relationships of the content of learning, teaching and education.

The teacher is looking for ways, methods and techniques that activate the student, which are convenient for him and the learner, forms of teaching, methods and tools, improving them, therefore, among the terms "pedagogical technology", "didactic technology", "educational technology", the term "pedagogical innovations" is firmly established.

Discussion

Teaching in the way listed above, educational content plays a key role in learning. Therefore, the creation of State educational standards for ourselves was made a task in the first Gal. This task was accomplished; state educational standards were approved by the Cabinet of Ministers of the Republic of Uzbekistan and delivered to every educational institution, to every student. The ultimate task is to create a mechanism for bringing these standards to life faster.

However, it should be recognized that a system (mechanism) was not yet formed in our republic that would establish the accumulation of new pedagogical taxnologies, educational innovations, the selection, experiment-testing and application - implementation of the most effective ones in our activities from within them.

After the development of State educational standards for general education disciplines developed on the basis of the requirements of the law"on education", the" national program for training", the introduction of step-by-step implementation, the need for formations that create sufficient conditions for the introduction of work in this area into a specific system, support, innovation was clearly visible. Because the state educational standards are a mandatory minimum level for students ' knowledge, the period requires students to be given knowledge, talents and skills beyond the requirements of the level of educational standards. The positive solution to this issue exceeded the vital need for advanced experiments, the search for new pedagogical technologies, the implementation of them into practice, testing their didactic capabilities. The practical conclusion that follows from this is an increase in the relevance of identifying educational advanced innovations, establishing their foundations, testing, developing scientific conclusions of the implementation of pedagogical practice

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and creating a system of implementation into practice. Currently, a number of studies, efforts have been launched on the way to creating this system.

In particular, state educational standards departments and departments (monitoring) were established within the ministry, regional people's Talim administrations. The new branches established in the education management system are carrying out the following works:

* maintaining control over the implementation of laws, regulatory acts in the field of Education;

• "Implementation of the national training program, monitoring the implementation of State educational standards and programs;

* to analyze the effectiveness of pedagogical innovations, as well as the general organizational pedagogical work of Educational Management local bodies and educational institutions;

* preparation of recommendations for analytical analysis, generalization, popularization of the course of pedagogical experiments;

* the organization of the reader who monitors, monitors and introduces pedagogical technologies to conduct seminars related to the implementation of training measures;

creation, analysis and regulation of the relevant data Fund on the development of pedagogical technologies.

As noted above, state educational standards are those that determine the minimum level of knowledge and level of students, in order to achieve higher performance, certain research and initiative should be taken, the creation and management of pedagogical innovations will primarily solve these Dormer tasks.

Therefore, it is advisable to search for pedagogical innovations, study, select the ones that will work the most under the analysis and create a system that determines the procedure for their application to practice. In our opinion, for this, first of all, is the creation of a fund of accurate information about innovations, which we conditionally perceive as a process of "accumulation" of innovations.

Collectors of innovations according to the schedule are the main links of newly established centers in the Ministry system, including the monitoring center and the Republican educational center under the Republican permanent course, which is constantly working to improve the skills of the heads of preschool education of the Institute of public education workers. Monitoring of State educational standards managing these works will coordinate the timely delivery of pedagogical innovations to "selectors"or the direct referral of some of them to "practitioners", studying at school pedagogical councils, method associations, district, city public education departments, Regional Training Institutes.

"Center for pedagogical technologies", which provides practical work in the selection of pedagogical innovations;

* determines the direction of the information;

* helps scientifically-methodically in introduction and application;

• methodical guide, prepares application and methodological recommendations for publication and transmits them to the pedagogical press;

• the rating system creates a complex of advanced experiments in the preparation of students for preschool education, the introduction of State educational standards;

• studies, compares and prepares recommendations on educational experiences in foreign countries;

* trains, improves skills • organizes experience exchanges;

* conducts collaborative work with scientists, scientific researchers in the field of pedagogy;

dynamically monitors the application of innovations;

* Republican scientific and practical councils on innovation, hold conferences;

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• provides new information to the training institutions, district methodology and school pedagogical councils.

Collecting it with the application of pedagogical innovations, the "pedagogical Press" between the branch that prepares conclusions from a scientific point of view is mainly engaged in Publication work, popularization, communication of them to wide pedagogical communities, scientific and pedagogical workers, obtaining their suggestions and feedback, further improvement of innovations based on experimental and test conclusions.

We think that such a systematic approach to educational technology, pedagogical innovations will pay off in the implementation of State educational standards.

We define the concept of" pedagogical system "and" introduction of innovations in the pedagogical system".

We know the pedagogical process that goes through the pedagogical system. The pedagogical system is the unification of the organizers, which remain stable in changes. If changes (innovation) exceed some possible threshold, the system will break down, replaced by a New other characteristic system. The pedagogical system is a very solid combination of elements. The structure of any pedagogical system in the present period will consist in the appearance of the interconnection of the sum of the options for the following elements: the reader; the purpose of upbringing; the content of upbringing; educational process; students (or Tso - educational taxnik tools); organizational forms of educational work.

Each of the components of this system can be spread out in detail on the elements at any level.

We have reason to believe that the built system is not a structural structure. Important components of the pedagogical system, which cannot be included in the specified ones, also consist of "results", "management of the educational educational process", "technology".

They are prominent in the pedagogical system model in the given picture. The targets form a continuous cycle consistent with the results. The full compatibility of goals with the result serves as an indicator of trust, measure of the pedagogical process. The pedagogical system of management, all the components of the unifier are considered a relatively independent part, since they have their own goals and structures.

The educator is the system-organizing, organizing component of the system, indicating the technology of most educational processes, specifying it in a unit of factors from a separate process. Such an approach will be a solid organizational technological complex, which will ensure the achievement of the desired product of the pedagogical system. It should be confirmed that the pedagogical system is always a technology. By this sign, it is easy to distinguish a pedagogical system from an optional "set" of components. Technological is the internal quality of the system, which determines its capabilities, subject to strict organizational logic.

At the same time, the technologist at the level of assessment of the task relies on certain processes and phenomena. Certain processes are used as evidence of the expression of success,

and the results of amazing phenomena are realized as new sources of cause and formula. The design of educational technologies does not know the conclusion that the methodical "cannot" differ from the generalization of experiments. For a technologist, this is only a matter of time and costs. The technologist relies solely on well-known, verified, grounded, unquestionable opinions. The technologist does not conduct experiments and works with clearly foreseen results. Technology does not allow the option, its main task is to obtain a clearly guaranteed result, it is always simple in its basic solution. Understanding the basic solution reveals all the rest, the content of the order of the system of mutually

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necessary elements. No part of the technology can be removed, there will be no excess, there can not be. This is a very complex situation, every second teacher works in a search - and-research procedure, thereby increasing the uncertainty of the result of the child's life in school.

At all times, especially among the representatives of the direction known as" Exact " Sciences, educators are found who stand out for their characters, and they, like every other, start by revising and moderating the models of the pedagogical system, the processes by which the pedagogical system takes place, which we will dwell on in some principled characteristics. We proceed from the rule that each specific modification of the pedagogical system has specific characteristics and opportunities to achieve the intended result. These possibilities are strongly marked by the exact characteristics of the system. In this way, if we want to achieve the level and quality of educational and educational vision, then we need to put about a suitable pedagogical system, the functioning of which will ensure the desired direction and intensity of the pedagogical process. The result of this, a higher efficiency of the educational process, is always the result of improving the pedagogical system.This is a very complex problem, the world is now entering into their development. It is becoming possible to collect a highly visible pointer, "tribute" and results to the current overview, and it has become possible to transfer the problem to the economic point of view of determining its usefulness. Intuitive and subjective assessments can be said very easily wrong, and here getting out of the situation will only consist of accumulating thoughts.

The maximum total effect of any pedagogy is 100% possible for educators by being considered fully achieved with the intended goal, and not at a lower level than previously achieved.

Once again, let's look at the structure of the pedagogical system, which is also one for the "bad" and "good" pedagogical system. The teacher is also one, we simplify it to the attitude of the teacher, students. The relationship had been studied, and the overall conclusion is known: almost 50% depend on the teacher, and 50% on the student. It follows from this, for example: the worst pedagogy is the effectiveness of the system, say, without the teacher performing any actions at all, but not less than 50% if the system works. It is considered that the useful coefficient of movement of a traditional pedagogical system does not exceed 60%. This means that only a little more than half of school children will be able to complete the program.

Another important idea is that from the general theory of the system it is known that it is impossible to improve the system by several parameters per fold. The correct way is to examine the novelty in every possible way, making sure of its usefulness, and think over further things. Experiments show that each created novelty works worse than the previous one, of course. Because it is necessary to learn, adapt, overcome lethargy.

The main ways of improving the pedagogical system are two: intensive and extensive. Intensive development provides for the improvement of the pedagogical system at the expense of internal capabilities, and the extensive path - at the expense of means, equipment, technologies-the involvement of additional forces. Pedagogy is considered that the possibilities of intensive development of technology have been exhausted: the existence of the school has been testing all paths for millennia, the share of current educators consists in returning, remembering the content and function of upbringing, a logical Deep Descent into its primary foundations.

Again, we say back that if the school is not yet dead, if it is living, developing and educating children, it is only an account of its conservative nature. Some theorists say that in a very close time, innovation in pedagogy means one meaning - back, past, thoughtful and

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rational upbringing, spiritual upbringing, return to a peaceful system without innovations and aspirations.

Western schools are developing in an extensi e way with increasing the pedagogical product at the expense of new Informational Technologies, distribution of time to various educational activities, differentiation and individualization in the classroom. With this, the quality of the pedagogical product is improving, this question remains clear: most independent experts are not sure about it. The way out of this situation is the development of a pedagogical system that allows you to combine the so-called "Integrirovannge innovasii (innovations)", intensive and extensional paths. This requires an in-depth examination of the unused possibilities of pedagogy, which are manifested at the point where the founders of the pedagogical system of different types of characters and different levels of appearance meet. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It is possible to improve the overall effect of the pedagogical system by expanding its spaces with new technologies. In such an approach, innovation is not considered a conceived "external" measure, but a deeply meaningful requirement and knowledge of the system, a realized restructuring.

If, with such a point of view, innovative calls are viewed, they seem to have practically no new aspects. There are also no new "recipes"for solving old problems. In general, we are obliged to include in innovative ideas theoretical approaches to solving pedagogical problems, based on new knowledge about the process of human development, high results obtained from specific practical technologies.

Conclusion

The amount of general and partial innovation projects on the conformity aspects of the level of workmanship, as well as the use of them in pedagogical practice, made it possible to include the ideas given in pedagogical science in analytical general pedagogical innovations.

1) embodied the system of pedagogical science and pedagogical practice, the general ideas and practical technologies of the Non-new but constantly relevant and self-operationalization of the educational process.

2) Human-Age pedagogy is summed up by the sum of all theoretical rules and practical technologies.

3) based on a new ideological approach to the organization and management of pedagogical processes.

4) technology innovation technologies based on the application of new ideas and tools of informatization, Mass Communication:

The main direction of innovation structures in the pedagogical system:

- integrated pedagogical system:
- ACAD.:
- pedagogical theory:
- teacher:
- pupils:
- pedagogical technology:
- content:
- shape, methods, tools:
- management:
- goals and results.

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In terms of the depth of subsystem structures, one can conclude that innovation is the essence, quality and expediency of new inputs.

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