

**THE ORGANIZATION OF EDUCATION ON THE BASIS OF MODERN
EDUCATION IS A GUARANTEE OF IMPROVING THE QUALITY OF EDUCATION**

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Abstract. *In the recent past, the terms "Innovative Education", "Innovative Activity" and "Innovative Processes" were rarely observed in the pedagogical literature of the republic. At the heart of the word innovative education is a complex activity, such as the organization of innovation, the acquisition of innovation, the use of innovation, the demonstration of innovation.*

Keywords: *innovative education, teacher, learner, education, innovative process.*

Innovative education - education that allows the learner to create new ideas, norms, rules, advanced ideas, norms, qualities of natural acceptance of rules, skills formed by others. The concept of "innovative education" was first used in 1979 at the Club of Rome. The technologies used in the process of innovative education are called innovative educational technologies or educational innovations. Educational innovations are forms, methods and technologies that can be used to solve a problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before. An innovative process in education is an innovation and change in the concept of education, curricula, methods and techniques, methods of teaching and learning. At the heart of the word innovative processes in education are two important problems of pedagogy - the study, generalization and popularization of best pedagogical practices, and the problem of applying the achievements of pedagogical sciences in practice. Therefore, the subject of innovation and the structure of innovation processes, the mechanism must be part of a set of interrelated processes. It is the innovative activity that not only creates the basis for competitiveness between higher education institutions in the service market, but also reveals the growth of professional skills, creative research, practical application of professors and teachers. Therefore, innovative activity is inextricably linked with the scientific and methodological activity of teachers and the creative activity of students in the learning process.

Innovative activity is an activity aimed at solving complex problems that arise as a result of non-compliance of new social requirements with traditional norms or the rejection of existing ideas by newly formed ideas. There are different approaches to the analysis of the structure of innovative activity of the educator in education. For example, according to A. Nikolskaya, the renewal of activities will be carried out in 3 stages: preparation, planning and implementation. Analyzing the concept of "innovative activity": G.A. Mkrtchyan's opinion is noteworthy: - "There are 3 main forms of pedagogical experimental activity: personal experience, experimental work, innovative activity of the teacher. The more innovations in pedagogical activity, the better the teacher understands the private experiment."

Innovative activity is an important part of practice and theory, a system of action of social actors aimed at improving the quality of the socio-cultural object, which is not only the ability to solve a certain range of problems, but also motivational readiness to solve problems in any situation. The central issue of innovative teacher activity is the effective organization of the educational process.

Innovative activity is explained by the following main functions:

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- conscious analysis of professional activity;
- critical approach to norms;
- readiness for professional news;
- have a creative attitude to the world;
- realize their potential, integrate their lifestyle and aspirations into their professional activities.

In order to organize the innovative activity of the teacher in the educational institution, "Innovative environment" must be formed, that is, the pedagogical team in general has a creative, friendly atmosphere in the educational institution, where the teacher can feel free and the team has a high level of material and spiritual interest. In this environment, the teacher-teacher is focused on creative thinking, aspiration. As a result, the innovation process is the introduction of innovations and changes in the conditions that ensure the successful transition of the system to the new conditions.

Types of approaches to pedagogical activity:

Acmeology (Greek: acme - "high point", "mature, the best period") is a field of study of the level of maturity of a developing person's creativity, aspiration to discovery, professional activity. The acmeological approach in the analysis of the structure of innovative activity allows the educator to reveal the laws of his personal development in reaching the peaks of professionalism.

Creativity (Latin, "create" - to create, "creative" - creator, creator) - the creative ability of the individual, which characterizes the readiness to produce new ideas and is part of the talent as an independent factor.

It has not been long since the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to decide on innovative and creative approaches to the teaching process has ensured the formation of "Creative Pedagogy" as an independent subject among the pedagogical disciplines. The basis of this subject are the methodological ideas of such disciplines as the history of pedagogy, general and professional pedagogy and psychology, methods of teaching special subjects, educational technology and professional ethics.

"Creative pedagogy" should be able to guarantee the following two conditions:

- 1) to attract the attention of teachers to the mastery of the basics of science by students who have a low level of mastery of academic subjects and find it boring to study them;
- 2) to create opportunities for students to use them effectively in the classroom by recommending strategies and tools that serve to stimulate creative thinking and the results of creative activities.

The creativity of a teacher is reflected in his creative approach to the organization of professional activities. In recent years, this situation is characterized by the concept of "pedagogical creativity". Pedagogical creativity - the ability of the teacher to create new ideas that serve to ensure the effectiveness of the educational process, as opposed to traditional pedagogical thinking, as well as to describe the readiness to positively address existing pedagogical problems

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is a novelty in general. They focus on non-traditionalism, curiosity, imagination, a sense of humor and freedom based on creativity, while Orientalists, on the other hand, see creativity as a process of rebirth of goodness.

Reflection - (Latin reflexio- return) means not only the self-knowledge and understanding of the subject, but also the ability of others to know and understand his personal qualities, feelings and cognitive (cognitive) perceptions

Reflexive innovative practice is aimed at developing the creative potential of the teacher, which means not only the ability to innovate in pedagogical science, but also a unique creative approach to themselves, their work, children, solving any problem situation and life in general.

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Reflexive innovative practice the updating of previous experience allows its re-understanding to identify new problems and relationships of the future educational institution. This means that the teacher-teacher is the author, developer, researcher, user and promoter of new pedagogical technologies, theories and concepts.

V.A. Slasten's research identifies key attributes of a teacher's ability to innovate. It has the following qualities:

- The person is creatively motivated. It is curiosity, creative interest; striving for creative achievement; striving for leadership; striving for self-perfection, etc .;
- Creativity. This is fantasy; freedom from stereotypes, risk-taking, critical thinking, ability to evaluate, self-observation, reflection;
- Professional performance appraisal. This is the ability to master the methodology of creative activity; ability to master pedagogical research methods; the concept of authorship is the ability to create technology of activity, the ability to creatively overcome conflict; ability to collaborate and assist each other in creative activities, etc.;

The individual ability of the teacher. This is the pace of creative activity; ability of the person to work in creative activity; perseverance, self-confidence; responsibility, honesty, truthfulness, self-control and so on.

The organization of innovative activities of higher education institutions and changes in its content, the training of teachers in innovative areas are inextricably linked with methodological and technological changes. However, this process remains spontaneous due to the lack of recommendations for improving the preparation of teachers for innovative activities. The process of preparing a teacher for innovation is as follows: to predict the success of the intended innovation as a whole and its individual stages, to compare the innovation with other innovations, to select their effectiveness, to determine their most important and accurate, to check the success of innovation and assess the organization's ability to adopt innovation.

In innovative activity, the teacher must be an advanced, productive creative person, with a wide range of interests, a rich inner world, revenge for pedagogical innovation. Innovative activity consists of motivational, technological and reflective parts. In the organization of innovative activities, the cognitive activity of students and its management is of particular importance. Scientific and methodological research in various fields is, of course, necessary and important, but the question of how to organize and manage the preparation of future teachers for innovative activities remains one of the main problems facing all pedagogical scientists.

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