

Development of Innovation Systems in Education

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Abstract: In this work it is described the local changes, introduction of new subjects, new forms of training and education methods, deep system of changes, directed on improvement of educational system.

Keywords: a method, an innovation, training, education, educational institution, a position.

The innovative way of development of an educational institution lies in identifying and adjusting its social mission and strategic development goals; from local changes in the introduction of new subjects into practice; new forms and methods of training and education to deep systemic changes; in modeling the educational subsystem of an educational institution, corresponding to the sociological mission and strategic development objectives; in developing a program for its development and, finally, aimed at improving the educational system.

At the same time, an analysis of the practice of changes in the activities of educational institutions shows that they carry out them in different breadth, depth and success, and that there are significant problems with ensuring the effectiveness of the work being carried out. One thing is that innovation in certain educational institutions can give different results, the costs of its creation and implementation often turn out to be much higher than initially expected, innovations often encounter resistance from those who were supposed to work with them.

An approach developed by a group of consultants in the field of education can be used as a theoretical basis for the innovative development of an educational institution.

The main point of this approach is the greatest practical efficiency of the activities of an educational institution with the mutual correspondence of certain educational and organizational models.

The classification of organizational and educational models is based on the gradation of the ability of educational institutions for evolutionary development in the context of the implementation of three main organizational functions: the ability to be flexible, manage the educational process, adapting it to changing social conditions; ability for complications - development of the educational process in educational institutions from simple to more complex; ability for organizational development; organizational changes in an educational institution both at the external and internal levels.[1].

The scientific literature also traces an approach that considers innovation activity as the activity of active subjects of the innovation process [1,2] believes that pedagogical activity is innovative in its essence, i.e. innovation is an essential characteristic of pedagogical activity.

It can be argued that the acceleration of the teacher's qualities as a subject can significantly contribute to the introduction of innovations into the practice of an educational institution. The teacher, as a subject of innovative activity and its organizer, speaks with other members of the teaching staff in the process of creating, using and disseminating an innovation; he discusses the content of the innovation and the changes that may occur in objects, consciousness, traditions,

etc. The attitude of subjects of innovation activity to each other, to the content of innovation and the changes generated can be manifested in actions and judgments. This relationship actively influences the process of becoming new, performing various functions; the initiator of the innovation, obstacles in its path, etc.

In its basic meaning, the concept of “innovation” refers not only to the creation and dissemination of innovations, but also to transformations, changes in methods of activity, and the style of thinking that is associated with these innovations. It follows from this that the most significant condition for the success of innovative activity is the psychological readiness of teachers to accept systemic innovation.

A teacher becomes a supporter of innovation when he can adequately assess the state of the teaching environment and predict his state in the context of the innovation process in terms of the acquisition and loss of advantages. A teacher may abandon an innovation at different stages; at the evaluation stage, mentally “Losing” the use of the innovation in a real situation, at the approbation stage, when he may decide that the costs exceed the benefits.

Thus, the success of the implementation of any innovation is closely related to innovative behavior, which is an action. Where the teacher’s personal relationship to the changes taking place is manifested. The choice of innovative behavior is closely related to the level of predisposition of each individual subject to the new, his emotional and evaluative attitude towards innovation.

Thus, the degree of acceptance by the teaching staff of the introduced innovations largely depends on the level of the formed subjective attitude of the teacher to specific innovations.

Literatures:

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