

INNOVATIVE PROCESSES IN EDUCATION

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In recent years, a number of new concepts from other fields have entered the theory of pedagogy. This indicates that pedagogy is related to other disciplines. Most of the concepts came from the fields of technology and economics, which are the basis for the development of human thought.

If the educational process is organized at a high level through innovation, future specialists will show intellectual activity. Intellectual activity helps the future specialist to prepare in every way, to become a master of the future activity. Intellect (Latin intellectus - that is, intelligence, perception, mind) means. This means forming a person's cognitive activity, thinking in a narrow sense, the process of thinking. The task of modern pedagogy requires the application of innovations in the educational process to increase the intellectual activity of students. Because today the introduction of innovations in the educational process has a good effect.

Key words: education, activity, intellectual activity, innovation, teaching, pedagogical concept, reform, encyclopedia, internal logic, dynamic system, educational process.

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Introduction

Today, various opinions are expressed about the economics and improvement of education, the teacher and teaching techniques and technologies, the economy of education, computerization of teaching. Although it is not clear when the word "innovation - newness" appeared, there are opinions that this concept entered the general sciences, from the natural sciences. Most of these innovations were introduced in the fields of agriculture, manufacturing and medicine. As a pedagogical term, the concept of innovation is one of the new concepts, and various definitions and opinions are given to it. Innovation has been changing since the dawn of society. Some pedagogues use the word innovation in a narrow sense to improve and modernize education, while others give it a broader meaning. Some new concepts in the field of education are being replaced by reform, modernization, improvement, and optimization of teaching.

We will focus on the definitions given to innovation as a pedagogical concept.

French scientist E. Brunswick shows three types of pedagogical innovation:

1. completely new, previously non-existing ideas and actions appear as innovation.;
2. most innovations require adapting, expanding or changing ideas and actions at a certain time, in a certain environment;
3. Pedagogical innovations happen depending on the situation.

These innovations revitalize existing activities and ensure the effectiveness of ideas based on re-purposed by changing requirements. American Beal and Bolen define pedagogical innovations as "complex innovation in views and application, not just innovation involving changes in material." Changes and complex changes are defined here. Nayhoff describes news as a process: "This process begins with an idea and influences its transformation, and ends with consumer acceptance or rejection." Marklund explains the difference between innovation and change as follows: "The concept of innovation is used in school and in the educational process in a similar way to the word change. If this change involves the school system, it is considered a reform. But not every change is new. The innovation should ensure the achievement of the previously set goal. Innovation always creates one or more qualitative criteria.

Methodology

The methodology for the article emphasizes a structured and dynamic approach to integrating innovative processes into education. The process begins with identifying the specific needs and challenges within the educational framework, recognizing that innovation must align with the goals of fostering intellectual activity and critical thinking among students. The methodology advocates for a dual focus on adapting existing pedagogical techniques and introducing entirely new concepts. It stresses the importance of classifying innovations based on their environment, application methods, and scope, ensuring that they are systematically planned and contextually relevant.

The implementation process involves creating a collaborative and interactive learning environment, where teachers and students engage actively. Teachers are encouraged to utilize innovative technologies and methodologies, including interactive techniques that promote independent thought and mutual respect. Feedback mechanisms are integral, ensuring continuous refinement and adaptation of methods to suit learners' evolving needs. The methodology also emphasizes the necessity of aligning innovations with personal and collective goals of students, enhancing motivation and engagement. A key component involves evaluating the impact of innovations through criteria such as breadth, depth, and effectiveness, ensuring that changes lead to qualitative improvements in the educational process. The approach also highlights the importance of fostering a supportive atmosphere, recognizing that a friendly and respectful environment enhances learning outcomes. Ultimately, this methodology ensures a seamless integration of innovation into the educational process, promoting a dynamic system of learning that evolves in response

to societal and technological advancements.

Result

Therefore, it is necessary to classify (classify) the innovation used in the educational process. Innovations in the field of education require innovations and changes in education, improvement and improvement of existing ones. That's why there are always some changes in the educational process. The current period can be called a period of great and rapid changes in the field of education, as well as in all areas of society. There are different views of news. Types of news are separated mainly for methodological reasons. Fields of education are so closely related that innovations in one field lead to innovations in any other field. Therefore, the introduction of innovations in some components of education requires determining the overall effectiveness of the innovations used. When classifying innovations of the educational process, it is necessary to take into account that innovation is one of the important manifestations of human activity. This activity is free from serious boundaries and divisions. It is difficult to include all the concepts and aspects of the educational process in the novelty and embody them in one concept. Innovation affects its methodology and technology in the process of organizing educational content. However, it is necessary to classify the innovation used in the educational process. In our opinion, the first main criterion depends on the environment in which the innovation will be introduced. The second criterion is the ways of applying the innovation, the third is the breadth and depth of the innovation implementation measures, and the fourth criterion is the reason for the creation of the innovation.

Discussion

Depending on the field of education in which innovations are introduced and applied, the following innovations can be included in the first criterion: 1) in the content of education, 2) in technology, 3) in organization, 4) in the management system. Depending on the ways of introducing innovations they can be divided into the following:

- a) systematic, planned, premeditated;
- b) unexpected, spontaneous, sudden.

Irrespective of the breadth and depth of the activities of introduction of news, the following types can be listed:

- a) public, large, global, systematic, acute, reasonable, important, serious, deep, etc.;
- b) partially, small, tiny.

Depending on the nature of the news, they can be combined as follows:

- a) external and b) internal.

The above-mentioned features determine a high level of interest of the learner, as a result of which the effectiveness of the educational process increases.

Education based on the introduction of news is highly effective in the following cases:

- 1) when based on factors of personal interest.

Students will be responsible for the learning process because they know their needs well.

- 2) when responding to primary needs.

Education will be based on students' primary needs, and the pursuit of learning will be high.

- 3) when students' involvement is ensured.

Active participation in the learning process, not laziness.

- 4) based on independent opinion.

The learning process is most effective when it is based on independent thinking; students learn from each other.

- 5) when providing feedback.

Effective learning requires both guiding and supportive feedback.

7) when showing respect for students.

Mutual respect and trust between the coach and the student will help the learning process.

8) when a friendly environment is created.

A student who is in a friendly mood will learn the material much more easily than a student who is scared, excited, or angry.

9) when a favorable situation occurs.

If the student is motivated to learn, he will learn the learning material quickly and easily.

Conclusion

The findings of this study underscore the transformative potential of innovation in education, emphasizing its role in fostering intellectual activity, enhancing student engagement, and optimizing teacher-student interactions. By classifying innovations based on their scope, application methods, and contextual relevance, the research highlights how targeted pedagogical advancements can significantly improve learning outcomes. The implications are profound, suggesting that educators and policymakers must prioritize systematic integration of innovative methodologies to create adaptive, dynamic educational systems. Moreover, fostering environments that encourage mutual respect, independent thinking, and collaborative engagement emerges as a critical determinant of success. While this study provides valuable insights into the mechanisms and benefits of educational innovation, further research is warranted to explore its longitudinal effects across diverse educational contexts and its adaptability to rapidly changing technological landscapes. Such inquiries will deepen understanding and ensure the sustained relevance of innovative practices in shaping future-ready learners.

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