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INNOVATION AS A FORM OF INTEGRATION OF EDUCATIONAL PRACTICE

Аннотация

Methodological basis of integration of pedagogical science and educational practice are discussed in this article. Innovations, their components, objects, signs and the opportunities of assessment a pedagogical innovations' quality are observed as a mechanism of integration.

Key words: educational space; innovations in education; innovative project; criteria of evaluation of innovations; objects and signs of pedagogical creative results.

ИННОВАЦИИ КАК ФОРМЫ ИНТЕГРАЦИИ ОБРАЗОВАТЕЛЬНОЙ ПРАКТИКИ

Анотация

В данной статье рассматриваются методологические основы интеграции в образовательной практике. Рассматриваются инновации, их составляющие, объекты, признаки и возможности оценки качества педагогических инноваций как механизма интеграции.

Ключевые слова: образовательное пространство; инновации в образовании; инновационный проект; критерии оценки инноваций; объекты и признаки результатов педагогического творчества.

INNOVATSIYA TA'LIM AMALIYOTINING INTEGRATSION SHAKLI SIFATIDA

Анотация

Ushbu maqolada pedagogika fani va ta'lim amaliyotini birlashtirishning uslubiy asoslari ko'rib chiqiladi. Innovatsiyalar, ularning tarkibiy qismlari, ob'ektlari, xususiyatlari va integratsiya mexanizmi sifatida pedagogik innovatsiyalar sifatini baholash imkoniyatlari ko'rib chiqiladi.

Kalit so'zlar: ta'lim maydoni; ta'limdagi innovatsiyalar; innovatsion loyiha; innovatsiyalarni baholash mezonlari; pedagogik ijodkorlik natijalarining ob'ektlari va belgilari.

Introduction. The problems of integration of science and education, as well as the harmony of theory and practice have always been relevant. Undoubtedly, the integration leads to the enrichment of the components of the creation of the whole based on the harmony characterized by new quality.

During the transition to the innovative paradigm of the development of its economy, Uzbekistan has shown special interest in the integration of science and education. Because the integration of these components of the socio-economic structure of the society is an important link in the innovative development of the country: education - research - venture projects - can solve the problem of ensuring the security of mass development of innovations. These are intended to prevent the economy of Uzbekistan from falling behind, and to help implement the main features of the innovative economy and information civilization in the field of education.

It is worth noting that the integration of science and education, taking into account its practical directions, will have a guaranteed positive effect only with the understanding of the theoretical and methodological foundations and conditions of implementation. In this case, it is not understanding the necessary conditions for the expected success of integration, but also not being able to adequately assess the relationship between science and education, even though it does not require clear and special evidence, and also many researchers and leading scientists regularly enter the scientific education system. point out that the level of introduction of products is insufficient [1].

We objectively see such contradictions in the following cases:

- in the imperfection of the connection between the psychological-pedagogical subjects and education and the mechanisms of introducing the achievements of these subjects into educational practice;

- in the conditions where there is a need to introduce scientific products created as a result of research into the components of the educational process, and also to turn scientific results into objects of educational practice, we can see in insufficient scientific and methodical tools [2].

However, despite this, we can solve these contradictions in the innovative activity of education, which is a necessary link of the socio-economic system [3]. By developing a mechanism for integrating educational practice with psychological-pedagogical sciences, it is possible to achieve the result of successful innovative changes in the integration process in the socio-economic sphere, including education.

Literature analysis. The analysis of scientific sources and conducted studies shows that there are several fundamental arguments that allow for theoretical understanding of this problem in the fields of pedagogy and psychology.

Creating an innovative educational environment in higher education institutions can be achieved by integrating educational practices with psychological and pedagogical disciplines. However, until now, the acmeological approach as "a system of principles, methods and methods that enables the

problems of innovation and the tasks of solving them" was theoretically and practically studied by A.A.Derkach and V.G.Zazykin in 2003 in the framework of innovation. mainly used for sh.

Also N.V. Kuzmina (1993), A.A. Derkach (1997), A.G. Laptev (1998), G.P. Filippova (1998), S.L. Kandybovich (2000), O.G. Moskalenko (2000), V.N. Markov (2007), E.V. Selezneva (2007), I.N.Noss (2007), V.S.Agapov (2007), E.P.Kostenko (2008) and V.R.Orestova (2010) studied the problems of achieving innovative mechanisms and methods in various fields of activity.

Possibilities of integration of educational practice with psychological-pedagogical sciences to create an innovative educational environment in higher education institutions have not yet been a subject of special research [6].

It should be noted here that the concept of integration of educational practice with pedagogical disciplines of the approach based on the creation of an innovative educational environment in higher education has not yet been created. The need for psychologist-pedagogical specialists in modern society creates a certain contradiction between the level of integration of psychological-pedagogical sciences and educational practice to create an innovative educational environment in higher education institutions [7].

Methods: analysis of historical, retrospective and theoretical-methodological sources, summarization and interpretation of the obtained data, observation, interview, questionnaire, content analysis, qualitative and expert assessment.

Discussion. It is known that the methodologically well-developed integration process of educational practice with the psychological-pedagogical series of disciplines is, in many ways, a person's educational field - a continuous education system, which combines various types of leading activities and educational subjects. determines that it is a special socio-cultural phenomenon [4].

Integration processes can be expressed in a three-dimensional learning space defined by the following conditional coordinate axes:

1) subjects of development, including children of preschool and junior school age, students of general secondary education, students of higher educational institutions, young professionals and specialists with extensive experience;

2) systematic forms of continuous education (preschool education, primary education, general secondary education, higher education and post-higher education, etc.);

3) multifaceted leading activities that perform the function of personality development (game, cognitive, educational, professional, production and creatively oriented) [5].

Combining these three objectively reproducible and self-developing factors into one space allows us to consider the educational space as developing [6].

The developing educational space is a constantly expanding and self-organizing system of interaction between the psychological and pedagogical systematic forms and levels of continuous education, the activities and subjects of the developing person and professional development. we think that The interaction of these components creates an open, expandable and self-developing learning space [7].

Effectiveness of pedagogical research:

- first of all, to provide conditions for the integration of education and science, to participate in the training of specialists by introducing scientific development and results into the educational and professional process;

- support the priority development of basic research as a basis for creating new knowledge, mastering modern technologies, establishing and developing scientific schools;

- raising the quality of the process of training specialists and scientific-pedagogical personnel, helping to improve the qualifications of professors and teachers;

- it can be increased based on the active participation of the scientific community in the organization and conduct of scientific research on current issues of education [8].

In general, the field of education defines not only research problems, but also areas of innovation, which have become the main mechanism for the integration of science and educational practice.

Innovative activity in education means pedagogical activity aimed at introducing the results of completed scientific research and development, other scientific and technical achievements, as well as intellectual property objects into the educational process, new or improved pedagogical products .

Therefore, practical pedagogical activity is a process of implementation together with appropriate additional research and development, in which education is compatible with the economic and legal structure of society, the laws of economic development, as well as the current conditions of the labor market, as well as educational products and services. needed .

It follows that pedagogical innovation is the result of innovative pedagogical activity, which provides new educational effectiveness, including its social, economic, management, environmental, health care and other aspects . However, it is not always possible to implement the results of pedagogical research directly into educational practice. Only innovations can be considered as a mechanism for their change and implementation.

A meaningful connection between science and innovation is a purposeful change in order to improve, modernize or reform existing educational practices based on innovative projects .

Innovative projects can be implemented in three stages:

The first stage is the design of the innovation, that is, models and programs are developed as a result of it;

The second stage is the technological stage, in which the program is implemented and put into practice;

The third stage is the reflexive stage, in which innovative activity is evaluated.

Innovation focuses on changing and updating various aspects of education. Including:

- socio-pedagogical changes;
- improvement of general education and professional training processes;

- formation of new content of education;

- development of new psychological-pedagogical technologies for education, upbringing and development of students;

- new communication and information technologies, design of education and spatial environment, etc.

The main directions of innovative educational activities are as follows:

- ensuring maximum flexibility and non-linearity of organizational forms;

- inclusion of knowledge updating processes in all components of the educational system;

- development of human talent, creativity and initiative as the most important resource of socio-economic development;

- to constantly update educational technologies based on monitoring changes in the socio-economic and educational environment;

- ensuring the interaction of two innovative schemes (the first - creation and promotion of innovations, the second - their selection and development).

As can be seen from the above definitions, the results of completed psychological-pedagogical research are the basis of innovative pedagogical activity, and this is the theoretical basis of pedagogical innovations. For this reason, the integration of psychological-pedagogical sciences, educational practice and pedagogical innovations is necessary.

Therefore, innovation in education is considered a factor that ensures the integration of science and education, and it serves the development of education along with the introduction of the achievements of this science into the educational process. In order to distinguish these three

interrelated types of pedagogical activity, the table shows their defining characteristics .

In conclusion, it should be noted that the study of the influence of the potential of educational innovations on the socio-economic development in our country, the evaluation of the quality of pedagogical innovations, the development of the criteria necessary for this, and the organization of the examination of educational institutions shows the urgency of the problem. At this point, a systematic solution to the problem of pedagogical innovations requires the development of a system for evaluating the quality of pedagogical innovations.

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