



INNOVATIVE PROCESSES IN EDUCATION

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Abstract

The article is considered different correlations of traditions and innovations provide cultural scientists with a basis for classifying societies into traditional and modern. In traditional societies, tradition dominates innovation. In modern - innovation is the basic value. The same society can go through different periods. More recently, the terms «innovation», «innovation process» in the domestic pedagogical literature are almost never used. Today the situation is different. And although the interpretation of the content of these terms in different works has significant differences, they are already used very widely.

Keywords:

Introduction

The modern concept of «education» is associated with the interpretation of such terms as “training”, “education”, “development”. However, before the word “education” became associated with enlightenment, it had a wider sound. Vocabulary terms refer to the term “education” as a noun for the verb “form” in the sense of “create”, “form” or “develop” something new. Creating new is innovation [1].

Methods

The innovation process is understood as a complex activity on the creation, development, use and dissemination of innovations. The innovation process in the field of education is the renewal and change of the concepts of education, the content of curricula, methods and techniques, methods of training and education. In understanding the essence of innovation processes in education, there are two major problems of pedagogy

- the problem of studying, summarizing and disseminating advanced pedagogical experience and the problem of introducing the achievements of psychological and pedagogical science into practice. With the transition to a global information society and the development of knowledge about the adequacy of education to the socio-economic needs of the present and the future, it is necessary to base on organizational innovations, as well as on training and research on these processes. As a social institution that reproduces the intellectual potential of a country, education should have the ability to develop faster, to meet the interests of society, a particular person and a potential employer.

Modern high school should become an advanced platform in terms of information technology, a place where a person receives not only the necessary knowledge, but also imbued with the spirit of the modern information society. Without the use of information and communication technologies, an educational institution cannot claim to be innovative in education. After all, an educational institution that widely introduces organizational, didactic, technical and technological innovations into the educational process and achieves a real increase in the rates and volumes of learning and the quality of training is considered innovative. The use of information and communication technologies makes it possible to significantly speed up the process of searching and transmitting information, transform the nature of mental activity, and automate human labor. It is proved that the level of development and implementation of information and communication technologies in production activity determines the success of any company.

At the beginning of the third millennium,

the specificity of education places special demands on the use of various technologies. In this regard, along with the technologization of educational activities, the process of its humanization is just as inevitable, which is now becoming increasingly widespread in the framework of the personal activity approach. Deep processes occurring in the education system in our country and abroad lead to the formation of a new ideology and methodology of education. Innovative learning technologies should be considered as a tool with which the new educational paradigm can be implemented. The development of a higher education system cannot be carried out without the constant development of innovations related to the implementation of the innovation process. To implement effective process management, you need to understand it. In this regard, there is a need to study its structure and structure. The main goal of innovative education technologies is to prepare a person for life in an ever-changing world. The essence of such training consists in the orientation of the educational process on the potential possibilities of a person and their realization.

Results

Now, the main focus of state policy is connected with a fundamental solution of the problems of modernization of the content and structure of education. Solving the problems of modernizing education is impossible without deepening and expanding the front of scientific research and complex innovative developments. The study of innovative processes is engaged in pedagogical innovation. Pedagogical innovation is a science that studies the nature, patterns of the emergence and development of pedagogical innovations

in relation to subjects of education, and ensures the connection of pedagogical traditions with the design of future education. The changing role of education in society has led to most of the innovation processes. "Out of the socially passive, routinized, accomplished in traditional social institutions, education becomes active. The educational potential of both social institutions and personal is being actualized." Previously, the unconditional reference points of education were the formation of knowledge, skills, informational and social skills (qualities) that ensure "readiness for life", in turn, understood as the ability of an individual to adapt to social circumstances. The beginning of the innovation process is usually associated with conducting fundamental and exploratory research, i.e. purely theoretical orientation. The result of such research may be the discovery of private and universal laws or laws of nature, as well as the discovery (as a result of theoretical calculations) of new material objects or substances in nature, etc.

Today, the educational system of Kazakhstan is in search mode, due to the departure from traditional teaching methods and the transition to innovative and research paradigms due to the fact that the student environment is breaking established stereotypes on the processes of education and upbringing [2].

President of the Republic of Kazakhstan N.A. In his Address to the People of Kazakhstan dated January 17, 2014, Nazarbayev "Kazakhstan's Way-2050: Common Goal, Common Interests, Common Future" specified new tasks for the country to become one of the 30 most developed countries in the world, including in the field of education. In particular, he noted that all developed countries have unique high-quality educational systems.

We have a lot of work to improve the quality of all parts of national education.

Discussion

With the introduction of modern technologies in the educational process, the teacher is increasingly mastering the functions of a consultant, advisor, educator. This requires special psychological and pedagogical training from him, since in the professional activity of the teacher not only special, subject knowledge is realized, but also modern knowledge in the field of pedagogy and psychology, technology of training and education. On this basis, a readiness is formed for the perception, evaluation and implementation of pedagogical innovations. In understanding the essence of innovation processes in education, there are two major problems of pedagogy - the problem of studying, summarizing and disseminating advanced pedagogical experience and the problem of introducing the achievements of psychological and pedagogical science into practice. Consequently, the subject matter of innovation, the content and mechanisms of innovation processes should lie in the plane of the union of two interrelated processes considered so far in isolation, i.e. the result of innovation processes should be the use of innovations, both theoretical and practical, as well as those that are formed at the intersection of theory and practice. All this underlines the importance of management activities in creating, mastering and using pedagogical innovations. Therefore, the teacher can act as an author, developer, researcher, user and promoter of new educational technologies, theories, concepts. Managing this process provides targeted selection, evaluation and application in their work experience of colleagues or

proposed science new ideas, techniques. We can give the following integral definition. Innovation is a creative, based on the knowledge of tradition and best practices, aimed at achieving more effective results; introduction into the professional activity of significant changes associated with the development of new forms and contents of this activity, as well as with the use of more advanced technologies, taking into account the current socio-economic conditions [3].

It should be born in mind that innovation is always a process that has certain deployment stages or components. First, we are talking about innovations, that is, new ideas, which as a result of scientific research can take the form of knowledge. Further, with the successful development of new knowledge, the introduction, the introduction of innovations into practical activity by selected production structures takes place. In the end, the spread of already mastered, realized innovations, the use of innovative products, services or technologies in new places and conditions drives the mechanism of innovation diffusion [4].

Conclusion

Thus, the innovation process is a sequential chain of events from a new idea to its realization in a particular product, service or technology and the further spread of innovation.

Thus, innovative processes in education is a manifestation of the development of a new educational paradigm, characterized by the development of a creative, innovative approach to the organization of the educational process. Nowadays, trends in the development of the world educational space are predicted, types of regions are identified based on the interaction of educational systems and

their response to integration processes. All countries are united by the understanding that modern education should become international. Those. university education acquires the features of poly cultural education. It develops the ability to evaluate phenomena from the perspective of another person, different cultures, and a different socio-economic formation.

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БІЛІМ БЕРУДЕГІ ИННОВАЦИЯЛЫҚ ҮРДІСТЕР

Аңдатпа

Мақалада дәстүрлі мен жаңашылдық қатынастарына берілген мәдениеттанушы ғалымдардың қоғамды дәстүрлі мен инновациялы деп классификациялауға негіз беретіндігі қарастырылады. Дәстүрлі қоғамда инновациялыққа қарағанда дәстүрлі басым келеді. Замануи қоғамда – инновация ең негізгі құндылық болып табылады. Таяу жақында «инновация», «инновациялық процестер» отандық педагогикалық әдебиеттерде басым түрде ешқашан қолданылған жоқ. Ал бірақ бүгінгі күн талабы мүлде өзгеше. Дегенмен, бұл терминдердің пайымдалуы да сан алуан еңбектерде әртүрлі ерекшеліктерге ие және олардың қолданылуы әлдеқайда кеңейді.

Трек сөздер: инновация, әлеуметтік белсенді институттар, білім беру әлеуеті, іргелі ізденіс зерттеулері, теория, Қазақстанның білім беру жүйесі, оқыту мен тәрбиелеудегі таптаурындар.

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ИННОВАЦИОННЫЕ ПРОЦЕССЫ В ОБРАЗОВАНИИ

Аннотация

В статье рассматриваются различные соотношения традиций и нововведений, которые дают ученым-культурологам основу для классификации обществ на традиционные и современные. В традиционных обществах традиция доминирует над инновациями. В современном - инновация является основной ценностью. Одно и то же общество может проходить через разные периоды. Совсем недавно термины «инновация», «инновационный процесс» в отечественной педагогической литературе практически никогда не использовались. Сегодня ситуация другая. И хотя толкование содержания этих терминов в разных работах имеет существенные различия, они уже используются очень широко.

Ключевые слова: инновация, социально активные институты, образоваательный потенциал, фундаментально-поисковые исследования, теории, образовательная система Казахстана, стереотипы в процессах обучения и воспитания.

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