

Describing Innovative Processes, Taking Place in Development's Period of Modern Uzbekistan

*Kurbanov Ikhtiyor Hikmatovich*¹

Annotation: The article is committed to the presentation of academic innovations within the instructive handle. The most ways of realization of academic advancements, as well as the most bearings and components of advancements are uncovered. The issues of presenting educational advancements in instructive teach are recognized. The basic components of the framework of imaginative action of the educator are considered. The require for successful application in educational exercises of a assortment of pedagogical innovations is famous. The “educational upgrade” is considered as an enhancement within the quality of higher instruction through the presentation of imaginative approaches for the whole instructive framework. The essential conditions for the effective execution of the teacher's imaginative action are decided. An calculation for the execution of academic developments within the instructive prepare is proposed.

Key words: pedagogical innovations, educational environment, innovations, barriers, innovations.

Introduction

The innovation process typically affects the goals, structure, tasks, technology and human resources of the organization. These internal variables are related to each other, for example, the introduction of computers into the work process will entail changes in the professional and qualification structure of the team, and in the level of tasks to be solved, and in the control system, and even in the very nature of the work.

The essence of innovation is the work to achieve new results, means and ways of obtaining them, to overcome the backward or routine elements of traditional activity. When introducing innovations at enterprises and organizations, three groups of contradictions arise and are resolved:

between new and old; contradictions related to the depth of transformations (whether there is a radical change, i.e. innovation-modernization takes place, or traditional methods, forms and principles of work are improved, i.e. innovation-transformation takes place);

contradictions associated with the restructuring of the consciousness of workers, since innovations change their interests and value orientations.

Main part

The transition of enterprises and organizations of all sectors of the national economy (including education) to market relations as a global innovation caused by the decision of the government has exacerbated all these groups of contradictions, but the most painful thing is the need to restructure the consciousness of workers. Very often, when introducing educational innovations in educational institutions, technical and organizational issues are brought to the fore, and the training of a technologist-teacher and a student-consumer of educational services goes to the periphery of the attention of managers. Meanwhile, the lack of elaboration of these two key issues (the teacher's rejection of changes and the unpreparedness of students for them) is the main brake on the widespread introduction of innovations in the educational process. Educational institutions are organizations that operate in conditions of uncertainty, i.e. when it is impossible to estimate the probability of potential results in exact numbers [1]. Such organizations also include socio-cultural, political and knowledge-intensive industries. It is in these areas that knowledge about the social and psychological and pedagogical aspects of innovations is relevant, since neglecting them can ruin the most valuable innovation.

Any innovation has both technical and psychological consequences. We agree with R.L. Krichevsky that “traditionally, innovations are usually considered as some unconditionally positive event in the life of an organization or society: Meanwhile, historical and purely everyday experience shows that this is far from being the case. By no means all innovations are good for people, even if being good is their purpose> [2]. In the light of the foregoing, the role of psychological and pedagogical factors in the implementation of innovations is clear. The initiators (innovators, organizers) of innovation must provide psychological support for innovation in order to overcome barriers to innovation with the least loss.

Psychological aspects of the concept <innovation>. N.I. Lapin, E.T. Grebnev, A.I. Prigozhin, N.A. Ilyina, V.I. Shuvanov, in the foreign - K. Davis, T. Peters, R. Waterman, N. Tichy, M. Devanna.

¹ Bukhara state medical institute

In the literature, one can find quite a few classifications of innovations by type. We will focus on the classification of N.A. Ilyina, which is easily projected onto the sphere of education [3]. According to N.A. Ilyina, innovations can be:

technical and technological (new means of production and new technologies); employees of organizations do not expect negative from these innovations;

organizational and managerial (new organizational structures and methods of team management, development of managerial decisions and control over their implementation);

socio-economic (new material incentives, wage systems).

Let's add two more types to this list:

legal (changes in labor and economic legislation, the emergence of new laws, for example, the law on the protection of intellectual property);

pedagogical (new methods, models and forms of education and upbringing, creation of new public bodies).

The last four types of innovation cause a negative reaction among employees, this is understandable: it is most difficult to achieve effective change in people's behavior, since the natural desire for stability, healthy conservatism and the presence of life and professional stereotypes encourage us all to be cautious and incline to fear.

Innovations of any type affect the interests of many employees of the organization, each of which must take any role position: problem provider, innovator, initiator, developer, expert, manufacturer, organizer, user. This set of role positions depends on the content and scale of innovations and is rarely found in one person in production. There are two mandatory positions: organizer and user. In education, many positions often coincide in one person as an innovative teacher. Often, an innovative position and a functional place of an employee may not coincide. Normally, as scientists note, the head of the organization should be the initiator and implementer of the innovation process, and his behavior should reflect the standards of innovative behavior - the desire for leadership, entrepreneurialism, the desire to give freedom of action to creative and talented people, support enthusiasts [4]. The main thing in the innovative behavior of a leader is to develop the motivation of innovators among employees.

Modern educational space consists of two types of pedagogical processes - innovative and traditional. Pedagogical innovation is a theoretically substantiated, purposeful and practice-oriented innovation, which is carried out at three levels: macrolevel, mesolevel and microlevel.

At the macro level, innovations affect changes in the entire education system and lead to a change in its paradigm. At the meso level, innovations are aimed at changes in the educational environment of the region, in specific educational institutions. At the meso level, it is mainly about the creation of new educational institutions based on new conceptual approaches. Today, four types of educational institutions can be distinguished in Russia: elite, opportunistic, experimental, and traditional [5]. At the micro level, innovations are aimed at creating new content for both a separate course and a block of courses (for example, environmental or humanitarian); or to work out new ways of structuring the educational process; or to develop new technologies, new forms and methods of teaching.

It is also necessary to emphasize about psychological barriers in relation to innovations. A psychological barrier is a set of actions, expectations and emotional experiences of an employee who has latent or explicitly expressed negative socio-psychological conditions caused by innovation. According to the forms of manifestation, psychological barriers can be divided into passive, active and extreme (outright sabotage). The psychological barrier is a developing formation, since its parameters (the nature and forms of resistance) change at different stages of innovation, depend on the type of organization and are different for different categories of workers. As a rule, the barrier is higher at the stage of innovation implementation, as well as with low qualification of the staff or in old age.

R.L. Krichevsky, referring to K. Davis, believes that the reasons for the resistance of personnel to organizational innovations can be of three types: economic, personal and social.

Speaking of the economics, K. Davis includes: a) fear of unemployment; b) fear of a reduction in the length of the working day and, consequently, earnings; c) fear of the intensification of labor and the reduction of its progressive payment. Thus, the introduction of new technologies in higher education, for example, modular, leads to an increase in the teacher's workload by 20-25% (work on educational and methodological documentation, didactic support for modules, development of active teaching methods, etc.). Often this additional work is not paid, or it is paid disproportionately to its labor intensity (it is known that a teacher must spend 20 to 30 hours of personal time to develop 1 hour of a business game). That is why, in our questionnaire, teachers named these economic factors as the main reason for their anti-innovation attitudes (up to 70% of responses). In the questionnaire, we also asked respondents to answer the question of what personal reasons prompt them to reject new learning technologies.

Teachers consider the following personal reasons to be: a) perception of criticism of their personal methods of work as an insult (20%); b) fear that the skills and abilities acquired over many years will be unnecessary and their professional competence will be infringed (25%); c) confidence that innovations increase the monotony and assembly line of labor and thereby reduce the sense of the importance of a person as a participant in the labor process (30%); d) unwillingness to

spend energy on retraining (30%); e) fear of increased labor intensity (68%); f) fear of uncertainty and misunderstanding of the essence and consequences of innovation (5%); g) loss of creativity in pedagogical work (35%).

As you can see, teachers are mostly afraid of innovations, because they lead to the intensification of labor and the need for retraining; can reduce their importance and change their key role in the educational process; limit improvisation and creativity in the activities of the teacher. Among the social reasons for the rejection of innovations, teachers indicated:

- a) The desire to maintain familiar social ties, and, consequently, their status (40%);
- b) Fear that innovations will change functional responsibilities and reduce job satisfaction (30%);
- c) Dissatisfaction with the weakness of personal participation and the insignificance of their role in the implementation of innovation (20%);
- d) Confidence that innovations are beneficial to the organization, and not to the employee and not to society (5%).

Our study of the introduction of new technologies over several years shows that the listed factors that influence innovation processes in universities are highly dependent on the socio-cultural context in which the educational institution is immersed.

The specifics of the introduction of innovative processes in education. We believe that the classification of R.L. Krichevsky, which we used in our work, fixes anti-innovation barriers in the conditions of a highly effective socio-cultural and economic system of the Western type. In domestic organizations, according to A.I. Prigozhin, there are also "home-grown" reasons due to the Uzbek mentality, way of life and traditions. According to our observations, this is:

the orientation of many workers is not to achieve success, but to avoid failure;

fear of risk and difficulties;

low level of claims;

installations like "easier to buy abroad", "any initiative is punishable";

lack of interest in self-development and self-realization;

a rough culture of communication in general and low empathy in relationships with students in particular;

lack of equal communication skills;

adherence to stereotypes and low ability to improvise;

misunderstanding of one's professional purpose (one's teaching mission) and, as a result, incomplete self-actualization in work;

inability to multi-level reflection and, as a result, emotional burnout after 10-15 years of teaching.

It is these components in the structure of a teacher's professional work (let's call them acmeological invariants after psychologists), and not only its objective or subjective characteristics, that, in our opinion, determine the optimal creative potential and the highest productivity of a teacher's work [9]. The cumulative determinant of creative activity and the desire to master the innovative research style of professional activity is the acmeological professional position (from the Greek akme - flourishing, acmeological - promoting growth and flourishing). If the teacher's professional orientation is based on socially significant values, and pedagogical activity is accepted by him as a vital priority (and not as an annoying necessity or the result of a random choice of fate), if his practical actions, techniques and operations are the embodiment of modern professional culture, the best traditions pedagogical science, then such a position accumulates the interests of both society and the student. This position can be considered optimal, since it stimulates and catalyzes the highest productivity of the teacher's professional activity and turns him in the direction of positive innovations.

The acmeological component is a complex subjective-objective formation, a consequence of some deep mental traits and features of the national character; this is the very group of personality traits that determine, set the promotion of a professional to his own heights in this very activity, which he considers the main business of life.

There are all prerequisites for changing traditional education to innovative development in Uzbekistan:

social demand, or rather, the demand of certain progressive sections of society;

conceptual, socio-philosophical study of a new educational paradigm;

description of the methodology of activity as a tool for translating philosophical postulates into the practice of education;

the presence of a huge advanced experience of innovative teachers;

development of a number of developing learning technologies;

the presence of foreign experience in the restructuring of education.

And meanwhile, the reform of secondary and higher education has been stalling for 15 years now, and attempts to introduce progressive teaching technologies in universities are meeting with enormous resistance. The point here, it seems to us, is not economic reasons. It is possible to reform education only taking into account the acmeological potentials, innovative and creative abilities of the nation, its attitude to everything new and progressive in all spheres - everyday life, work, relationships.

Conclusion

In conclusion, I would like to say that at present the need for pedagogical innovations in education is obvious, but there are some reasons that prevent their introduction into the educational environment. This factor leads to a decrease in the effectiveness of teaching. To do this, innovative technologies are aimed at introducing and using something new in order to increase the effective activity of the teacher.

It will be considered a deep delusion, as V.E. Shukshunov that science and technology are international. In fact, it is not science and technology, but precisely national characteristics and culture that form a skilled workforce, its acmeological potentials and set the standard level of education in the country.

The president of the Japanese company Sony, Akio Morita, explains the success of the company with the peculiarities of the national character of the Japanese, their attitude to creativity: "The main reason for the economic power of Japan is not that it has acquired the results of creating products based on these results. There is no shortage of technology in America. But there is a lack of creative activity aimed at the commercial application of these technologies. This, I believe, is America's biggest problem. On the other hand, creative activity is the strongest side of Japan" [11].

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