

Innovative Educational Environment And Innovative Educational Technologies

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Abstract: *Innovative pedagogical technologies are one of the dominant trends in the development of mankind; they are specific and quite complex, requiring special knowledge, skills, and abilities. The introduction of innovations is impossible without a teacher-researcher who has systems thinking, a developed ability for creativity, and a formed and conscious readiness for innovation.*

Keywords — innovation, education, technology, competence, economic competences.

Introduction:

Innovation (from Latin in - in, novus - new) means innovation, novelty. The main indicator of innovation is a progressive beginning in the development of a university in comparison with established traditions and mass practice. Innovation in the education system is about making changes:

- in goals, content, methods and technologies, forms of organization and management system;
- in the style of pedagogical activity and the organization of the educational and cognitive process;
- into the system of monitoring and assessing the level of education;
- into the financing system;
- in educational and methodological support;
- into the system of educational work;
- in the curriculum and training programs;
- in the activities of the student and teacher. Types of innovations according to the correlation of the new to the pedagogical process taking place at the university:
 - for the purposes and content of education;
 - in methods, means, techniques, technologies of the pedagogical process;
 - in the forms and methods of organizing training and education;
 - in the activities of the administration, teachers and students. Types of innovations based on scale (volume)
 - local and isolated, not related to each other;
 - complex, interconnected;
 - systemic, covering the entire university. Sources of innovative ideas at the university:
 - social order (needs of the country, region, city);
 - implementation of social order in laws, directives and regulatory documents of federal and regional significance;
 - achievements of the complex of human sciences;
 - advanced pedagogical experience;
 - intuition and creativity of managers and teachers as a path of trial and error;
 - experimental work;
 - Foreign experience.

The concept of “technology” is usually considered as art, skill, skill in combination with methods of processing, manufacturing, changing the state, properties, form, manifested and used in the production of a particular product.

Thus, technology in the “processual” sense answers the questions of how to create this or that product and by what means. Moreover, these questions are preceded by a clear definition of the goal, indicating “what needs to be obtained.”

The meaning and purpose of any technology is to optimize the management process, to exclude from it all types of activities and operations that are not necessary to obtain a social result. Several concepts are used in educational theory and practice: “educational technologies”, “learning technologies”, “pedagogical technology”.

Innovation in education refers to the process of improving pedagogical technologies, a set of methods, techniques and teaching aids. Currently, innovative pedagogical activity is one of the essential components of the educational activities of any educational institution. It is innovative activity that not only creates the basis for creating the competitiveness of an institution in the educational services market, but also determines the directions for the professional growth of the teacher, his creative search, and really contributes to the personal growth of students.

Innovative activities are inextricably linked with the scientific and methodological activities of teachers and educational and research students. In some cases, the use of an already known method, with a slight change or modification, is considered an innovation. Innovation is the subject of special human activity, which is not satisfied with traditional conditions, methods, methods, and desires not only novelty of content, but qualitatively new results.

The term “innovation” (innovation) can be interpreted as the antonym of the adjective “traditional”, which in our context implies going beyond the typical, most common sets of methods, methods, and teaching techniques.

Traditional approaches to teaching include methods, methods, and techniques that are primarily focused on reproductive training.

It is advisable to consider two directions in education:

1. Modernization of traditional education in the spirit of effective organization of mastering given samples, achieving clearly defined standards. Within this direction, the renewal of the educational process is focused on the traditional didactic tasks of reproductive education, the idea of learning as a “technological” conveyor process, with the expected result described in detail.

2. An innovative approach to the educational process, in which the goal of learning is to develop students’ abilities to master new experiences based on the targeted formation of creative and critical thinking, experience and tools for educational and research activities, role-playing and simulation modeling.

Traditional learning inherently corresponds to the very concept of learning, which, again traditionally, is understood as the transfer of sociocultural methods, patterns of knowledge from one individual or their community to another individual or individuals when it comes to group learning. At the same time, on the one hand, the continuity of sociocultural experience and Man as its bearer is ensured, and, on the other hand, conditions are created for the emergence of new sociocultural ways of activity and development of Man and thereby changing the sociocultural environment itself.

To characterize the essence of traditional learning, it is best to do so through the example of the difference between “maintenance” traditional approaches to learning and “innovative” types of learning. Supportive learning is the process and result of such educational, and as a result, educational activity, which is aimed at maintaining and reproducing the existing culture, social experience, social system. This type of training and education ensures the continuity of sociocultural experience, and it is this type that is traditionally inherent in both school and university education.

Innovative learning is the process and result of such training and educational activities that stimulate making innovative changes in the existing culture and social environment. From here it is easy to see that educational technologies based on the traditional paradigm of “supportive learning” are built on the principle of translation, transmission and reproduction by the student of ready-made samples of human activity.

Such training “involuntarily” provokes the preferential development of the student’s reproductive abilities, from cognitive stereotypes of perception, memory and thinking to personal stereotypes of social behavior. While the student’s creative potential, his productive abilities and personality develop here, essentially spontaneously.

Realizing the contradiction between the social demand for education and traditional methods of teaching and upbringing, teachers - scientists and practitioners - began to turn to the search for educational technologies built on other principles, and, above all, to personality-oriented and/or developmental approaches to learning.

“Educational technologies” relate to the general strategy for the development of a unified educational space.

Their main function is prognostic, and one of its main types of activity is project-based (planning general goals and results, main stages, methods and organizational forms of the educational process aimed at training highly qualified personnel). Criteria parameters of educational technologies are usually reflected in the concepts of educational development.

“Training technologies” (TE) are an integral part of social technologies, because are used in the education system, which is a social system. The concept of TO is not new in pedagogy. In order for any activity to receive the right to be called technology, it is necessary to consciously and systematically divide it into separate elements that are implemented in a certain sequence. In addition, it is important that this procedure (process) can be replicated.

“Pedagogical technology” was the development of the ideas of programmed learning. Such training should be a maximally controlled process; in this it differs from traditional training by its directed impact on the learner.

The concept of “technology” must be distinguished from the concept of “methodology”. If the methodology in most cases is a set of recommendations for organizing and conducting the educational process, then pedagogical technology is distinguished by three fundamental points: technology is a project for the future educational process and a guarantee of the final result and the sequence of actions and operations chosen as the most effective and optimal.

In Russian literature, the term “pedagogical technology” is used very widely. It usually implies an algorithm for the activities of the teacher and the student, which ensures the achievement of the planned result with economical expenditure of energy and time.

At the same time, it is obvious that it is necessary to distinguish between pedagogical technologies and technologies for the creation, storage and delivery of information, i.e. everything that is denoted by the concept of information and communication technologies (ICT).

Educational technology (technology in the field of education) is a set of scientifically and practically sound methods and tools for achieving the desired result in any field of education.

The concept of “educational technology” seems somewhat broader than “pedagogical technology” (for pedagogical processes), because education includes, in addition to pedagogical ones, a variety of social, socio-political, managerial, cultural, psychological, pedagogical, medical-pedagogical, economic and other related aspects. On the other hand, the concept of “pedagogical technology” refers (obviously) to all sections of pedagogy.

The application of the technological approach and the term “technology” to social processes, to the field of spiritual production - education, culture - is a relatively new, more complex phenomenon for social reality.

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