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THE IMPORTANCE OF INNOVATION METHODS IN EDUCATION

Annotation: By their essence, traditions and innovations coexist in an inseparable unity, which should be understood as their harmonious interaction.

Key words: tradition, innovation, modern school, innovation process, harmonious interaction, national educational system.

The reform of the education system has led to an active discussion of the relationship between innovation and tradition in education. On the one hand, it is necessary to link innovations and traditions in the development of pedagogy, but in practice their balance is violated either in one direction or in the other.

Innovation and tradition should be seen as the two poles of the world of education. For any nation, traditions in pedagogy have always been the basis for building a national educational system, because only they –traditions - have passed out of life and have been tested by life. The innovation process is aimed at changing the components of human activity. But even here, ideas are taken from the rich tradition of the past. Creativity is a long way to the top of success. Each step forward is possible only because the previous one has been taken. In recent decades, innovation has generally been understood as the process of creating, mastering, using and spreading innovations in education. An essential characteristic of innovation processes are ideas derived from the rich tradition of the past. It is vital to create and maintain a balance between tradition and innovation in education. Today's pedagogy needs specialists whose skills are based on standard traditional pedagogy, but who are sensitive to innovations that constantly occur in the educational environment.

The existence of traditions is impossible without innovation. To prove this, you just need to remember the saying "Everything new is well-forgotten old". And if we talk about the educational process, we can say that everything old was once

new, and the methods, forms and approaches to education that were once innovative have now become traditional. As an example, let's recall the great teacher Yan Amos Komenskiy. Comenius was a pioneer in the field of didactics nominated many deep, progressive teaching ideas, principles and rules of organization of educational work (school year, holidays, dividing the academic year into teaching quarters, the simultaneous admission of pupils, class-lesson system, accounting knowledge of the students). Komenskiy wanted to "teach everyone everything" and demanded universal education, which should apply to all children, regardless of material and sexual differences. We see that what was once an innovation in education has become a tradition after a long process.

The modern school is still based on traditional principles of education and requires changes and the presence of innovations. This point is important, because the school is one of the main institutions of socialization of the individual in the process of life, integration of the child into the professional space. School is also a fundamental link in the chain of development from a child to a Mature person.

Therefore, it must respond in a timely and effective manner to the processes taking place in the modern world, see and eliminate emerging problems, find solutions that lead to qualitative changes, be adequate to modern reality. In addition, the modern educational space must be mobile, i.e. it must respond quickly to changes outside of it.

Pedagogical innovation can serve as a means of such an emergency response. What but traditions, the experience of past generations and the customs of the native land can form the best moral foundations in a person? Development of the ability to motivate actions, independently navigate the information received, the formation of creative unconventional thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice - the main goals of innovation. But once again, innovation requires a critical approach, a comprehensive analysis, the more thorough the more radical they appear, because if mistakes are unacceptable in mathematical calculations, why are we so careless in "calculating" the fate of

children? By their essence, traditions and innovations coexist in an inseparable unity, which should be understood as their harmonious interaction.

In the XVIII century, the German philosopher X.Wolf first pointed out the inseparable unity of these unique socio-cultural phenomena. He proved that if there were no traditions, every innovation in science would not result in the development of science, but in the emergence of a new scientific discipline. Thus, innovation and tradition are two sides of the same phenomenon, namely, the process of socio-cultural development. The point is that innovations in Russian pedagogy, such as the adoption of Western European models of models of educational processes, have always been accompanied by the approval of national Russian traditions of teaching and upbringing. Often, the tradition is understood only as a stagnant, obsolete old, hindering the development of the legacy of the past, meaninglessly reproduced in modern times. From another point of view, it is the traditions in the pedagogy of any nation that have always been the basis for building a national educational system, since only folk traditions that have passed out of life and tested by life can be axiomatic.

Traditions that arose in ancient times play a decisive role in the upbringing and education of new generations. No one denies that the way to achieve a higher quality of education and training is based on the idea of the moral meaning of time and man. According to G.B.Kornetov, "the pedagogical past is always adjusted to the expectations of today". And today's expectations are undoubtedly the use of modern, including educational technologies aimed at high-quality results. Only under this condition can the modernization of domestic education be possible. Under innovations in training, it is proposed to understand new teaching methods, new ways of organizing classes, innovations in the organization of educational content, integration (inter-subject) programs, methods of evaluating educational results.

The term "innovation" came into use in the 1930s of the last century. As a sociological term within the sociology of culture and cultural anthropology, this term was directly related to the idea of the diffusion of cultural phenomena. It is

the innovative processes in education that characterize modern approaches. Innovation refers to any new idea, new method, or new project that is intentionally introduced into the traditional education system.

Today's expectations are focused on a qualitatively new result of training and education using the most advanced achievements of pedagogical science, designed to help practical teachers in mastering the role of a researcher characteristic of pedagogy. As you know, the teaching community today is divided into two opposition camps - supporters of the introduction of science-based innovative concepts of building the educational process in educational practice and supporters of the empirical traditional way of development implying an innovative process.

Time is a unique and universal measure that characterizes any human activity. It has a social value that can be easily measured, including both qualitatively and quantitatively. Any innovative process in pedagogy can and should be considered as a consequence of the influence of traditional forms and methods of teaching. An essential characteristic of innovation processes are ideas derived from the rich tradition of the past. Popular wisdom says: "Every step forward is possible only because the previous one is made." People who have lost their traditions are gradually sliding down. Tradition is not only knowledge and experience that protect, protect and transmit. Tradition has the right to live only if it has a creative character that meets the requirements of modernity. It follows that both traditions and innovations should be considered as a socio-cultural phenomenon of domestic pedagogy, which provides a stable and dynamic path of development that preserves the balance of traditions and innovations in education. To successfully solve the set educational tasks, it is necessary to constantly correlate the educational actions carried out in the lesson and planned, the ways of their implementation, correlated with the results obtained, and determine their compliance with the conditions and requirements of the educational task.

Thus, the modernization of the education system is one of the priorities of state policy and ensures the growth of creative, versatile personality of teachers. It is on the best traditions of Uzbek pedagogy and the search for new forms, methods

and content of education that the future of modern schools is based. Relying on the best that is being created in the domestic and global educational space is a prerequisite for the Uzbekistan education system to continue its development and further self-improvement.

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