



## CONDITIONS AND MECHANISMS FOR THE APPLICATION OF PEDAGOGICAL INNOVATIONS IN THE EDUCATIONAL PROCESS

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**Abstract.** This article talks about the conditions and mechanisms of using pedagogical innovations in the educational process.

**Key words:** educational process, reflective mechanism, anthropology, educational technologies, innovative pedagogue, pedagogical essence, conditions, object, subject.

In the process of Education, serious attention is paid to studying the world experience and bringing their advanced qualities into line with the military education system, and using innovative factors in a new way. It was on this issue that the president of the Republic of Uzbekistan, the Supreme Commander-in-chief of the Armed Forces, Sh.M.Mirziyoev said the following words: "a new thought, a state that relies on a new idea, innovation, wins. If we start building our great future today, it should be started precisely on the basis of innovative ideas, an innovative approach," he said [1]: pedagogical innovations, including reflection mechanisms, allow students to understand the naturalness of the educational and educational process, allow them to realize their personal experience, ensure the self – development process of all subjects of innovative interaction, direct it to anthropology.

We must take into account that both education and innovations in education have long been successfully functioning as an object of pedagogical research. Here, various points of view are reflected on the definition of the concept of "innovation", its role and role in changing the educational process as a means of transformation (pedagogical, managerial, but motor), attempts have been made to algorithm innovative action. However, reducing the essence of innovative processes to instrumental, technological mechanisms for the implementation of educational content is understood as the superiority of tools over goals, pragmatic guidelines, standards and algorithms in meaning, thought and emotion. Teachers who have mastered innovative educational technologies without understanding their pedagogical essence cannot give them pedagogical meaning in practical activities. Therefore, our research is aimed at studying the conditions and mechanisms of implementation of the pedagogical essence of innovation.

Innovation pedagogy is more characterized by the ideas and theoretical principles of phenomenology, since the phenomenological nature of this innovative education allows us to set tasks related to the development of all subjects of the educational and educational process.

A multidimensional understanding of the essence, that is, in non-constant properties E.Following gusserl, it can be argued that a phenomenon is an object that can be perceived by the subject, which is perceived directly in thought [2]. The subjectivity of the student and teacher as participants in the innovation interaction is determined by personal meanings that determine the essence of innovation education.

Reliance on personal meaning as a means of developing pedagogical innovations is the leading

mechanism for their application to the pedagogical process of the University. Personal knowledge as a unit of innovation interaction is a phenomenon that expresses the synthesis, integration of existential and rational, reflecting the external processes of Organization of educational interaction and the internal processes of cognition. The innovation teacher gives the student the opportunity to understand the naturalness of the educational process and allows him to carry out personal experience.

In the context of innovative pedagogical interaction, the process of mastering knowledge ceases to have the property of regular memorization and repetition and is organized in various forms of mental activity as an effective creative process. The main focus is moving from the design of the final results to "ensuring the psychological completeness and comfort of the existing educational and educational situation"[3], which, in turn, requires a change in the meaning that complements the pedagogical interaction. Since a student ceases to be a means of achieving an educational goal, innovation interaction becomes goal-oriented instead of goal-oriented. Thus, the innovational process is anthropocentric.

When pedagogical innovations talk about the possibility of increasing the new formations of the individual, we turn to the idea of development and self-development as one of the conditions for their application to the educational process. Pedagogical innovations are carried out in the interaction of the subject and the subject as a process of "creating a new one together" and are a factor in the self-development of not only the student and the teacher, but the entire pedagogical process.

Thus, the developing subject of the educational process is "doomed" to innovational activity, since this innovational pedagogical activity implements the ability to change subjects and creates conditions for "reprogramming foundations" or "self-construction" in the process and interacts with development.

The source of information about all internal processes of participants in the educational space is, of course, their reflection. B.3.Wulfov expresses the path of human education as follows: information, reflection, knowledge [4].

Reflection can be considered as a mechanism and condition for the implementation of pedagogical innovations, since it includes internal and external factors that influence the development of their pedagogical meaning. It is a reflection that includes value orientations, aspirations, methods of innovation activity, ideas about oneself, meanings that contribute to the renewal of self-attitude, "polyphony" of ideas, images that become the most important mechanism of self-development. the movement of students and teachers, towards their subjectivity.

Reflection allows the teacher and student to be open to new experiences, which, in turn, is the leading source of personal and professional development of all participants in the educational process. Together, subjects of innovative activities will have a new pedagogical experience without denying the experience of the past. In other words, innovational activity is always based on pedagogical experience as a leading mechanism for the development of innovative meanings.

The focus on the development of creativity can arise from the development of the "multi-positional" interaction of the culture itself of putting and solving problems on the basis of the development of "multi-positional" interaction of students. Therefore, the goal of the innovational teacher is to eliminate the "individual subjectivity" of the joint activity of teaching, to establish a general collective subject of this activity. If this goal is achieved, it means that the "transition" outside the individual subject and its transformation into a "meta subject"[5]. Naturally, such an optimal option will not always achieve, and not everyone. In addition, it is appropriate to talk about "multi-subjectivity" within the framework of innovative pedagogical activity.

When choosing the type of interaction, the teacher, based on the pedagogical meaning of innovation, abandons the formal role (technocratic) form of interaction, which is limited by the status roles of the relationship between the teacher and the student. In this case, the most important condition for the implementation of pedagogical innovations is L.F.The interaction determined by vyaznikova is a value-reflecting type, since it is a process based on the "mutual development" of value-semantic positions of educational subjects. The interaction between the teacher and the student, reflecting dignity, helps the latter to experience and feel the ability to open feelings, acquire a new experience of interaction, stimulate processes of change, rather than fasten their own experience.

A fundamentally important criterion for value-reflecting interaction is dialogicity. We consider dialogism as one of the main components of the pedagogical essence of innovation, communication as the

main condition for the implementation of ESAB pedagogical innovations.

Dialogue in innovation interaction is the unconditional acceptance of the uniqueness of another, interference in his problems, joining the joint search for ways to solve these problems, this opportunity contributes to the collision of various poses, their mutual enrichment, loss of self – knowledge, creativity and coercion by the teacher, the development of traditional “pedagogical” motives. Of course, the situational character and holistic effectiveness of innovations in education should be considered as a pedagogical feature that provides variability and freedom in education, which in our study can be considered as the most important condition for the implementation of pedagogical innovations. Such innovations, referring to the pedagogical tool, recognize the constant novelty of the educational environment of its application and the variability of pedagogical interaction. In this sense, pedagogical innovation is a constant creative search, and, if necessary, the abandonment of developed methods and forms, the early specialization and strict differentiation of traditional or “quasiinnovation” processes, for example, students, such as diagnostics of readiness to study.

Thus, we have identified the phenomenological nature of innovation, which consists in recognizing the subjectivity of the participants in the educational process in all versatility, inconsistency and non-linearity of their development; non-linearity and versatility of the educational process based on the interaction of the subject and the subject, as well as versatility and unlimited “the essence of something”.

In addition, pedagogical innovations include a mechanism for qualitatively changing the attitude towards knowledge. The innovative teacher gives the student the opportunity to understand the naturalness of the educational process, allowing him to realize his personal experience, along with the possibility of self-development. In this sense, E.Husserl's thesis that natural knowledge begins with experience and remains in experience is the key to understanding the pedagogical essence of innovation in the educational process.

Innovation education, in its essence, is constantly developing, therefore, at the heart of the educational process, the personality of a student who learns to independently acquire knowledge with the help of educational material, set Development Goals for himself, carry out creative activities, become a subject of his own development and is ready to respect himself deservedly. In this sense, the pedagogical process will be anthropo-oriented.

The innovation process determines the reflection, that is, the process of “transformation” of all subjects of the pedagogical process into itself.

In the absence of strict regulation of the content of education, the selective, research character of innovational activities implies the freedom to choose as a deviation from algorithmization, a transition to changing the programs, textbooks, methods and methods of pedagogical activity. The variability of innovations contributes not only to a stable life, but also to the development of scientific potential, the formation of a “cultural personality” who is ready to change working conditions, change lifestyle and qualitatively solve non-standard problems.

Innovative activity develops on the basis of openness, including readiness for new experience, partnership and reflected subjectivity (representation in others), value-reflexive interaction based on the realization of the highest spiritual needs of participants in the educational process, aimed at self-realization of the inner potential of the audience in a selected type of activity that helps to achieve self-realization.

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